

# The Single Plan for Student Achievement

**School:** Indian Creek Elementary School  
**CDS Code:** 09-61929-6106678  
**District:** Mother Lode Union Elementary School District  
**Principal:** Rhonda White  
**Revision Date:** October 9, 2017

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

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

**Contact Person:** Rhonda White  
**Position:** Principal  
**Phone Number:** 530.626.0765  
**Address:** 6701 Green Valley Rd.  
Placerville, CA 95667-8984  
**E-mail Address:** rwhite@mlusd.net

The District Governing Board approved this revision of the SPSA on .

## Table of Contents

|  |    |
|--|----|
| School Vision and Mission .....                            | 3  |
| School Profile .....                                       | 3  |
| Comprehensive Needs Assessment Components .....            | 4  |
| Data Analysis .....  | 4  |
| Surveys .....  | 4  |
| Classroom Observations .....                               | 5  |
| Analysis of Current Instructional Program .....            | 5  |
| Description of Barriers and Related School Goals .....     | 10 |
| School and Student Performance Data .....                  | 11 |
| CAASPP Results (All Students) .....                        | 11 |
| CELDT (Annual Assessment) Results .....                    | 15 |
| CELDT (All Assessment) Results .....                       | 16 |
| Planned Improvements in Student Performance .....          | 17 |
| School Goal #1 .....                                       | 17 |
| School Goal #2 .....                                       | 21 |
| School Goal #3 .....                                       | 24 |
| School Goal #4 .....                                       | 27 |
| Summary of Expenditures in this Plan .....                 | 30 |
| Total Allocations and Expenditures by Funding Source ..... | 30 |
| Total Expenditures by Object Type .....                    | 31 |
| Total Expenditures by Object Type and Funding Source ..... | 32 |
| Total Expenditures by Goal .....                           | 33 |
| School Site Council Membership .....                       | 34 |
| Recommendations and Assurances .....                       | 35 |

## School Vision and Mission

### Indian Creek Elementary School's Vision and Mission Statements

#### MISSION

The Mission of the Mother Lode Union School District is the successful education of every student.

To accomplish our mission,

The Mother Lode Union School District and Indian Creek have established the following goals:

- 1) student achievement and success
- 2) student engagement and support
- 3) parent engagement and support
- 4) staff engagement and support

This Single Plan for Student Achievement reflects goals, actions, teaching practices, personnel and other resources related to improving student performance and closing the achievement gap.

Indian Creek Elementary School will continue to provide daily differentiated instruction for struggling, grade level and accelerated learners through the Walk to Learn program and Read Live morning classes in addition to the classroom environment. The school will also continue to use GLAD (Guided Language Acquisition Design) strategies which promotes English language acquisition, academic achievement and cross-cultural skills.

At Indian Creek School families are an integral part of the education team. Parents and community volunteers donate many hours working in classrooms and at special events. The Indian Creek Parent Teacher Club enriches the educational process by providing activities and funds that help support the programs available to the students.

Throughout this document School Wide Program (SWP) refers to funds received through federal and state categorical programs listed below.

- Title I: Improving the Academic Achievement of the Disadvantaged
- Title II: Part D: Enhancing Education Through Technology (Formula)
- Title IV, Part A: Safe and Drug-Free Schools and Communities

## School Profile

Indian Creek is located in Placerville, California, 32 miles east of Sacramento, in the beautiful foothills of the Sierra Nevada Mountain Range. Indian Creek is located adjacent to the El Dorado County Office of Education near the intersection of Missouri Flat Road and Green Valley Road. The beautiful landscape, gorgeous trees, and student gardens make our school an inviting place to learn. The office, equipped with an old-fashioned school bell, faces the visitors' parking lot and welcomes everyone. A tile mosaic made by the students, parents, staff, and community members lets everyone know this is a place that truly values a school family. Besides the rigorous academic program, Indian Creek provides a number of successful programs and activities. A full-day kindergarten program, and an optional two year full day transitional kindergarten program, gives students a strong foundation that contributes to the students' academic and social growth.

Indian Creek Elementary School is one of two schools in the Mother Lode Union School District. During the 2016 - 2017 school year, 602 transitional kindergarten through fourth grade students were enrolled at the school, with classes arranged on a traditional calendar.

School communication consists of monthly newsletters, the school website, and an automated phone system used to call parents with important reminders. Before each school year, students and parents are informed of school rules and discipline policies via the Student Handbook. Those policies are enforced with a school-wide disciplinary program that consists of a system of consequences and rewards, focusing on a positive school climate. The three main school rules are: be safe, be kind, and be responsible. All students are taught what these three rules look like in all settings on campus.

### Extracurricular Activities

Students are encouraged to participate in the school's extracurricular activities, which promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. In addition, they promote a strong school community. Extracurricular activities, clubs, and programs include:

- \* Morning Reading Club (
- \* After School Enrichment Classes
- \* Student Council for Fourth Grade students
- \* Reading Nights and Movie Nights sponsored by our PTC
- \* Spelling Bee
- \* Oral Interpretation (4th grade public speaking contest)
- \* Cross Country
- \* Wrestling
- \* Talent Show

### Student Recognition

The school celebrates the achievements and successes of students at the end of each trimester with an awards assembly. Students are recognized and celebrated for positive behavior, academics, personal growth, exemplary behavior on the playground and on the school buses, and attendance. Each student also has the opportunity to earn Eagle Awards on a daily basis which can be redeemed for prizes every Friday during lunch. Eagle Awards are given to students who make educational achievements or exhibit one of the six pillars of character: Responsibility, Caring, Respect, Trustworthiness, Citizenship, and Fairness. The school also gives monthly incentives to students that do their best at embodying the positive character trait of the month. Students are awarded with bracelets and pencils.

## 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).

In the 2016-2017 school year parent, student, and staff surveys were completed.

In the student survey, our 3rd and 4th graders indicated positive relationships with adults at school. Students felt that adults want them to do their best, listen to them, and tell them when they do a good job. Student surveys indicated a need for more music, art, and dance at school. Starting with the 2017-2018 school year, fourth graders are receiving music enrichment classes during the school day. We will have our Talent Show again and all students can audition. We are looking to expand our PTC sponsored Art Docent program with more volunteers. Students again indicated a desire to have choice in class rules and activities.

