

School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Las Flores Home Education Independent Study Academy	19643030128306	October 30, 2023	December 14, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Additional Targeted Support and Improvement

In regards to our ATSI student groups (African American and English learner student populations) this plan will analyze data, create appropriate goals and strategies, and monitor progress to make certain academic and behavior needs are met in an effort to get these student groups no longer identified as ATSI.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is a plan of action to create a consistent cycle of continuous improvement of student performance, and to ensure all students succeed in reaching academic standards. 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. SPSA is created with staff and community input and reviewed and updated with SSC.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Based on the Fall parent advisory group input, it has been determined that site goals for 2023-24 will focus on:

- * increased school/home communication
- * Increase in parent workshops

Based on the Fall student Panorama survey results, it has been determined that a site goal will focus on:

- *increased SEL lessons on emotional regulation and social awareness

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations were made frequently, as the professional learning community met often to refine instruction and plan for effective implementation. Teachers collaborate to ensure consistent and effective implementation. Weekly, teachers meet to assess student levels, review data, and unit or lesson plan given the point in the learning cycle. This information in turn, focuses the observation focus for administration.

Teachers are also scheduled for formal evaluations. For the 2023-2024 School year, there are 11 teachers scheduled for formal evaluations.

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

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

This year's local assessments are NWEA for ELA and Math, and will be used to monitor progress, adjust instruction and measure student achievement. SBAC testing occurred in the Spring and the data results is utilized to guide instruction and intervention.

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

All teachers analyze data from curriculum-embedded assessments regularly and use the results to calibrate with one another and plan next steps. In the primary grades, the teachers use informal and formal assessments to determine that there is a need to create three word study groups to enable students to be taught at a developmentally appropriate level. The same was true for writing. Teachers have arranged their schedules to enable students to be moved among three classrooms for various stages of writing instruction. All are using the curriculum created by a BUSD Director, but are at different places according to students' abilities.

At Las Flores, students continue to be able to move among classes to ensure that they are working to their greatest potential whether to remediate or accelerate. The school continues to have students working well beyond their grade-level standards in both English Language Arts and Mathematics.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at the Las Flores Home Education Independent Study Academy are highly qualified.

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

All Las Flores Home Education Independent Study Academy teachers are credentialed in the appropriate subject areas. Teachers have access to professional development in a variety of ways. All teachers can access district-wide professional development opportunities such as Word Study trainings and workshops, mathematics opportunities, Restorative Justice trainings, SII and Thinking Map certification courses as well as site-based training, coaching, and support from district TOSAs.

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

The staff helps build and shape the instructional foci each year. All staff development is centered around the instructional foci which is based on student needs.

Furthermore, teachers have been provided with Restorative Justice training opportunities. Finally, parents are also provided with support and training based on their needs for their home school studies. Topics are those that will support parents in implementing California standards, rigor, and in application of strategies that align with core day instruction.

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

The school district provides TOSAs for ELD, Science, Math, ELA and technology who tailor their support to the needs of the teachers. The district TOSAs provides workshop opportunities to all teachers in the district.

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

The Las Flores Home Education Independent Study Academy prides itself on the great amount of collaboration that occurs not only among all grade-levels but also between teachers and parents. Each Monday and Friday teachers in grades TK-12 plan English Language Arts. The high school English and math teacher collaborate regularly as they support one another's students.

Teaching and Learning

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

All curriculum, instruction, and materials used during core instruction are aligned with the content and performance standards. This is true as well for the parents during their home school studies. Parents are provided with district adopted materials and are assigned content standards to teach each month. Supervising teachers are responsible for ensuring that parents are teaching the standards and that any supplemental materials meet the needs of the content standards.

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

Independent study students must complete a minimum day's worth of instruction in order to receive full attendance; however, Education Code clearly states that students should not be assigned only a minimum day's worth of work. As a result, teachers assign what would be a traditional day's worth of work to every student. Parents are required to show evidence of their instructional minutes for PE which is the only subject with mandated minutes. Parents are given the flexibility to modify their assignments and goals to increase or decrease instructional minutes to meet the needs of their student; however, all subjects must be taught in the course of the month. Due to the fact that students earn attendance by the "time value" of their assignments, instructional minutes are different for each student, for it is not about the amount of time spent doing the assignment, but the amount of time the assignment is worth.

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

Core classes at the Home Education Independent Study Academy have a tight pacing schedule as the teachers are teaching five days of English and Math instruction in 3 days. This requires teachers to meticulously plan, consolidate, and combine standards to ensure that students receive instruction that allows them to meet all the standards. With that said, teachers remain flexible in order to meet the needs of the students. Units can and will be extended as necessary to ensure mastery. High school students have a wide variety of classes available to them. Independent study by nature enables students to flexibly meet their academic requirements; therefore, when students are working at home, they are able to adjust what, when, and where they are learning. Students are offered intervention classes during enrichment on Fridays.

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

All students enrolled in the Home Education Independent Study Academy have access to appropriate standards-based instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All teachers use state adopted materials and standards-aligned instructional materials. The district adopted Wonders and Study-Sync from McGraw Hill for English Language Arts and for the past several years, teachers have utilized Eureka Math, Go Math, and the UCI Math Project for mathematics instruction. Parents have access to all district adopted materials, including teaching editions for home school instruction. High school students in the blended program receive instruction with district adopted materials as their traditional counterparts in English and Mathematics; however, their electives and other content area classes use the online platforms, Edmentum. The programs offer standards-aligned courses including those that are a-g approved and included on the school's course list. Seniors and all traditional program students use the online platform for all their classes.

Opportunity and Equal Educational Access

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

The Home Education Independent Study Academy is an educational option. Due to the nature of independent study as well as for those in the CORE program, an abbreviated school week, the students do not have various services that are provided at the traditional schools. They do have first, best instruction that provides many options to eliminate barriers and they have an integrated Rtl model that enables them to move among classrooms to receive targeted instruction based on needs. With the integration of Universal Design for Learning, the teachers are focused on providing students with options and scaffolds that proactively address students learning needs and enable them to successfully master the standards rather than differentiating when they do not. As a result, small group instruction is embedded into the reteaching portions of lessons, so as to offer support to those who even with options and scaffolds still struggle to meet the parameters of the assignments.

Evidence-based educational practices to raise student achievement

Las Flores Home Education Independent Study Academy uses a variety of research-based strategies to increase student achievement. To begin with, multi-age classes and fluid classrooms enable students to receive instruction that best meets their needs. In addition to this, the staff collaboratively plans for English Language Arts which in conjunction with the multi-age classes creates a looping effect, and looping, has long been shown to have a positive effect on student achievement as students need not learn new strategies and concepts each year rather they build upon what they are learning from year to year. All teachers have been trained in the use of Strategic Interactive Instruction which has been shown to increase student engagement resulting in increased student achievement. A majority of the teachers and parents use QAR-Question Answer Relationship (Rafeal, 1984), Thinking Maps, close reading, annotating, and teach encoding and decoding through developmental word study based on the work of Donald Bear, et.al and Cunningham/Hall. Utilizing standards-based grading enables the teachers to assess where students are on a continuum, thereby, they are able to give appropriate feedback to the students and parents as to how to increase achievement toward mastery of the standard. The past several years, the teachers have been implementing the Growth Mindset (Dweck, 2006) and Universal Design for Learning-UDL (CAST, 1984). Through these research-based practices, teachers are developing "expert learners" who understand what they need as a student and have grit to persist through challenging tasks that help them become develop their academic abilities. Finally, teachers are incorporating greater productive group work for students that targets both listening and speaking skills as well as social-emotional development. This work is guided by the research of Spencer Kagan, Marzano, and Fisher/Frey.

Parental Engagement

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

The Las Flores Home Education Independent Study Academy has a wide range of resources to assist under-achieving students. To begin with, parents meet monthly with their supervising teachers where they review student progress and offer suggestions for student support and how to increase student achievement.

Monthly Parent Advisory Committee (PAC) meetings take place to garner parent input and plan school wide events.

Primary teachers will continue to use assessments (formal and informal) to determine the greatest area of need for their intervention classes. An instructional aide will monitor the high school students. ST Math is a supplemental program students use during the school day, at home, and during Enrichment Friday.