Parent surveys indicated families feel that teachers are qualified and caring. Parents felt encouraged to volunteer and that Indian Creek maintains a positive school climate. Most parents indicated their students feel safe at school. Twelve percent of parents indicated the technology does not meet their child's needs. We addressed this by providing a Chromebook cart to every first through fourth grade class. Each kindergarten and transitional kindergarten class has between six and seven iPad minis. Those classes also share a Chromebook cart. All classes have access to the touchscreen Chromebook lab and the desktop computer lab. Teachers have been trained in the Mother Lode Technology Scope and Sequence. Many of these skills are also included in the online curriculum components of our English Language Arts and Math curricula. Parent surveys indicated twenty one percent of parents don't feel the physical education program meets their child's needs and almost nine percent of parents indicated they do not know if it does. Two years ago we purchased the SPARKS physical education program and equipment with the assistance of our Parent Teacher Club. Staff will be trained on the physical education standards and requirements. The top three programs parents wanted expanded are athletics, visual and performing arts, and technology.

The staff survey results show that staff members of Indian Creek Elementary appreciate when they are asked for their input as they are in the classrooms with the students daily. Staff surveys indicated a desire for more time for the site principal to be available for discipline and other needs. District leadership meetings were moved to after school hours to provide more time for site administrators to be on campus. Staff surveys indicated a desire for school rules to be enforced by all staff consistently. A matrix was developed with input from classified and certificated staff showing what the three school rules look like in all areas of campus. All teachers trained their students on these expectations at the start of the 2017-2018 school year. A school wide assembly was held to remind students of our three school rules: Be safe. Be kind. Be responsible. Yard supervisors again trained all students on playground and lunchroom behavior expectations. Staff surveys indicated a desire to assign extra duty assignments differently. This year all staff were provided with a list of the extra duty assignments and could email the site principal if they had a desire to be assigned to one of the extra assignments. While most staff indicated staff morale is high, eleven staff members indicated morale is satisfactory and five staff members indicated staff morale is below satisfactory. This is an area for growth.

### **Classroom Observations**

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

As stated in the Mother Lode Teacher Association Contract, an administrator shall observe each member being evaluated twice during the year. The Administrator may conduct additional formal observations if he/she deems such to be reasonable and necessary. Each of these required observations is to be at least 30 minutes long and the evaluator's report reduced to writing. The initial required observations must occur no later than February 1.

Informal observations take place daily on the Indian Creek campus.

For additional information regarding the observation/evaluation process in the Mother Lode Union School District please refer to the M.L.U.S.D. Certificated Contract Section VIII which can be found on the Mother Lode Union School District webpage: [www.mlusd.net](http://www.mlusd.net).

### **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**

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

Indian Creek Elementary promotes the use of assessment data to drive instructional practices. Student performance on state tests and local common assessments are analyzed each year to determine the strengths and needs of our various student groups. Each grade level is provided with disaggregated data to evaluate the performance of their students on specific standards and strands. Each grade level develops pacing plans and instructional units based on the Common Core State Standards. This data will be used during grade level meetings to help analyze and adjust instruction according to student need. Grade levels meet every week, with the conversations focusing on teaching and learning that include topics such as interventions, efficacy of instruction, data analysis, and strategic use of LCAP aides and volunteers.

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

Student achievement is a high priority for all stakeholders. Our staff continually assesses the students' strengths and weaknesses throughout the year. Assessments are both informal and formal, and formative and summative in nature. Grade levels have identified trimester assessments in the areas of reading, writing, and math. The trimester assessment results are used to monitor student progress and make adjustments to the instructional program. At the beginning of the school year, and each trimester, students' reading abilities are assessed to determine leveled grouping and guide instruction through our Walk to Learn SIPPS program.

#### Staffing and Professional Development

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

100% of the teachers employed at Indian Creek Elementary are highly qualified.

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

Pursuant to California Education Code Section 35186 (f) all students are given state approved instructional materials and/or textbooks to use in class. Indian Creek teachers received professional development on our newly adopted English Language Arts/English Language Development curriculum and the Accelerated Reader Program.

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

Staff meetings take place two to four times a month providing an opportunity for continuous, pertinent professional development. Staff professional development guided teachers through the design of the English Language Arts program and its many components. This program has many components to address our student need as indicated by our performance data.

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

Indian Creek currently uses grade level leaders to guide collaboration among the staff. All new teachers are enrolled in the local Beginning Teacher Support and Assessment (BTSA) program, in which teachers receive 2 years of individualized coaching by a veteran teacher. The district also has a Coordinator of Special Programs who provides assistance and support to teachers.

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

Indian Creek has early release every Wednesday where teachers collaborate for a minimum of 45 minutes. They meet by grade levels to discuss implementation of Common Core Standards, design new lessons, and review data to inform instruction.

#### Teaching and Learning

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

Indian Creek uses state approved curriculum adopted by the Mother Lode School Board. All teachers are using state approved Common Core aligned English Language Arts and Mathematics instruction. Our science and social studies curriculum are from the state adopted curricula. Next Generation Science Standards have been developed and curriculum to pilot is being developed. The new history/social studies framework has been developed and released. Each grade level was invited to send a representative to the training on the new framework.

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

Indian Creek adheres to the state mandated instructional minutes for each grade level.

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

Indian Creek teaching staff spends numerous hours developing the scope and sequence of their individual classes. In conjunction with grade level collaboration time it is the goal of all Indian Creek teaching staff to stay on track and ensure curricular continuity across the school.

Intervention is often embedded into the school day, specifically in leveled phonics groups and the use of Read Live in our Walk to Learn Program. We also utilize five LCAP Aides to provide push-in intervention. Indian Creek also offers Title I push-in and pull-out services, RSP support, morning Read Live Club, and Study Hall for 3rd and 4th grade students who need extra time and assistance to complete classwork.

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

Standards-based materials are available for all students including significant sub-groups such as English Learners, Socio-economically Disadvantaged, and Special Education Students.

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

All core academic courses utilize standards-aligned, Board approved materials. The State Board of Education (SBE) has constitutional authority to adopt textbooks for grades one through eight (Article IX, Section 7.5 of the California Constitution). California Education Code (EC) sections 60200–60204 describe the process for the adoption of instructional materials for kindergarten through grade eight (K–8) and mandate that submitted materials be evaluated for consistency with the criteria and standards in the SBE’s curriculum frameworks. The Curriculum Commission serves as an advisory body to the SBE in the evaluation and adoption process. Instructional materials are broadly defined to include textbooks, technology-based materials, other educational materials, and tests. The SBE traditionally adopts only basic instructional materials programs (i.e., programs that are designed for use by pupils and their teachers as a principal learning resource and meet the basic organization and content requirements of a full course of study, which is generally one school year in length).

4th grade adopted new math curriculum-Envision in 2014. K-3 adopted Common Core aligned math curriculum, My Math, in the 2016-2017 school year after piloting the same curriculum the previous year. New English Language Arts curriculum called Wonders was also adopted in the 2016-2017 school year.

Opportunity and Equal Educational Access

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

Indian Creek's Walk to Learn program identifies students by reading level. Students are grouped to target instruction aimed at increasing their reading level. Students are assessed at the beginning of the school year and reassessed every trimester.

Indian Creek also provides five LCAP Aides that push-in to the general education classrooms to provide strategic support in English Language Arts and Math.

The title 1 teacher provides push-in and pull-out support for strategic student groups based on student data.

14. Research-based educational practices to raise student achievement

Indian Creek adheres to research based practices to deliver instruction, assess student achievement, and design intervention plans for students. Indian Creek currently implements several research based programs to raise student achievement. Research based programs used on the Indian Creek campus include but are not limited to: Read Live and SIPPS.

## Parental Involvement

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

Indian Creek offers morning reading intervention to 3rd and 4th grade students based on student data. Students below grade level will have access to Walk to Learn, Title I push in/pull out services, and English Learner support.



16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Indian Creek Elementary recognizes that home involvement is a key component in the development of our students both academically and emotionally. Indian Creek is committed to developing partnerships with parents to create an environment for students that is positive, supportive and contributes to academic growth and achievement. Indian Creek is fortunate to have a very supportive parent and community group. The Parent Teacher Club and School Site Council are very active and provide opportunities for parent involvement. Parent volunteers spend many hours each year supporting our school and classrooms through a variety of activities. The following is a partial list of well-supported ongoing volunteer activities:

Leadership Activities: Parent Teacher Club, School Site Council, Representation on District Committees such as the LCAP/BACT Committee and the Art Docent Program.

Student Support Activities: Classroom Support, Field Trip Chaperones, Student Activity Days, etc.

Fundraising Activities: Harvest Festival, Parent Donations, Walk-a-Thon, Box Tops, etc.

Other Activities: Assemblies, Reading Nights, Back To School Night, Open House, etc.

Indian Creek's goal is to make connections between home and school, where parents and teachers work collaboratively to establish common goals for student achievement and student well-being. To ensure the effective involvement of parents, and to support the partnerships between parents and the school, Indian Creek Elementary shall:

I.) Take the following actions to involve parents in the joint development and joint agreement of its Single Plan for Student Achievement:

- a. Gather input from meetings and surveys (Student Survey, District Parent Survey)
- b. Meet throughout the year to discuss and build consensus (Site Council and Indian Creek Parent Teacher Club)
- c. Post the final draft on the school website, once it is adopted by the School Site Council and then board approved
- d. Assess and share data from various surveys and assessments
- e. Set goals based on data
- f. Distribute plan
- g. Monitor the plan throughout the year at School Site Council meetings

II.) Take the following actions to involve parents in the process of school review and improvement:

- a. Analyze our school academic performance data with School Site Council
- b. Together, parents and staff will discuss data and look at the academic program offered and adjust as necessary in response to data analysis

III.) Provide to parents a description and explanation of the curriculum in use at the school and the proficiency levels students are expected to meet:

- a. At Back to School Night parents will receive information regarding the standards and curriculum along with an explanation of assessments used
- b. Parent conferences will be held formally twice a year to review and discuss student progress towards standards for those students not meeting standards or by parent request
- c. A link to the California Department of Education website may be accessed through our district's website
- d. Parents will receive progress reports a minimum of 3 times per year and report cards 3 times per year detailing student progress

IV.) Indian Creek will coordinate strategies with the district middle school (Herbert Green Middle School) to address transition needs by:

- a. Use of data sheets for 4th grade students feeding into middle school
- b. Fourth grade trimester assessments
- c. Transition meetings for 4th grade special needs students
- d. 4th grade middle school orientation field trip

V.) Indian Creek will build staff and parent capacity for parent involvement to improve student academic achievement through the following activities:

- a. The school will review school data at School Site Council meetings and Parent Club meetings in which all are invited to attend.
- b. The School Accountability Report Card and the Single Plan for Student Achievement will be issued and analyzed annually to convey progress toward goals.

VI.) Indian Creek will educate its teachers and other staff in how to communicate with and work with parents as partners by:

- a. Parent Link will be used to inform parents of important school information - messages will be translated.
- b. The school website will contain up to date information
- c. Teachers and the PTC will reach out to parents to gain parent involvement.

## Funding

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

Indian Creek has a full-time Title 1 teacher to help under-performing students meet grade level standards.

### 18. Fiscal support (EPC)

Indian Creek receives LCFF and Title I funding.

## **Description of Barriers and Related School Goals**

Sixty three percent of our students are considered socio-economically disadvantaged. Many of our students have a lack of stability in their lives outside of school which can contribute to social emotional concerns. We strive to teach the academic standards while fostering social emotional growth and stability for our students as well. We have a large special education population as well. Currently thirteen percent of our students are serviced through our special programs involving our speech therapists and education specialists. We must provide challenging and relevant instruction to our students while supporting students who struggle academically. It is imperative that we continue to support all students, but with a focus on students on our significant sub-groups: socio-economically disadvantaged, students with disabilities, and English learners.

Technology poses another barrier. Many of our families do not have technology or internet in the home. Internet services can be expensive in our rural area. Our district has developed a Technology Scope and Sequence to help direct our efforts in teaching our students the technology skills to be successful.

Bridging the access to the Common Core standards and curriculum for our English Language Learners is a challenge. Our English Learners make up twenty percent of our students. Teaching the rigorous standards through our newly adopted curriculum when students are still learning the English Language can be difficult.