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)

The Las Flores Home Education Independent Study Academy does not have ConApp programs at this time; however, there is a high level of involvement from all stakeholders in the planning, implementation, and evaluation of a wide variety of other programs. Weekly planning and staff meetings as well as monthly parent conferences provide teachers the opportunity to discuss needs based on student achievement. Through these discussions, ideas are developed to increase student achievement across all content areas. These ideas are further developed and/or funded through discussions at monthly PAC meetings that are open to all parents. To increase parent involvement, a position was created on the PAC (Academic Liaison) to bridge any disconnect between staff and parents. The Academic Liaison communicates the parents' and staffs' needs and ideas with one another in the interim between PAC meetings. Since the majority of students are in elementary school, much of the input from students does come through the parents; however, students provide input through class and family discussions which is then relayed by parents and teachers at the PAC meetings and monthly conferences.

Funding

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

The Las Flores Home Education Independent Study Academy receives Supplemental and Concentration funds.

Fiscal support (EPC)

The Las Flores Home Education Independent Study Academy receives funding from Supplemental and Concentration Grants and SISS. In addition, the district utilizes zero-based budgeting; thus annually, administration is able to make a budget proposal based on needs for the subsequent school year. Annually, the school also receives any carry-over from the previous school year to add to its budget allotment.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The administrator of Las Flores Home Education Independent Study Academy collaborated with students, parents, and teachers in the development, refinement and review of the SPSA. In October 2023, the administrator reviewed the last submitted SPSA and shared the changes via presentation at the monthly SSC meeting. The proposed additions, adjustments, deletions, and omissions were unanimously approved by the School Site Council.

Resource Inequities

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

African American and English learner student populations that have been identified as additional targeted support and improvement (ATSI) for Las Flores. Given the population and school size of Las Flores Home Education Independent Study Academy, resource funding streams are limited. Las Flores does receive categorical funding to support our unduplicated population. Due to the design of the program, Core or Classic, there is a limited amount of direct, explicit instructional time, so it does not always allow us a time to provide intervention on a consistent basis of five days a week. After school targeted tutoring does occur across the grade levels to support struggling students one day a week. Attendance is calculated based on work production, so even if a student is present for direct instruction, if the work is not completed the student cannot be given attendance credit. Chronic absenteeism is an area of concern for all groups and one of our goals will focus on improving in this area.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.26%	0.73%	.6%	1	2	2
African American	14.25%	13.55%	10.8%	55	37	31
Asian	3.37%	3.3%	2.7%	13	9	8
Filipino	4.15%	4.03%	2.7%	16	11	8
Hispanic/Latino	56.48%	61.17%	65.7%	218	167	188
Pacific Islander	0.78%	0%	1%	3	0	3
White	11.40%	9.52%	8.7%	44	26	25
Multiple/No Response	8.03%	6.96%	7.3%	31	19	21
Total Enrollment				386	273	286

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	32	29	17
Grade 1	45	16	31
Grade 2	33	39	16
Grade 3	43	23	38
Grade 4	33	33	20
Grade 5	25	17	37
Grade 6	37	20	17
Grade 7	30	28	21
Grade 8	27	18	30
Grade 9	25	8	17
Grade 10	21	10	9
Grade 11	17	18	13
Grade 12	18	14	12
Total Enrollment	386	273	286

Conclusions based on this data:

1. Enrollment in 9th grade has doubled from the previous year 22-23. Retention efforts for high school are working.

2. TK-1 enrollment has increased. Acquisition efforts have worked.
3. Hispanic/Latino Student enrollment represents the largest increase over a 3 year period.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	31	18	15	8.0%	6.6%	5.2%
Fluent English Proficient (FEP)	32	21	6	8.3%	7.7%	2%
Reclassified Fluent English Proficient (RFEP)			18			6.2%

Conclusions based on this data:

1. Student Reclassification is an area of investigation. Percentage should be higher.
2. The percent of FEP students has decreased.
3. Enrollment of EL students has started to decline after a dramatic increase in 21-22.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	15	35	22	0	35	22	0	35	22	0.0	100.0	100.0
Grade 4	15	26	35	0	24	35	0	24	35	0.0	92.3	100.0
Grade 5	19	23	20	0	22	20	0	22	20	0.0	95.7	100.0
Grade 6	15	32	20	0	31	20	0	31	19	0.0	96.9	100.0
Grade 7	13	29	29	0	29	29	0	29	29	0.0	100.0	100.0
Grade 8	16	20	16	0	20	16	0	20	16	0.0	100.0	100.0
Grade 11	7	23	17	0	22	15	0	22	15	0.0	95.7	88.2
All Grades	100	188	159	0	183	157	0	183	156	0.0	97.3	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2416.	2417.		25.71	27.27		20.00	27.27		20.00	18.18		34.29	27.27
Grade 4		2449.	2489.		29.17	28.57		12.50	25.71		16.67	20.00		41.67	25.71
Grade 5		2529.	2492.		22.73	25.00		40.91	20.00		22.73	20.00		13.64	35.00
Grade 6		2536.	2537.		19.35	15.79		25.81	42.11		41.94	26.32		12.90	15.79
Grade 7		2557.	2550.		20.69	13.79		34.48	41.38		24.14	27.59		20.69	17.24
Grade 8		2560.	2571.		15.00	12.50		20.00	43.75		45.00	31.25		20.00	12.50
Grade 11		2587.	2656.		13.64	46.67		40.91	46.67		27.27	6.67		18.18	0.00
All Grades	N/A	N/A	N/A		21.31	23.72		27.32	33.97		27.87	21.79		23.50	20.51

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.86	*		54.29	*		22.86	*
Grade 4		*	22.86		*	57.14		*	20.00
Grade 5		*	*		*	*		*	*
Grade 6		19.35	*		64.52	*		16.13	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
Grade 11		*	*		*	*		*	*
All Grades		21.31	20.51		61.75	59.62		16.94	19.87

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.43	*		65.71	*		22.86	*
Grade 4		*	25.71		*	62.86		*	11.43
Grade 5		*	*		*	*		*	*
Grade 6		22.58	*		67.74	*		9.68	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
Grade 11		*	*		*	*		*	*
All Grades		18.03	23.72		64.48	59.62		17.49	16.67

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.00	*		62.86	*		17.14	*
Grade 4		*	20.00		*	71.43		*	8.57
Grade 5		*	*		*	*		*	*
Grade 6		16.13	*		77.42	*		6.45	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
Grade 11		*	*		*	*		*	*
All Grades		9.84	11.54		77.05	73.72		13.11	14.74

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.14	*		65.71	*		17.14	*
Grade 4		*	11.43		*	71.43		*	17.14
Grade 5		*	*		*	*		*	*
Grade 6		9.68	*		77.42	*		12.90	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
Grade 11		*	*		*	*		*	*
All Grades		13.66	14.74		73.77	73.72		12.57	11.54

Conclusions based on this data:

1. Overall progress has been made in English Language Arts, however ELA is an area of concern for all grade levels with the percentage of students not meeting or nearly meeting the standard at 42.3%. This is in comparison to 53.34% of students District wide that did not meet the standard.
2. 5th grade is a specific level to focus on with students not meeting or nearly meeting the grade level standard increasing from 36.37 in 21-22 to 55 in 22-23. Targeted tutoring and intervention is necessary. This data correlates with fifth grade students District wide not meeting grade level standard at 53.31%.
3. Although growth has been made, almost half of the 8th grade students tested have not met or nearly met the standard at 43.75%. This is in comparison to the eighth grade students District wide that did not meet grade level standards at 54.33%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	15	34	22	0	34	22	0	34	22	0.0	100.0	100.0
Grade 4	15	26	35	0	24	35	0	24	35	0.0	92.3	100.0
Grade 5	19	23	20	0	22	20	0	22	20	0.0	95.7	100.0
Grade 6	15	32	20	0	31	20	0	31	20	0.0	96.9	100.0
Grade 7	13	29	29	0	29	29	0	29	29	0.0	100.0	100.0
Grade 8	16	20	16	0	20	16	0	20	16	0.0	100.0	100.0
Grade 11	7	23	17	0	22	15	0	22	15	0.0	95.7	88.2
All Grades	100	187	159	0	182	157	0	182	157	0.0	97.3	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2410.	2409.		11.76	18.18		29.41	22.73		26.47	27.27		32.35	31.82
Grade 4		2415.	2462.		4.17	8.57		12.50	25.71		37.50	40.00		45.83	25.71
Grade 5		2478.	2453.		13.64	10.00		9.09	15.00		36.36	15.00		40.91	60.00
Grade 6		2461.	2513.		9.68	5.00		6.45	30.00		32.26	35.00		51.61	30.00
Grade 7		2489.	2491.		13.79	6.90		10.34	17.24		20.69	31.03		55.17	44.83
Grade 8		2468.	2535.		5.00	6.25		10.00	18.75		15.00	31.25		70.00	43.75
Grade 11		2531.	2542.		4.55	0.00		9.09	13.33		36.36	40.00		50.00	46.67
All Grades	N/A	N/A	N/A		9.34	8.28		13.19	21.02		29.12	31.85		48.35	38.85

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.71	*		50.00	*		35.29	*
Grade 4		*	14.29		*	42.86		*	42.86
Grade 5		*	*		*	*		*	*
Grade 6		9.68	*		29.03	*		61.29	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
Grade 11		*	*		*	*		*	*
All Grades		10.99	9.55		37.91	42.04		51.10	48.41

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.59	*		50.00	*		29.41	*
Grade 4		*	11.43		*	62.86		*	25.71
Grade 5		*	*		*	*		*	*
Grade 6		16.13	*		22.58	*		61.29	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
Grade 11		*	*		*	*		*	*
All Grades		12.09	12.10		45.60	61.15		42.31	26.75

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.82	*		73.53	*		17.65	*
Grade 4		*	17.14		*	51.43		*	31.43
Grade 5		*	*		*	*		*	*
Grade 6		6.45	*		64.52	*		29.03	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
Grade 11		*	*		*	*		*	*
All Grades		8.24	10.19		62.64	66.24		29.12	23.57

Conclusions based on this data:

1. Mathematics is an area of growth for all grades with 70.7% of students tested not meeting or nearly meeting the standard. Fourth grade had 65.71% below grade level standard in comparison to 59.2% of fourth graders District wide.

2. The number of students that have met the standard or higher in mathematics has increased from 22.53 in 21-22 to 29.3 in 22-23.
3. Eighth grade math is an area of focus with 75% of students not meeting or nearly meeting the standard as compared to 70.06% of eighth grade students District wide.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	4	
1		*	*		*	*		*	*		6	*
2		*	*		*	*		*	*		*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	4	*
All Grades										4	32	14

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1		*	*		*	*		*	*		*	*	0	*	*
2		*	*		*	*		*	*		*	*	0	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*	0	*	*
5		*	*		*	*		*	*		*	*	0	*	*
7		*	*		*	*		*	*		*	*	0	*	*
8		*	*		*	*		*	*		*	*	0	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	37.50	42.86	*	40.63	42.86	*	15.63	14.29	*	6.25	0.00	*	32	14

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1		*	*		*	*		*	*		*	*	0	*	*
2		*	*		*	*		*	*		*	*	0	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*	0	*	*
5		*	*		*	*		*	*		*	*	0	*	*
7		*	*		*	*		*	*		*	*	0	*	*
8		*	*		*	*		*	*		*	*	0	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	46.88	78.57	*	34.38	14.29	*	15.63	7.14	*	3.13	0.00	*	32	14

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1		*	*		*	*		*	*		*	*	0	*	*
2		*	*		*	*		*	*		*	*	0	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*	0	*	*
5		*	*		*	*		*	*		*	*	0	*	*
7		*	*		*	*		*	*		*	*	0	*	*
8		*	*		*	*		*	*		*	*	0	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	12.50	7.14	*	34.38	50.00	*	40.63	35.71	*	12.50	7.14	*	32	14

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1		*	*		*	*		*	*	0	*	*
2		*	*		*	*		*	*	0	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*	0	*	*
5		*	*		*	*		*	*	0	*	*
7		*	*		*	*		*	*	0	*	*
8		*	*		*	*		*	*	0	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	37.50	50.00	*	59.38	50.00	*	3.13	0.00	*	32	14

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1		*	*		*	*		*	*	0	*	*
2		*	*		*	*		*	*	0	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*	0	*	*
5		*	*		*	*		*	*	0	*	*
7		*	*		*	*		*	*	0	*	*
8		*	*		*	*		*	*	0	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	53.13	78.57	*	40.63	21.43	*	6.25	0.00	*	32	14

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1		*	*		*	*		*	*	0	*	*
2		*	*		*	*		*	*	0	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*	0	*	*
5		*	*		*	*		*	*	0	*	*
7		*	*		*	*		*	*	0	*	*
8		*	*		*	*		*	*	0	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	18.75	14.29	*	65.63	71.43	*	15.63	14.29	*	32	14

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1		*	*		*	*		*	*	0	*	*
2		*	*		*	*		*	*	0	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*	0	*	*
5		*	*		*	*		*	*	0	*	*
7		*	*		*	*		*	*	0	*	*
8		*	*		*	*		*	*	0	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	15.63	14.29	*	78.13	85.71	*	6.25	0.00	*	32	14

Conclusions based on this data:

1. According to the data in Ellevation, a majority of EL students scored in overall language level of 3 or 4.
2. According to the data in Ellevation, 4 of the 15 EL students at Las Flores have an overall score of 4 and should be focused on to see if reclassification is possible.
3. According to the data in Ellevation, the writing domain is the lowest area for all grade levels and should be an area of focus.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
273	70.7	6.6	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Las Flores Home Education Independent Study Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	18	6.6
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	193	70.7
Students with Disabilities	4	1.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	37	13.6
American Indian	2	0.7
Asian	9	3.3
Filipino	11	4
Hispanic	167	61.2
Two or More Races	19	7
White	26	9.5

Conclusions based on this data:

1. Based on over 70% representation (70.7%), socioeconomically disadvantaged students are a significant student group at Las Flores.

2. The percentage of English Learners has decreased from previous years.

3. There were no other significant changes to note.

School and Student Performance Data

Overall Performance





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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Green	Suspension Rate  Yellow
Mathematics  Yellow		
College/Career No Status Level		

Conclusions based on this data:

1. Absenteeism is an area of focus for Las Flores. Tiered re-engagement strategies have been organized to support this improvement.
2. Math and ELA scores are an area of concern. Intervention strategies are in place to support improvement. Contracting with outside vendor FEV to provide one on one Tier III intervention classes for identified students.

-
-
3. The suspension rate has increased, indicating school culture and climate is an area of focus. Focus on PBIS strategies and creating a positive environment for our students.

School and Student Performance Data

Academic Performance English Language Arts

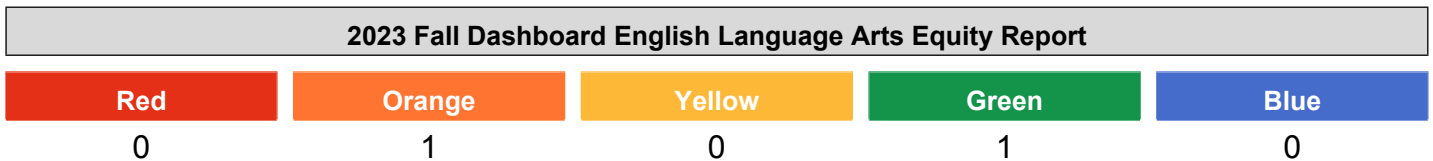
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Green 14.9 points above standard Increased +5.8 points 136 Students	English Learners Less than 11 Students 10 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 0 Students	Socioeconomically Disadvantaged Orange 11.7 points below standard Decreased -5 points 92 Students	Students with Disabilities Less than 11 Students 1 Student

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>37.5 points below standard</p> <p>Decreased -15 points</p> <p>23 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>Less than 11 Students</p> <p>5 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Green</p> <p>16.8 points above standard</p> <p>Increased +12.2 points</p> <p>85 Students</p>	<p>Less than 11 Students</p> <p>8 Students</p>	 <p>No Performance Color</p> <p>0 Students</p>	<p>1.3 points above standard</p> <p>Decreased Significantly - 25.6 points</p> <p>12 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>Less than 11 Students</p> <p>6 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p>19.1 points above standard</p> <p>Increased +7.6 points</p> <p>118 Students</p>

Conclusions based on this data:

1. EL population is too low to provide specific data, however, we will continue to use best practices for language development and acquisition for the entire student population.
2. Socioeconomically disadvantaged population scored lower than overall student population. This is an area of focus with Word Study for primary students and fluency/morphology for upper grade students.
3. Hispanic students are scoring above the standard, and have surpassed the overall student population.