In addition our district has a 25% transiency rate. One quarter of our school population will change throughout the course of a year. Even though we have developed and currently implement structures and strategies to immediately assess new students' proficiency levels to better instruct them, our transiency rate poses another barrier. We also have an increasing McKinney-Vento-homeless population. The families of these students are often struggling to meet their basic needs, so learning and school are often less of a priority posing a barrier.

Our aging facilities can be a barrier to reaching our goals. We do our best to make accommodations when we have roof leaks or other structural issues. In addition, four of our kindergarten classrooms do not have bathrooms in the rooms. All kindergarten and transitional kindergarten students in our six classrooms have to use the restrooms in two of our kindergarten classrooms. Our recently passed facility bond and upcoming facility master plan will hopefully alleviate some of these concerns.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 14-15                  | 15-16 | 16-17 | 14-15                | 15-16 | 16-17 | 14-15                     | 15-16 | 16-17 | 14-15                         | 15-16 | 16-17 |
| Grade 3                                | 148                    | 123   | 107   | 147                  | 123   | 107   | 147                       | 123   | 107   | 99.3                          | 100   | 100   |
| Grade 4                                | 120                    | 146   | 123   | 115                  | 145   | 123   | 115                       | 145   | 123   | 95.8                          | 99.3  | 100   |
| All Grades                             | 268                    | 269   | 230   | 262                  | 268   | 230   | 262                       | 268   | 230   | 97.8                          | 99.6  | 100   |

\* 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 Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 14-15            | 15-16  | 16-17  | 14-15               | 15-16 | 16-17 | 14-15          | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15              | 15-16 | 16-17 |
| Grade 3                              | 2412.2           | 2390.4 | 2390.5 | 18                  | 12    | 13.08 | 24             | 17    | 24.30 | 30                    | 31    | 19.63 | 28                 | 40    | 42.99 |
| Grade 4                              | 2451.0           | 2462.1 | 2451.7 | 11                  | 19    | 17.07 | 34             | 24    | 24.39 | 25                    | 33    | 26.83 | 30                 | 23    | 31.71 |
| All Grades                           | N/A              | N/A    | N/A    | 15                  | 16    | 15.22 | 28             | 21    | 24.35 | 28                    | 32    | 23.48 | 29                 | 31    | 36.96 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 14-15            | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15            | 15-16 | 16-17 |
| Grade 3  | 18               | 11    | 17.76 | 50                    | 50    | 38.32 | 31               | 39    | 43.93 |
| Grade 4  | 15               | 17    | 18.70 | 56                    | 58    | 55.28 | 30               | 25    | 26.02 |
| All Grades   | 17               | 15    | 18.26 | 53                    | 54    | 47.39 | 31               | 31    | 34.35 |

| Writing<br>Producing clear and purposeful writing |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                       | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 14-15            | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15            | 15-16 | 16-17 |
| Grade 3   | 15               | 10    | 16.82 | 53                    | 48    | 37.38 | 28               | 42    | 45.79 |
| Grade 4   | 17               | 15    | 14.63 | 57                    | 59    | 58.54 | 27               | 26    | 26.83 |
| All Grades  | 16               | 12    | 15.65 | 55                    | 54    | 48.70 | 27               | 34    | 35.65 |

| Listening<br>Demonstrating effective communication skills |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level   | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 14-15            | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15            | 15-16 | 16-17 |
| Grade 3   | 15               | 11    | 14.95 | 67                    | 61    | 62.62 | 18               | 28    | 22.43 |
| Grade 4   | 13               | 15    | 11.38 | 74                    | 73    | 71.54 | 13               | 12    | 17.07 |
| All Grades  | 14               | 13    | 13.04 | 70                    | 68    | 67.39 | 16               | 19    | 19.57 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 14-15            | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15            | 15-16 | 16-17 |
| Grade 3  | 18               | 12    | 16.82 | 54                    | 52    | 42.99 | 29               | 36    | 40.19 |
| Grade 4  | 12               | 23    | 19.51 | 55                    | 57    | 50.41 | 33               | 19    | 30.08 |
| All Grades   | 15               | 18    | 18.26 | 54                    | 55    | 46.96 | 31               | 27    | 34.78 |

**Conclusions based on this data:**

1. Our English Language Arts scores rose overall in comparison to last year.
2. While most of our students reach proficiency in phonics, we need to focus our efforts on vocabulary, reading comprehension, and reading fluency.
3. Our biggest strength is in reading comprehension and our biggest area of need is writing.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 14-15                  | 15-16 | 16-17 | 14-15                | 15-16 | 16-17 | 14-15                     | 15-16 | 16-17 | 14-15                         | 15-16 | 16-17 |
| Grade 3                                | 148                    | 123   | 107   | 148                  | 123   | 107   | 147                       | 123   | 107   | 100.0                         | 100   | 100   |
| Grade 4                                | 120                    | 146   | 123   | 115                  | 145   | 123   | 115                       | 145   | 123   | 95.8                          | 99.3  | 100   |
| All Grades                             | 268                    | 269   | 230   | 263                  | 268   | 230   | 262                       | 268   | 230   | 98.1                          | 99.6  | 100   |

\* 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 Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 14-15            | 15-16  | 16-17  | 14-15               | 15-16 | 16-17 | 14-15          | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15              | 15-16 | 16-17 |
| Grade 3                              | 2427.9           | 2403.8 | 2394.3 | 15                  | 4     | 6.54  | 36             | 31    | 21.50 | 27                    | 30    | 32.71 | 21                 | 35    | 39.25 |
| Grade 4                              | 2467.0           | 2475.9 | 2455.8 | 10                  | 15    | 8.94  | 31             | 28    | 25.20 | 38                    | 41    | 43.09 | 21                 | 15    | 22.76 |
| All Grades                           | N/A              | N/A    | N/A    | 13                  | 10    | 7.83  | 34             | 29    | 23.48 | 32                    | 36    | 38.26 | 21                 | 24    | 30.43 |

| Concepts & Procedures                         |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |
| Grade Level                                   | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 14-15            | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15            | 15-16 | 16-17 |
| Grade 3                                       | 34               | 11    | 16.82 | 41                    | 50    | 34.58 | 25               | 39    | 48.60 |
| Grade 4                                       | 20               | 26    | 17.07 | 46                    | 43    | 41.46 | 34               | 31    | 41.46 |
| All Grades                                    | 28               | 19    | 16.96 | 43                    | 46    | 38.26 | 29               | 35    | 44.78 |

| 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 |       |       |
|  | 14-15            | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15            | 15-16 | 16-17 |
| Grade 3  | 20               | 13    | 10.28 | 52                    | 54    | 49.53 | 28               | 33    | 40.19 |
| Grade 4  | 13               | 18    | 18.70 | 55                    | 63    | 47.15 | 32               | 19    | 34.15 |
| All Grades   | 17               | 16    | 14.78 | 53                    | 59    | 48.26 | 30               | 26    | 36.96 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 14-15            | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15            | 15-16 | 16-17 |
| Grade 3  | 22               | 7     | 14.02 | 58                    | 66    | 47.66 | 20               | 27    | 38.32 |
| Grade 4  | 19               | 21    | 14.63 | 50                    | 59    | 49.59 | 30               | 20    | 35.77 |
| All Grades   | 21               | 15    | 14.35 | 55                    | 62    | 48.70 | 25               | 23    | 36.96 |

**Conclusions based on this data:**

1. We need to assess our students' growth mindset as it relates to mathematics and encourage a growth mindset in our students
2. Our students struggle more on the parts of the CAASPP that involve the performance assessment and require application of math skills.
3. We need to develop and focus efforts on mathematics interventions.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

| Grade | Percent of Students by Proficiency Level on CELDT Annual Assessment |       |       |                |       |       |              |       |       |                    |       |       |           |       |       |
|-------|---|-------|-------|----------------|-------|-------|--------------|-------|-------|--------------------|-------|-------|-----------|-------|-------|
|       | Advanced  |       |       | Early Advanced |       |       | Intermediate |       |       | Early Intermediate |       |       | Beginning |       |       |
|       | 14-15   | 15-16 | 16-17 | 14-15          | 15-16 | 16-17 | 14-15        | 15-16 | 16-17 | 14-15              | 15-16 | 16-17 | 14-15     | 15-16 | 16-17 |
| K     |   |       |       | 43             |       | 25    | 57           |       | 25    |                    |       |       |           |       | 50    |
| 1     |   | 5     | 7     | 62             | 60    | 33    | 38           | 30    | 60    |                    | 5     |       |           |       |       |
| 2     | 6   | 3     |       | 30             | 28    | 30    | 42           | 45    | 52    | 21                 | 24    | 9     |           |       | 9     |
| 3     | 3   |       | 4     | 17             | 19    | 22    | 53           | 54    | 52    | 20                 | 19    | 13    | 7         | 8     | 9     |
| 4     | 11  | 4     |       | 53             | 41    | 48    | 26           | 41    | 36    | 5                  | 11    | 4     | 5         | 4     | 12    |
| Total | 4   | 3     | 2     | 39             | 35    | 33    | 42           | 43    | 48    | 12                 | 16    | 7     | 3         | 3     | 10    |

### Conclusions based on this data:

1. Students who have been identified as English Learners (EL) take the CELDT test annually to determine their level of achievement in mastering English. The number of students taking the CELDT test provides information on changes in the number of English Learners. Students are considered proficient and near the level where they can be reclassified as a Redesignated Fluent English Proficient learner (R-FEP) with an advanced or early advanced score. These scores reflect students who were tested during the annual assessment period in the Fall of 2016-2017.
2. We have twelve fourth graders and nine third graders who are still at the beginning level on the CELDT.
3. The ELPAC assessment will be replacing the CELDT assessment. Our English learner students will take the ELPAC in the spring. We piloted this assessment with our second graders last year.

## School and Student Performance Data

### CELDT (All Assessment) Results

| Grade | Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined) |       |       |                |       |       |              |       |       |                    |       |       |           |       |       |
|-------|---|-------|-------|----------------|-------|-------|--------------|-------|-------|--------------------|-------|-------|-----------|-------|-------|
|       | Advanced  |       |       | Early Advanced |       |       | Intermediate |       |       | Early Intermediate |       |       | Beginning |       |       |
|       | 14-15   | 15-16 | 16-17 | 14-15          | 15-16 | 16-17 | 14-15        | 15-16 | 16-17 | 14-15              | 15-16 | 16-17 | 14-15     | 15-16 | 16-17 |
| K     |   |       |       | 23             | 10    | 8     | 50           | 33    | 22    | 15                 | 29    | 42    | 12        | 29    | 28    |
| 1     |   | 8     | 6     | 60             | 52    | 35    | 40           | 28    | 53    |                    | 8     | 6     |           | 4     |       |
| 2     | 6   | 3     |       | 30             | 29    | 29    | 42           | 41    | 50    | 21                 | 26    | 8     |           |       | 13    |
| 3     | 3   |       | 4     | 19             | 19    | 21    | 52           | 56    | 54    | 19                 | 19    | 13    | 6         | 7     | 8     |
| 4     | 10  | 3     |       | 50             | 43    | 48    | 30           | 37    | 36    | 5                  | 13    | 4     | 5         | 3     | 12    |
| Total | 4   | 3     | 2     | 36             | 31    | 26    | 44           | 39    | 40    | 13                 | 19    | 17    | 4         | 7     | 14    |

#### Conclusions based on this data:

1. Most Indian Creek students scored Intermediate level on the CELDT test.
2. Several of our upper grade students need strategic intervention because they are scoring Beginning Level.
3. Teachers will need professional development in the differences in the ELPAC assessment and the CELDT assessment as we make the transition to the ELPAC.