School and Student Performance Data

Academic Performance Mathematics

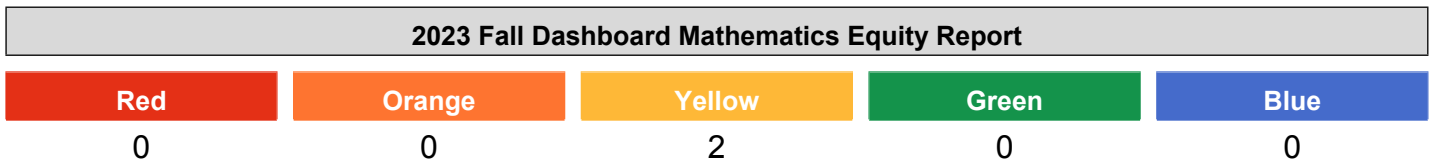
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Yellow 40.8 points below standard Increased Significantly +21.4 points 136 Students	English Learners Less than 11 Students 10 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 0 Students	Socioeconomically Disadvantaged Yellow 64.4 points below standard Increased Significantly +16.6 points 92 Students	Students with Disabilities Less than 11 Students 1 Student

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
97.4 points below standard Increased +5.8 points 23 Students	Less than 11 Students 1 Student	Less than 11 Students 5 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 32.2 points below standard Increased Significantly +40 points 85 Students	Less than 11 Students 8 Students	 No Performance Color 0 Students	95.1 points below standard Decreased Significantly - 67.8 points 12 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 6 Students	Less than 11 Students 4 Students	34.1 points below standard Increased Significantly +25.4 points 118 Students

Conclusions based on this data:

1. Math is an area of focus for all significant student groups.
2. Hispanic and socioeconomic disadvantaged subgroup made significant increases in math, but are still below the standard. Interventions need to continue, and will target these subgroups with evidence-based strategies.
3. Math interventions need to be evaluated to determine which are the most effective in helping our students grow. Tier III interventions in math are a priority with the implementation of FEV one on one high impact tutoring.

School and Student Performance Data

Academic Performance English Learner Progress

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
57.1 points above standard making progress towards English language proficiency
Number of EL Students: 14 Students Performance Level: No Performance Level

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

2023 Fall Dashboard Student English Language Acquisition Results

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

Conclusions based on this data:

1. Over 50% of EL students are improving or maintaining level 4.
2. Two students decreased one level. Investigate overall progress of these students and see where improvements can be made to improve EL status.
3. English learner students are scoring 57.1 points above the standard. Continue to support EL population and help them make growth.

School and Student Performance Data

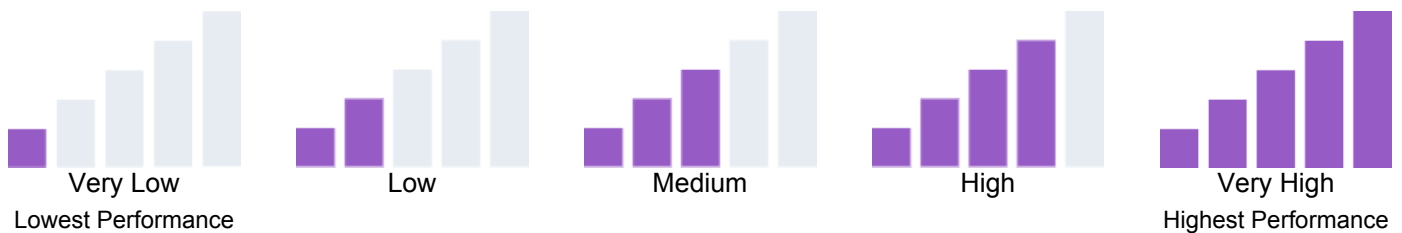
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

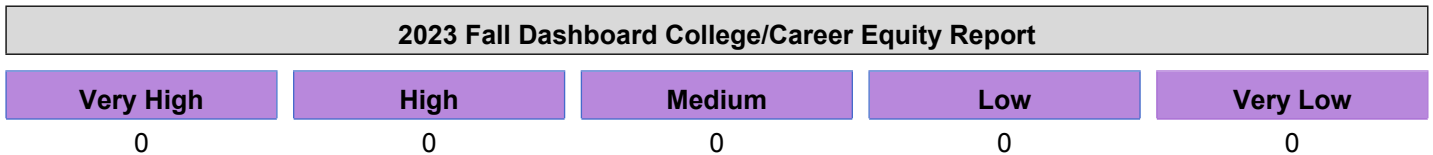
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

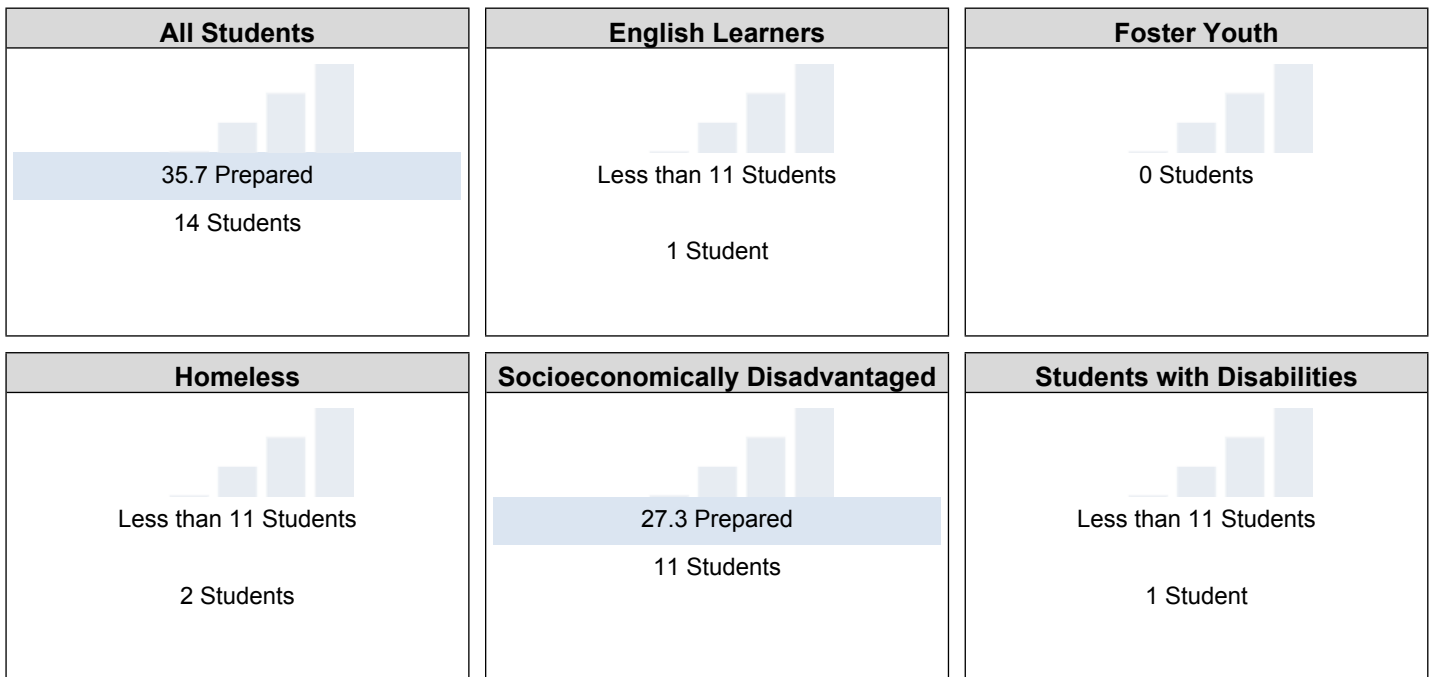


This section provides number of student groups in each level.