## Planned Improvements in Student Performance

### School Goal #1

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

|   |
|---|
| <b>SUBJECT: Student Achievement</b>   |
| <b>LEA GOAL:</b>  |
| Goal 1: Student achievement and success.  |
| Goal 2: Student engagement and support.   |
| Goal 3: Parent engagement and support   |
| Goal 4: Staff engagement and support  |
| <b>SCHOOL GOAL #1:</b>  |
| We will increase the number of grade level proficient students in English Language Arts and Math.   |
| <b>Data Used to Form this Goal:</b>   |
| District trimester assessments, state assessment results  |
| <b>Findings from the Analysis of this Data:</b>   |
| Analysis of this data led the team to identify that non-proficient students need to decrease in order for the students to meet proficiency targets. |
| <b>How the School will Evaluate the Progress of this Goal:</b>  |
| Short Cycle Common Assessments  |
| Fluency passages  |
| Comprehension assessments   |
| Data collected through the SIPPS program  |
| Phonemic Awareness Assessments  |
| Trimester Benchmark Assessments   |
| Writing Prompts   |
| Grade Level Common ELA & Math Assessments   |
| Math Fact Fluency   |
| CELDT Results   |
| Trimester Report Cards  |
| State assessment data   |
| Accelerated Reader STAR assessments   |

| Actions to be Taken to Reach This Goal   | Timeline                    | Person(s) Responsible | Proposed Expenditure(s)  |  |  |
|--|-----------------------------|-----------------------|--|--|--|
|  |                             |                       | Description  | Type   | Amount                                       |
| Each grade level will target areas of improvement using trimester benchmarks and other formative and summative assessments. Lesson plans will be developed to target areas of improvement.   | August 9, 2017-May 24, 2018 | Indian Creek Staff    | Wonders Curriculum<br><br>My Math curriculum                                   | 4000-4999: Books And Supplies<br>4000-4999: Books And Supplies<br><br>LCFF<br><br>Lottery: Instructional Materials                     | 20000<br><br>15000                           |
| Development of multi-tiered targeted reading, writing, and math instruction and intervention (Response to Intervention)<br><ul style="list-style-type: none"> <li>Grades TK-4 teachers, Title 1 teacher, LCAP Aides will work with at risk students in small instructional groupings based on identified needs.</li> </ul> Morning Reading Intervention will be provided to qualified students. Transportation will be provided. Study Hall will be offered to 3rd and 4th grade students during lunch recess for additional support and assistance with class work. | August 9, 2017-May 24, 2018 | Indian Creek Staff    | Walk to Learn Aides<br><br>Title 1 teacher<br><br>Morning Reading Intervention | 2000-2999: Classified Personnel Salaries<br>1000-1999: Certificated Personnel Salaries<br><br>LCFF<br><br>3000-3999: Employee Benefits | 13000<br><br>77744<br><br>13000<br><br>32000 |
| Addressing the needs of English Language Learners<br><ul style="list-style-type: none"> <li>Teachers will incorporate engagement strategies systematically in daily instruction to promote the use of oral</li> </ul>  | August 9, 2017-May 24, 2018 | Indian Creek Staff    | GLAD professional development<br><br>Kinsella Professional Development         | 5000-5999: Services And Other Operating Expenditures<br>5000-5999: Services And Other Operating Expenditures<br><br>LCFF<br><br>LCFF   | 5400<br><br>2000                             |

| Actions to be Taken to Reach This Goal  | Timeline                    | Person(s) Responsible           | Proposed Expenditure(s) |  |  |                   |
|---|-----------------------------|---------------------------------|-------------------------|--|--|-------------------|
|   |                             |                                 | Description             | Type   | Funding Source   | Amount            |
| <ul style="list-style-type: none"> <li>language.</li> <li>Teachers will provide targeted small group instruction to meet the needs of English Language Learners</li> <li>Teachers will work in grade level teams to monitor student progress through data analysis. Data analysis will drive decisions about intervention groups.</li> </ul>  |                             |                                 | ELA/ELD training        | 5000-5999: Services And Other Operating Expenditures               | LCFF   | 2850              |
| <p>Staff will follow the district adopted Technology Scope and Sequence and design lessons and activities that support student acquisition of technology skills. All first through fourth grade classrooms will have access to a class set of Chromebooks all day every day. Kindergarten and transitional kindergarten students will have access to Ipad minis and a grade level Chromebook cart. All classrooms will have access to a desktop lab and a touchscreen Chromebook lab. Teacher will work towards the use of online assessments whenever possible, especially for our older students. GoGuardian will be used by staff to monitor student technology use. Staff will use Typing Club to teach students keyboarding skills. Staff may research and pilot other keyboarding programs.</p> | August 9, 2017-May 24, 2018 | Indian Creek Staff              | Chromebooks             | 4000-4999: Books And Supplies<br><br>4000-4999: Books And Supplies | Title I Part A: Basic Grants Low-Income and Neglected<br><br>Title I Part A: Basic Grants Low-Income and Neglected | 11000<br><br>1200 |
| <p>Title 1 teacher and principal will participate in the El Dorado County Rural Professional Learning Network focusing on raising math achievement in the county. A</p>   | August 9, 2017-May 24, 2018 | Principal/Title 1 teacher/staff | rp/n pd                 | 5000-5999: Services And Other Operating Expenditures               | LCFF   | 2500              |

| Actions to be Taken to Reach This Goal   | Timeline                    | Person(s) Responsible | Proposed Expenditure(s) |  |                |               |
|--|-----------------------------|-----------------------|-------------------------|--|----------------|---------------|
|  |                             |                       | Description             | Type   | Funding Source | Amount        |
| mathematics growth mindset survey will be developed and taken by all third grade students as a pre and post assessment. Professional development will be provided to district staff in growth mindset and how to foster a growth mindset.  |                             |                       |                         |  |                |               |
| Interventions for mathematics support will be researched and implemented.  | August 9, 2017-May 24, 2018 | Administrator/staff   |                         |  |                |               |
| Staff will be trained on how students are scored on the state testing short answer and English Language Arts performance assessment items.   | August 9, 2017-May 24, 2018 | Administrator/staff   |                         |  |                |               |
| Mathematics interim assessments will be used to determine areas of need and focus for math interventions and which students to enroll in the interventions. The Smarter Balanced Digital library will be utilized for lessons to increase math proficiency of students in targeted groups. | August 9, 2017-May 24, 2018 | Administrator/Staff   |                         |  |                |               |
| Additional aide support provided for transitional kindergarten classrooms and combination classrooms.  | August 9, 2017-May 24, 2018 | Staff                 |                         | 2000-2999: Classified Personnel Salaries<br>3000-3999: Employee Benefits | LCFF<br>LCFF   | 13000<br>3000 |