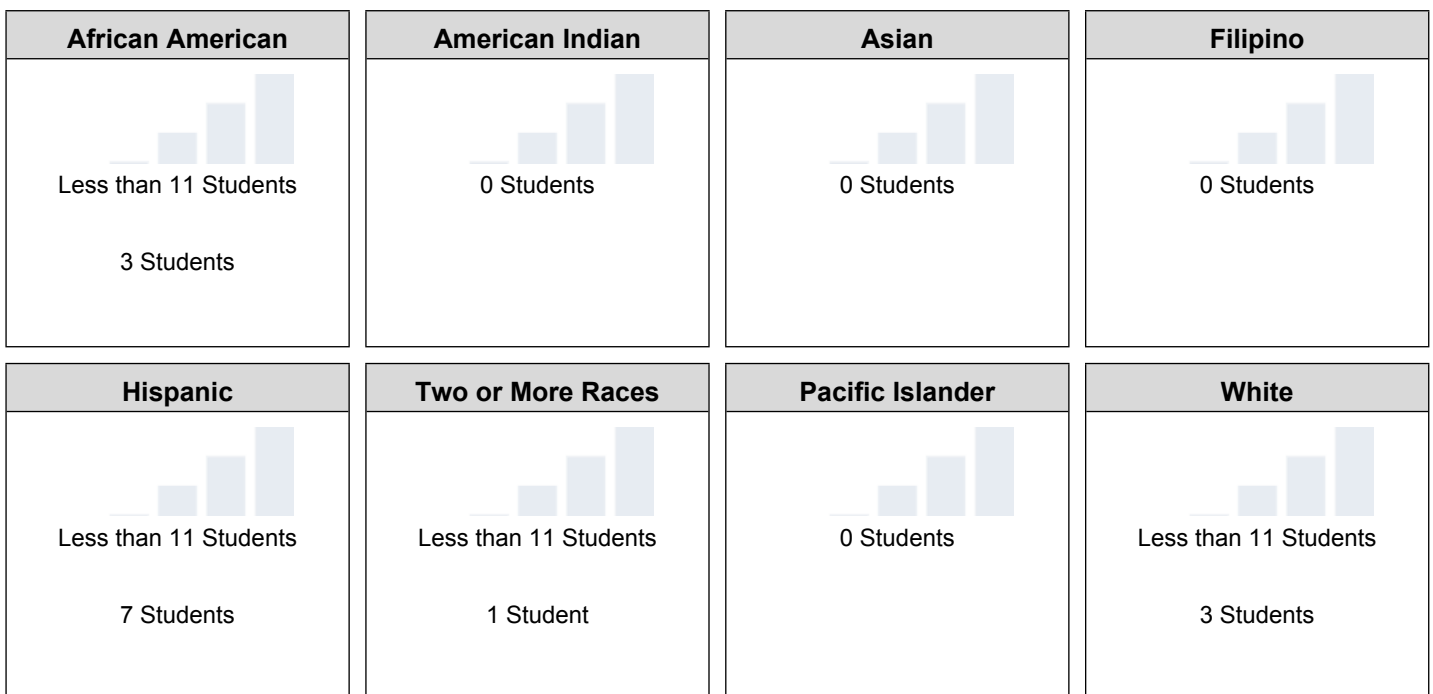


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

- 35.7% of Las Flores seniors graduated college and career prepared. This is an area of focus.
- Most of those that graduated college and career ready were in the socioeconomically disadvantaged subgroup. We need to make sure all students are receiving supports.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

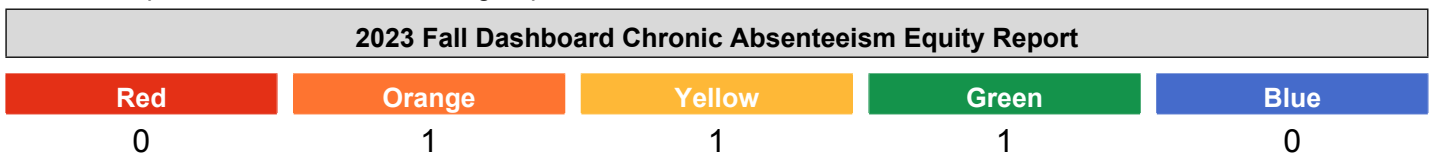
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>9.1% Chronically Absent</p> <p>Declined Significantly -17.6</p> <p>253 Students</p>	<p>English Learners</p> <p>17.6% Chronically Absent</p> <p>Declined -8.2</p> <p>17 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>10.6% Chronically Absent</p> <p>Declined Significantly -20.3</p> <p>189 Students</p>	<p>Students with Disabilities</p> <p>Less than 11 Students</p> <p>5 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 23.7% Chronically Absent Declined -4.2 38 Students	Less than 11 Students 2 Students	Less than 11 Students 6 Students	18.2% Chronically Absent Declined -1.8 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.7% Chronically Absent Declined Significantly -24.7 159 Students	5% Chronically Absent Declined -11.7 20 Students	Less than 11 Students 1 Student	6.3% Chronically Absent Declined -8 16 Students

Conclusions based on this data:

- Attendance is an area of focus for Las Flores. Tiered re-engagement strategies have been implemented to support progress in this area.
- The African American subgroup has the highest level of chronic absenteeism at 23.7%. However, most of these absences occurred before the students transferred to Las Flores. Since attending Las Flores, absenteeism has dropped for these students.
- The chronic absenteeism rate has decreased or significantly decreased for all groups.

School and Student Performance Data

Academic Engagement Graduation Rate

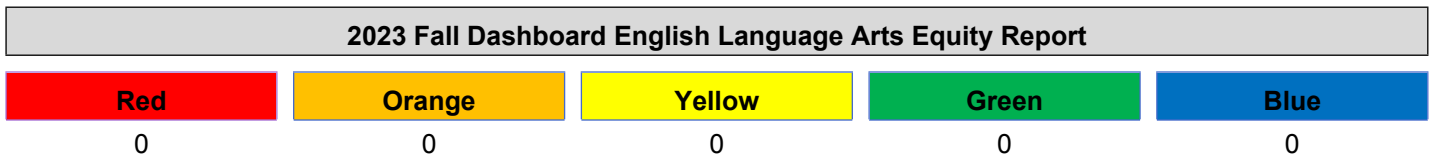
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.


Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
100% graduated Maintained 0 14 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 2 Students	100% graduated Maintained 0 11 Students	Less than 11 Students 1 Student

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students 7 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 3 Students

Conclusions based on this data:

1. All high school seniors graduated on time at Las Flores.
2. Continue with our engagement strategies and high level instruction to insure this level of graduation continues.
3. The Las Flores graduation rate must be maintained.

School and Student Performance Data

Conditions & Climate Suspension Rate

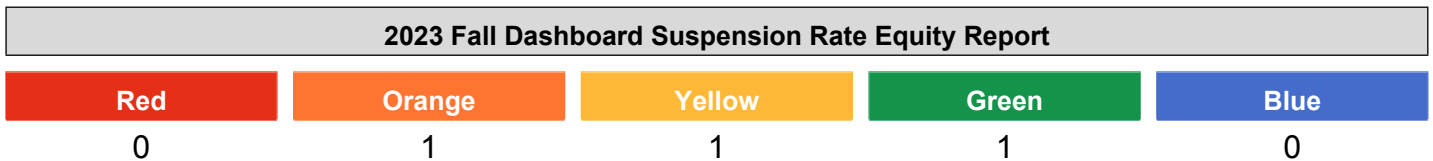
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>1.2% suspended at least one day</p> <p>Increased 0.8 329 Students</p>	<p>English Learners</p> <p>3.8% suspended at least one day</p> <p>Increased 3.8 26 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students 2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>1.2% suspended at least one day</p> <p>Increased 0.7 248 Students</p>	<p>Students with Disabilities</p> <p>Less than 11 Students 6 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 3.8% suspended at least one day Increased 2.6 52 Students	Less than 11 Students 3 Students	Less than 11 Students 9 Students	0% suspended at least one day Maintained 0 12 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.5% suspended at least one day Increased 0.5 201 Students	4.3% suspended at least one day Increased 4.3 23 Students	Less than 11 Students 1 Student	0% suspended at least one day Declined -1.8 28 Students

Conclusions based on this data:

1. Suspension rates have increased in all subgroups, however a majority of suspensions were from previous school enrollments. Since transferring to Las Flores, only one student has been suspended.
2. Las Flores will develop a plan to clearly communicate school wide behavior expectations and campus norms around bullying and harassment.
3. The recent increase in the student population necessitates the need for additional restorative practices and strategies.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

The Bellflower Unified School District will provide all students safe, collaborative conditions for learning.

Goal 1

Site SEL Goal: Implement social emotional learning opportunities for students through SEL curriculum, Restorative Practice community circles, and full implementation of PBIS to create a sense of community within classrooms and a positive school culture for students to persist with learning challenges and be academically successful.

Site Professional Growth Goal: Improve the quality of Tier I instruction in all classrooms through professional development opportunities, effective planning using the PLC template, and integration of district initiatives.

Identified Need

The identified need for social emotional learning stems from the fact students need to learn how to respectfully and positively interact with one another while meeting the academic learning challenges of attending class in person.

The identified need for our school is to focus our professional development to ensure that student performance is monitored with effective data analysis strategies and to be able to monitor the implementation of interventions and acceleration strategies implemented by teachers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Spring 2023 Panoramic Survey	39% of student surveyed in grades 3-5 indicated they can remain calm, even when someone was bothering or saying bad things to them	55% of students in the spring 2024 panoramic survey will indicate they can remain calm, even when someone was bothering or saying bad things to them
Spring 2023 Panoramic Survey	37% of students surveyed in grades 3-5 indicated they can change how easily they give up.	55% of students in the spring 2024 panoramic survey will indicate they can change how easily they give up.
Fall 2023 Instructional Rounds Tool	28.57% of visits indicated Fluency instruction occurring in the classrooms.	By the Spring of 2024 at least 50% of visits will indicate Fluency instruction occurring in all classrooms.
Fall 2023 Instructional Rounds Tool	In 25% of classroom visits MOST students were able to	By the Spring of 2024, in 50% of classroom visits MOST

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	explain the next steps they need to master the standard or how they will demonstrate their mastery at the end of the lesson.	students were able to explain the next steps they need to master the standard or how they will demonstrate their mastery at the end of the lesson.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement Second Step and School Connect SEL curriculum in all classes. SEL lessons will be integrated into classroom lessons. The counselor will push into classrooms to help with implementation.

For African American and English learner student populations that have been identified as additional targeted support and improvement (ATSI), for chronic absenteeism and school conditions and climate the counselor will make sure re-engagement needs have been met and students identify as a part of the school community.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
4000-4999: Books And Supplies
SEL Second Step Curriculum

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Train all teachers and implement Restorative Practices in order to implement community circles and build a positive school culture.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
5800: Professional/Consulting Services And
Operating Expenditures
Training for Restorative Practices

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PBIS is an integral part of Las Flores through:

- -PBIS schoolwide matrix
- -Positive PAWS distributions
- -Rewards for PAWS earned
- -Student Learner Outcomes are recognized at monthly award ceremonies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

Supplemental (EL) Grant
4000-4999: Books And Supplies
Rewards for PBIS

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional Development opportunities include:

- -Restorative Practices
- -Use of PLC Template
- -UDL
- -Word Study - Double dose for EL students that have been identified as additional targeted support and improvement
- -Independent Study Rules and Regulations - For African American and English learner student populations that have been identified as additional targeted support and

improvement (ATSI), tiered re-engagement strategies will be utilized to help students be successful in independent study program, feel a part of the community and improve attendance.

- -Analysis of Student Data - Data chats with English Learner students that have been identified as additional targeted support and improvement
- -Thinking Maps
- -Technology Training
- -Fluency
- -Being an effective coach

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Supplemental (EL) Grant 4000-4999: Books And Supplies Materials and supplies for PD
	District Funded 1000-1999: Certificated Personnel Salaries TOSA Training on District initiatives such as Word Study and other program elements
0	District Funded 5000-5999: Services And Other Operating Expenditures Training for new staff members on district initiatives such as Thinking Maps and Direct Interactive Instruction
1000	Concentration Grant 4000-4999: Books And Supplies Professional reading material to further develop site-based initiatives such as UDL, Growth Mindset, productive group work, etc.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement Playground Partners to provide structured play and teach students appropriate social interactions during their free time at recess and lunch.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
5000-5999: Services And Other Operating Expenditures
Contracted Services

[Empty box for Amount(s)]

District Funded
4000-4999: Books And Supplies
Playground equipment

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Develop and incorporate Wellness Center on Campus

For African American and English learner student populations that have been identified as additional targeted support and improvement (ATSI), for chronic absenteeism and school conditions and climate the counselor will be available in the Wellness Center to meet with students, help them self regulate and make sure individual needs are met to motivate for success in the program. The Wellness Center referral log will be analyzed quarterly to determine effectiveness.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
4000-4999: Books And Supplies
Furniture, books, decor for Wellness Center

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The Second Step and School Connect curriculum was implemented to help support students' SEL needs along with the support of our full time counselor. Both in person and online programs have

implemented the curriculum to support students' emotional well-being. Additional staff have been trained in restorative practices to strengthen relationships between students as well as social connections within our community. Site wide implementation of the PBIS School matrix has been achieved and students are recognized for their positive behaviors and attitudes. Staff have participated in professional development opportunities to strengthen instructional strategies and increase collaboration and consistency across the grade levels and the site. Utilization of Word Study Plans and Thinking Maps have been incorporated to align with District initiatives. The Wellness Center furniture and supplies have been purchased and plans for utilization are underway. Playground Partners staff have provided structured play and opportunities for students to learn appropriate social interactions.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

One difference between the intended implementation pertains to the Wellness Center. Our initial plan was to have the Wellness Center available for students to utilize throughout the school year. However, due to purchasing and delivery delays, the furniture and materials did not arrive until late in the year.

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

There are no changes to the goal regarding these activities at this time. However, as the African American and English learner student populations have been identified as additional targeted support and improvement (ATSI), the school counselor will make a more targeted effort to determine which students need assistance through a review of Aeries discipline data.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide all students with a guaranteed, viable curriculum through effective, data-driven instructional practices to ensure all students are college and/or career ready.

Goal 2

Students will read and comprehend grade level content-area text and communicate their understanding through written or oral language. Through targeted assistance and academic supports, we will close the achievement gap in ELA and Math for students in the following subgroups: English learners, and African Americans.

Site ELA Goal: Provide all students with quality Tier I ELA instruction that integrates foundational skills, vocabulary development, reading comprehension, literary analysis, and writing skills. Strategically integrate Tier II instruction for struggling learners to accelerate learning based on data analysis that targets specific literacy needs.

Site Math Goal: Provide all students with quality Tier I Math instruction that integrates math fluency, perseverance in problem solving, explaining mathematical reasoning, and multiple methods with solving problems. Strategically integrate Tier II instruction for struggling learners to accelerate learning based on data analysis that targets specific mathematical skills.

Site ELD Goal: Provide all English learners with quality integrated and designated ELD instruction daily that increases reading, writing, and listening skills.