## Planned Improvements in Student Performance

### School Goal #2

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

|  |
|--|
| <b>SUBJECT: Student Engagement and Support</b>   |
| <b>LEA GOAL:</b>   |
| Goal 1: Student achievement and success.   |
| Goal 2: Student engagement and support.  |
| Goal 3: Parent engagement and support  |
| Goal 4: Staff engagement and support   |
| <b>SCHOOL GOAL #2:</b>   |
| Increase student engagement and provide support for students.  |
| <b>Data Used to Form this Goal:</b>  |
| Student Survey, Discipline data, McKinney Vento data, Foster Youth data  |
| <b>Findings from the Analysis of this Data:</b>  |
| In the student survey, our 3rd and 4th graders indicated positive relationships with adults at school. Students felt that adults want them to do their best, listen to them, and tell them when they do a good job. Student surveys indicated a need for more music, art, and dance at school. Students again indicated a desire to have choice in class rules and activities. |
| <b>How the School will Evaluate the Progress of this Goal:</b>   |
| Student survey, participation rates in various activities  |

| Actions to be Taken to Reach This Goal  | Timeline                    | Person(s) Responsible   | Proposed Expenditure(s)  |  |                |               |
|---|-----------------------------|-------------------------|--------------------------|--|----------------|---------------|
|   |                             |                         | Description              | Type   | Funding Source | Amount        |
| Fourth grade students will receive music enrichment classes.  | August 9, 2017-May 24, 2018 | Principal/Staff         | VAPA teacher             | 1000-1999: Certificated Personnel Salaries<br>3000-3999: Employee Benefits | LCFF           | 14160<br>3000 |
| The Talent Show will be reinstated.   | August 9, 2017-May 24, 2018 | Principal/Volunteer     |                          |  |                |               |
| Scholarships are available to parents who need to be fingerprinted to become an Art Docent. Art Docent supplies will be replenished.  | August 9, 2017-May 24, 2018 | Principal               |                          | 5000-5999: Services And Other Operating Expenditures                       | LCFF           | 500           |
| Students will be recommended to Operation School Bell by our school counselor based on identified need.   | August 9, 2017-May 24, 2018 | Counselor               |                          |  |                |               |
| School counselor and principal will analyze trimester discipline data and student success team referrals to develop social skills groups for students who need more intensive instruction in appropriate social skills. Counselor will provide social skills groups instruction to grades K-4, with kinder groups starting in the second trimester. | August 9, 2017-May 24, 2018 | Counselor/Principal     | counselor time           | 1000-1999: Certificated Personnel Salaries                                 | LCFF           | 7000          |
| Student council will provide leadership for the students and decide some activities for the student body.   | August 9, 2017-May 24, 2018 | Student Council Advisor |                          |  |                |               |
| Students will receive the required 100 minutes weekly of physical education instruction focused on their grade level P.E. standards. Staff will receive professional development in the physical  | August 9, 2017-May 24, 2018 | Principal/Staff         | professional development | 5000-5999: Services And Other Operating Expenditures                       | LCFF           | 1000          |

| Actions to be Taken<br>to Reach This Goal  | Timeline | Person(s)<br>Responsible | Proposed Expenditure(s) |      |                |
|--|----------|--------------------------|-------------------------|------|----------------|
|  |          |                          | Description             | Type | Funding Source |
| education standards for their grade level. |          |                          |                         |      | Amount         |

## Planned Improvements in Student Performance

### School Goal #3

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

|  |
|--|
| <b>SUBJECT: Parental Involvement</b>   |
| <b>LEA GOAL:</b>   |
| Goal 1: Student achievement and success.   |
| Goal 2: Student engagement and support.  |
| Goal 3: Parent engagement and support  |
| Goal 4: Staff engagement and support   |
| <b>SCHOOL GOAL #3:</b>   |
| Increase Parent Involvement  |
| Research shows that when schools work together with families to support learning, children tend to succeed not just in school, but throughout life. The most accurate predictor of student's achievement in school is not income or social status, but the extent the student's family is involved with their education. It is important for parents to create a home environment that encourages learning and express high, but not unrealistic expectations for achievement and become involved in their child's education.                            |
| <b>Data Used to Form this Goal:</b>  |
| Parent participation rates.  |
| Data collected from parent sign in binder.   |
| Parent-teacher conference data.  |
| Monitoring website traffic.  |
| Volunteer fingerprinting numbers   |
| <b>Findings from the Analysis of this Data:</b>  |
| Parent surveys indicated families feel that teachers are qualified and caring. Parents felt encouraged to volunteer and that Indian Creek maintains a positive school climate. Most parents indicated their students feel safe at school. Parent surveys indicated twenty one percent of parents don't feel the physical education program meets their child's needs and almost nine percent of parents indicated they do not know if it does. The top three programs parents wanted expanded are athletics, visual and performing arts, and technology. |
| <b>How the School will Evaluate the Progress of this Goal:</b>   |
| Administration will review PTC participation rates, parent conference numbers, and the number of parent volunteers that sign in on campus each day.  |



| Actions to be Taken to Reach This Goal   | Timeline                    | Person(s) Responsible                            | Proposed Expenditure(s) |  |                |                |
|--|-----------------------------|--|-------------------------|--|----------------|----------------|
|  |                             |  | Description             | Type   | Funding Source | Amount         |
| Fingerprinting services will be available at Back to School nights.  | August 9, 2017-May 24, 2018 | Administration                                   |                         |  |                |                |
| It is important that families and schools work together to help students achieve high academic expectations. Through a process that includes, teachers, families, students and community representatives the agreed upon roles and responsibilities that we as partners will carry out will support success in school and in life. The compact will include a parent, student and school staff pledge that will be reviewed and signed at the beginning of each school year. | August 9, 2017-May 24, 2018 | Administration, teachers, parents, and students. | Translator              | 2000-2999: Classified Personnel Salaries<br>3000-3999: Employee Benefits | LCFF<br>LCFF   | 23000<br>16000 |
| Provide a full-time bilingual clerk for our Spanish speaking families.   |                             |  |                         |  |                |                |
| Translate all auto-dialer and home communication for our Spanish speaking families.  |                             |  |                         |  |                |                |
| Phone system will be upgraded and phone tree will be updated to include immediate ability to hear information in Spanish. Phone system upgrade will include the ability to transfer calls between school sites and district office without parents having to make a separate phone call.   |                             |  |                         |  |                |                |