Identified Need

Las Flores students need additional academic support to achieve grade level standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Spring 2023 CAASPP in Math Grade 3	42% of students are at or above the grade level expectation	By Spring 2024, 55% of the students will score at or above the grade level expectations
Spring 2023 CAASPP in Math Grade 4	32% of students are at or above the grade level expectation	By Spring 2024, 50% of the students will score at or above the grade level expectations
Spring 2023 CAASPP in Math Grade 5	23% of students are at or above the grade level expectation	By Spring 2024, 40% of the students will score at or above the grade level expectations

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Spring 2023 CAASPP in Math Grade 6	32% of students are at or above the grade level expectation	By Spring 2024, 50% of the students will score at or above the grade level expectations
Spring 2023 CAASPP in Math Grade 7	24% of students are at or above the grade level expectation	By Spring 2024, 35% of the students will score at or above the grade level expectations
Spring 2023 CAASPP in Math Grade 8	24% of students are at or above the grade level expectation	By Spring 2024, 40% of the students will score at or above the grade level expectations
Spring 2023 CAASPP in ELA Grade 3	53% of students are at or above the grade level expectation	By Spring 2024, 65% of the students will score at or above the grade level expectations
Spring 2023 CAASPP in ELA Grade 4	54% of students are at or above the grade level expectation	By Spring 2024, 65% of the students will score at or above the grade level expectations
Spring 2023 CAASPP in ELA Grade 5	44% of students are at or above the grade level expectation	By Spring 2024, 55% of the students will score at or above the grade level expectations
Spring 2023 CAASPP in ELA Grade 6	52% of students are at or above the grade level expectation	By Spring 2024, 65% of the students will score at or above the grade level expectations
Spring 2023 CAASPP in ELA Grade 7	58% of students are at or above the grade level expectation	By Spring 2024, 70% of the students will score at or above the grade level expectations
Spring 2023 CAASPP in ELA Grade 8	47% of students are at or above the grade level expectation	By Spring 2024, 60% of the students will score at or above the grade level expectations

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Word Study is integrated into all TK-3rd grade classrooms to build foundational skills in ELA for all students. Daily fluency practice tied to appropriate word study level based on grade will be incorporated into daily lessons.

English Learner ATSI students that have been identified as needing additional support will receive a double dose of Word Study integrated into their weekly assignments and goals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

--

District Funded
1000-1999: Certificated Personnel Salaries
Training provided by TOSAs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide a quality, rigorous Tier 1 instructional program in ELA and Math for all core students. All teachers will use measurable content and language objectives and essential questions. All students will be expected to respond to all prompts through the regular use of white boards. Students will receive feedback (self, peer, teacher) and set and monitor goals accordingly. Calibration and use of anchor papers across grade levels and programs will be utilized. Active processing will be implemented in instruction (chunk and chew). Culturally responsive teaching practices based on brain research (inclusion of chants, story telling, etc.) will be incorporated in lessons to help bridge gaps for struggling students. Daily fluency practice for all grade levels.

For African American and English learner student populations that have been identified as additional targeted support and improvement (ATSI), structured language scaffolds will be provided to students as needed. Las Flores will provide systematic phonics and phonological awareness instruction (Fast Forward, Word Study plans, explicit syllabification/morphology instruction) to assist with engagement and address Chronic Absenteeism.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

6063

Concentration Grant
4000-4999: Books And Supplies
Materials and supplies

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Supplemental (EL) Grant
4000-4999: Books And Supplies
Materials and supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Targeted Students

Strategy/Activity

Implement Fast ForWord with targeted students, including African American and English learner student populations that have been identified as additional targeted support and improvement (ATSI) to address achievement gaps and provide interventions with Tier II supports.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
None Specified
Technology platforms

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All classes use the adopted math curriculum and ST Math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English learner student population

Strategy/Activity

English learners are provide with daily designated ELD instruction, and integrated ELD supports English learners with all subjects.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Targeted Students

Strategy/Activity

Instructional assistants will work extra hours to proctor tests, monitor students and support instruction during independent practice time, work with students in small groups to increase foundational skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3000

Concentration Grant
2000-2999: Classified Personnel Salaries
Extra hours to support Tier 1 and 2 instruction

472

Concentration Grant
3000-3999: Employee Benefits
Extra hours benefits to support Tier 1 and 2 instruction

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Targeted Students

Strategy/Activity

Provide after school intervention classes to implement Tier II instruction for struggling learners, including African American and English learner student populations that have been identified as additional targeted support and improvement (ATSI). By bridging these gaps, students will be more engaged, complete their assignments with fidelity, and alleviate chronic absenteeism.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10000

Supplemental (EL) Grant
1000-1999: Certificated Personnel Salaries
Teacher Extra Duty Salary

2860

Supplemental (EL) Grant

3000-3999: Employee Benefits
Benefits

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide PAPER tutoring services to assist with homework completion.

Targeted Students including African American and English learner student populations that have been identified as additional targeted support and improvement (ATSI) will receive, in addition, high impact 3 or 4 to one after school tutoring for identified struggling learners through a contracted ST Math Tutoring program. Increasing student understanding of the standards will increase student engagement, work production, and attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
5000-5999: Services And Other Operating
Expenditures
Online Platform

District Funded
5000-5999: Services And Other Operating
Expenditures
Contracted Services for ST Math Tutoring

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Academic Enrichment

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

15500

Concentration Grant

	5000-5999: Services And Other Operating Expenditures Contracted services for STEAM Assemblies, Young Rembrandts
	District Funded 1000-1999: Certificated Personnel Salaries STEAM Week
	Supplemental (EL) Grant 4000-4999: Books And Supplies Enrichment Friday Supplies
	Supplemental (EL) Grant 5000-5999: Services And Other Operating Expenditures Contracted services for academic assemblies

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide students with access to resource and enrichment literature.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

13500

Source(s)

Supplemental (EL) Grant
4000-4999: Books And Supplies
Library books and materials

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

Targeted students

Strategy/Activity

Provide extended school year

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	District Funded 1000-1999: Certificated Personnel Salaries Teacher Extra Duty Pay
--	---

	District Funded 3000-3999: Employee Benefits Teacher Benefits
--	---

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Use Thinking Maps for comprehension and collaborative conversations

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified
None Specified

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase supplemental technology, materials and support to have a 2:1 ratio for technology to students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
4000-4999: Books And Supplies
Chromebooks

District Funded
5000-5999: Services And Other Operating
Expenditures
Software licensing

2500

Supplemental (EL) Grant

4000-4999: Books And Supplies
Additional Headphones

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Schoolwide Inquiry Process will be utilized. Vertically aligned PLC Meetings, Cross Program PLC Meetings, Quarterly data reviews, and Monthly Leadership Team meetings will occur regularly to share and discuss assessment results, evaluate effectiveness of current strategies/programs, and plan instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Create a comprehensive school garden system that incorporates an interactive, hands-on, and STEM based curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

35122

Supplemental (EL) Grant
5000-5999: Services And Other Operating Expenditures
Contract services with Enrich LA to create the garden system and provide the curriculum

21994

SISS
5000-5999: Services And Other Operating Expenditures
Contract services with Enrick LA to create the garden system and provide the curriculum

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Word Study is integrated into all TK-3rd grade classrooms to build foundational skills in ELA for all students. Instructional coaches meet with grade level teams to determine the level of support needed for teachers in ELA and Math. Support is given by co-planning, meeting during PLC time and providing Professional Development relevant to teacher needs. All teachers are using the District adopted curriculum and ST math. English learners are provided with daily designated ELD instruction, and integrated ELD supports English learners with all subjects. Extra hours for instructional assistants to support instruction and Fast ForWord implementation has begun. Academic enrichment opportunities have been provided through school assemblies and community events. Additional resources and enrichment literature have been purchased for all students to utilize and enjoy. After school intervention opportunities have been provided for targeted students. The PAPER Tutoring resource has been provided to all students. Reading Assistant Plus has not been implemented at this time.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Parents were able to provide additional enrichment opportunities at no cost, enabling funds to be reallocated. A portion of the funding that was intended to provide additional academic enrichment opportunities was reallocated to purchase additional technology resources needed for all students.

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

In the future, we plan to provide a double dose of word study and individualized plans in ST Math and IXL based on Map Growth Scores and NWEA data for our African American and English learner student populations that have been identified as additional targeted support and improvement (ATSI). In addition, students that have been identified in the ATSI group will also be given access and practice in Fast ForWord and targeted opportunities to utilize the PAPER Tutoring resource.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide ongoing communication and opportunities for stakeholders to advocate for the success of all students.

Goal 3

Site Parent Involvement Goal: Increase parent involvement through advisory committees by building parental capacity for policy and program decision making, in addition to increasing parent and student engagement through goal-directed relationships between staff and families that are mutual, culturally responsive, and support student learning.

Identified Need

Maintain SSC advisory committee to include parents in policy and program decision making. Increase parent engagement opportunities to strengthen home-school connection and build positive school culture.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Tracker 2023-2024	Parent Tracker parent participation 107.36% in 2022-2023.	Increase Parent workshop participation to 20% in 2023-2024.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue meaningful school-home connections by holding monthly Parent Advisory Committee (PAC) meetings and soliciting input from all parents.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Maintain School Site Council (SSC) to foster input from all stakeholders regarding School Plan for Student Achievement (SPSA) and school Safety Plan.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Maintain school Instagram account to foster parent engagement and input.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Organize and implement parent workshops and family evening events to increase parent engagement and school-community relationships.

For English Learner families, providing translation, so that all parents can partake and gain knowledge conveyed at the workshops and meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

Concentration Grant

5000-5999: Services And Other Operating Expenditures
Contracted Workshops - ST Math Night

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Extra Hours for Case Manger to assist families connecting with community resources and assisting with school events

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

Concentration Grant
2000-2999: Classified Personnel Salaries
Extra hour salary

1328

Concentration Grant
3000-3999: Employee Benefits
Benefits for extra hours

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Case Manager position to provide student and parental assistance with in-school and community networks

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Case manager Salary

District Funded
3000-3999: Employee Benefits
Case manager Benefits

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Targeted students

Strategy/Activity

Purchase Translation Headsets so English learner parents can participate in workshops, meetings, and school events

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Monthly or weekly, parent work collection and check in meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5000

Concentration Grant
4000-4999: Books And Supplies
Translation Headsets

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Plan virtual enrichment Friday events for classic students to participate in. Integration of civic centered activities across the curriculum, including enrichment to foster a sense of community and engagement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Survey student interest and implement after school clubs and ASB activities

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Meaningful home school connections are made by holding monthly Parent Advisory Committee (PAC) meetings. All parents are invited to the meetings where input is solicited from parents regarding upcoming school plans and activities. A School Site Council (SSC) is established to foster input from all stakeholders regarding the SPSA and school safety plan. Parent workshops have been reinstated at Las Flores, to increase parent engagement and school- community relationships. Monthly/weekly parent meetings are held to discuss student progress and academic development. At these meetings, additional resources and strategies to help support our African American and English learner student populations that have been identified as additional targeted support and improvement (ATSI), are provided to parents. A Case Manager has been hired to begin working with students and families to provide additional supports that are available in the community as necessary. A school Instagram account has been established and utilized to foster communication with families. An electronic marquee has not been purchased at this time.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Through an online survey, the Las Flores parents indicated they preferred parent workshops that our teachers and District TOSAs could provide on Thinking Maps and online programs such as ST Math and IXL instead of contracting with an outside vendor to provide the workshops. Due to this, funds that were previously encumbered for this, could be reallocated to purchase additional library resources.

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

Moving forward, we will continue to work towards the procurement of an electronic Marquee to provide up to date communication to students and families.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$125,339.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Concentration Grant	\$38,363.00
District Funded	\$0.00
SISS	\$21,994.00
Supplemental (EL) Grant	\$64,982.00

Subtotal of state or local funds included for this school: \$125,339.00

Total of federal, state, and/or local funds for this school: \$125,339.00

School Site Council Membership

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

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

Name of Members	Role
Tia Ewing	Principal
Anneke Bartschi	Classroom Teacher
Stacey Abrego	Other School Staff
Irene Ramirez	Parent or Community Member
Angela Alvarado	Parent or Community Member
Victoria Flower	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Other: Parent Advisory Committee (PAC)

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 30, 2023.

Attested:



Principal, Tia Ewing on October 30, 2023



SSC Chairperson, Irene Ramirez on October 30, 2023

School Site Council (SSC)
Las Flores Home Education Independent Study Academy

AGENDA for SSC Meeting of October 30, 2023

Legal Requirements (Check topics to be covered at *this* meeting.)

X	1. Training		8. Safety Plan
	2. Parent Involvement Policy		9. SPSA Development
	3. Uniform Complaint Procedures		10. SPSA Budget
	4. Parent Education Opportunities	X	11. SPSA Review / Recommend
	5. Consolidated Programs Overview		12. Needs Assessment
	6. Home-School Compact		13.
	7. Assessment/Curriculum/ Program Effectiveness		14.
			15.

I. Welcome and Introductions

II. Call to Order

- a. Approval of Minutes - N/A

III. Public Comment

IV. Committee Reports

V. Legal Requirements

- a. School Site Council training
- b. SPSA Review and Recommendation

VI. Unfinished Business

VII. New Business

- a. Election of SSC officers

VIII. Adjournment

School Site Council (SSC)
Las Flores Home Education Independent Study Academy

AGENDA for SSC Meeting of October 30, 2023

Legal Requirements (Check topics to be covered at this meeting.)

X	1. Training		8. Safety Plan
	2. Parent Involvement Policy		9. SPSA Development
	3. Uniform Complaint Procedures		10. SPSA Budget
	4. Parent Education Opportunities	X	11. SPSA Review / Recommend
	5. Consolidated Programs Overview		12. Needs Assessment
	6. Home-School Compact		13.
	7. Assessment/Curriculum/ Program Effectiveness		14.
			15.

I. Welcome and Introductions

Members Present- Tia Ewing, Yina Youn, Christian Chang, Stacey Abrego, Anneke Bartschi, Irene Ramirez, Victoria Flowers

II. Call to Order- Irene Ramirez @8:35

- a. Approval of Minutes - Motion to approve by Irene Ramirez
 Motion seconded by Stacey Abrego
 All in favor

III. Public Comment

IV. Committee Reports

V. Legal Requirements

- a. School Site Council training- Composition Requirements:
 - Council made up of principal, teachers, and parents
 - Tia outlined duties of officers and expectations of SSC members
 - Tia outlined responsibilities of SSC including: analyze and evaluate academic achievement, develop and design school plan, monitor/implement budget, and discuss use of funding

b. SPSA Review and Recommendation

Tia reviewed 3 SPSA goals:

Goal #1:

SEL Goal- including PBIS implementation, SEL lessons in every class, restorative circles with counselors, professional development for teachers (goal is measured

with

panoramic survey)

Strategies to implement include:

- Second Step/School Connect for SEL
- Train teachers and implement restorative practices
- PBIS-ensuring implementation/monthly awards ceremony
- Restorative practices
- UDL
- PLC template
- Word Study instruction
- Fluency instruction
- Playground Partners
- Wellness Center

Goal #2:

Quality Tier 1 instruction in ELA and Math (goal is based on CAASPP scores)

Strategies to implement:

- Word Study/Fluency to build foundational skills
- Rigorous Tier 1 instruction
- Use of self/peer/teacher feedback
- Structured language scaffolding
- Implementation of Fast Forward
- Use of adopted math curriculum/ST Math
- After school intervention
- Academic enrichment (assemblies)
- Library
- Extended school year for struggling students
- Thinking Maps
- Technology support
- Vertically aligned PLC meetings
- School garden with Enrich LA

Goal #3:

Site Parental Involvement (increase parent participation)

Strategies to implement:

- Monthly PAC meetings
- Maintain Instagram
- Parent Workshops/Family Nights
- Extra hours for case manager to work with families
- Virtual enrichment Fridays
- Civic centered activities (food and toy drive)
- Student Clubs
- Translation headsets for parents

Total Budget (state and local funds): \$125, 339

Motion to approve by Irene Ramires

Seconded by Christina Chang

All in favor

VI. Unfinished Business

VII. New Business

a. Election of SSC officers

Chair- Stacey Abrego (all in favor)

Vice-Chair- Irene Ramirez (all in favor)

Co Secretary- Christina Chang and Anneke Bartschi (all in favor)

VIII. Adjournment at 9:32