| Actions to be Taken to Reach This Goal   | Timeline                    | Person(s) Responsible | Proposed Expenditure(s)  |  |                |        |
|--|-----------------------------|-----------------------|--------------------------|--|----------------|--------|
|  |                             |                       | Description              | Type   | Funding Source | Amount |
| Website will be kept up to date with upcoming events and opportunities for volunteerism and participation.<br><br>Parent Teacher Club link to the school website.<br><br>Monthly School Newsletter will be emailed out to families as a PDF document in addition to hard copy sent home with each student.<br><br>Student Handbooks will be sent home with every student every year. Spanish handbooks will be sent home to Spanish speaking families. | August 9, 2017-May 24, 2018 | Staff                 |                          |  |                |        |
| Fingerprinting scholarships will be available for parents who cannot afford the fee.   | August 9, 2017-May 24, 2018 | Administration        | Money for fingerprinting | 5000-5999: Services And Other Operating Expenditures | LCFF           | 350    |
| Data analysis of parent survey to be shared at SSC and PTC meetings.   | August 9, 2017-May 24, 2018 | Administration        |                          |  |                |        |
| . Recruitment and training of Art Docents  | August 9, 2017-May 24, 2018 | Volunteers and staff  |                          | 5000-5999: Services And Other Operating Expenditures | LCFF           | 1000   |
| All PTC communication to families will be translated in Spanish.   | August 9, 2017-May 24, 2018 | Office staff          |                          |  |                |        |

## Planned Improvements in Student Performance

### School Goal #4

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

|  |
|--|
| <b>SUBJECT: Staff Engagement and support</b>   |
| <b>LEA GOAL:</b>   |
| Goal 1: Student achievement and success,   |
| Goal 2: Student engagement and support,  |
| Goal 3: Parent engagement and support  |
| Goal 4: Staff engagement and support   |
| <b>SCHOOL GOAL #4:</b>   |
| Staff engagement and support   |
| <b>Data Used to Form this Goal:</b>  |
| Staff survey   |
| <b>Findings from the Analysis of this Data:</b>  |
| The staff survey results show that staff members of Indian Creek Elementary appreciate when they are asked for their input as they are in the classrooms with the students daily. Staff surveys indicated a desire for more time for the site principal to be available for discipline and other needs. Staff surveys indicated a desire for school rules to be enforced by all staff consistently. Staff surveys indicated a desire to assign extra duty assignments differently. While most staff indicated staff morale is high, eleven staff members indicated morale is satisfactory and five staff members indicated staff morale is below satisfactory. This is an area for growth. |
| <b>How the School will Evaluate the Progress of this Goal:</b>   |
| Staff survey   |

| Actions to be Taken to Reach This Goal   | Timeline                    | Person(s) Responsible | Proposed Expenditure(s) |                               |   |
|--|-----------------------------|-----------------------|-------------------------|-------------------------------|---|
|  |                             |                       | Description             | Type                          | Funding Source  |
| <p>Assembly to teach all students the three overarching rules.</p> <p>Signs posted in each classroom and common areas denoting the three rules.</p> <p>Remind students of school rules at lunchtime assembly in January.</p>   | August 9, 2017-May 24, 2018 | Staff                 |                         |                               | Amount  |
| <p>A matrix was developed with input from classified and certificated staff showing what the three school rules look like in all areas of campus. All teachers trained their students on these expectations at the start of the 2017-2018 school year.</p> <p>Yard supervisors again trained all students on playground and lunchroom behavior expectations.</p> | August 9, 2017-May 24, 2018 | staff                 |                         |                               |   |
| <p>Character counts posters, instructional materials, and incentives</p> <p>Positive postcards home</p> <p>Eagle Awards</p> <p>Prizes for Eagle Awards redemption</p> <p>Investigate possible improvements in posters of the Character traits for the younger students and the teaching tools</p>  | August 9, 2017-May 24, 2018 | staff                 | Supplies                | 4000-4999: Books And Supplies | Title I Part A: Basic Grants Low-Income and Neglected<br>2000 |

| Actions to be Taken to Reach This Goal   | Timeline                    | Person(s) Responsible | Proposed Expenditure(s)                              |      |                |
|--|-----------------------------|-----------------------|--|------|----------------|
|  |                             |                       | Description  | Type | Funding Source |
|  |                             |                       |  |      | Amount         |
| Love and Logic training for all staff. Classified staff invited to attend the training and be paid for their time.               | August 9, 2017-May 24, 2018 | Administration/Staff  | 5000-5999: Services And Other Operating Expenditures | LCFF | 500            |
| Unassigned extra duty assignments communicated to all staff and all staff provided an opportunity to apply for the extra duties. | August 2017                 | Administration/Staff  | 2000-2999: Classified Personnel Salaries             | LCFF | 500            |
| Implement positive staff recognition system.   | January 2018-May 24, 2018   | Administration        |  |      |                |

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

| Total Allocations by Funding Source        |            |                                    |
|--|------------|------------------------------------|
| Funding Source                             | Allocation | Balance (Allocations-Expenditures) |
| LCFF                                       | \$152,735  | 10,975.00                          |
| Title I Part A: Basic Grants Low-Income    | \$177,858  | 85,914.00                          |
| Title III Part A: Language Instruction for | \$10,303   | 10,303.00                          |
| Donations                                  | \$40,230   | 40,230.00                          |
| Unrestricted                               | \$6,536    | 6,536.00                           |

| Total Expenditures by Funding Source                  |                    |
|---|--------------------|
| Funding Source  | Total Expenditures |
| LCFF  | 141,760.00         |
| Lottery: Instructional Materials                      | 15,000.00          |
| Title I Part A: Basic Grants Low-Income and Neglected | 91,944.00          |

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

| Object Type  | Total Expenditures |
|--|--------------------|
|  | 13,000.00          |
| 1000-1999: Certificated Personnel Salaries           | 98,904.00          |
| 2000-2999: Classified Personnel Salaries             | 49,500.00          |
| 3000-3999: Employee Benefits                         | 22,000.00          |
| 4000-4999: Books And Supplies                        | 49,200.00          |
| 5000-5999: Services And Other Operating Expenditures | 16,100.00          |

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

| Object Type                                | Funding Source                              | Total Expenditures |
|--|---|--------------------|
|  | LCFF  | 13,000.00          |
| 1000-1999: Certificated Personnel Salaries | LCFF  | 21,160.00          |
| 2000-2999: Classified Personnel Salaries   | LCFF  | 49,500.00          |
| 3000-3999: Employee Benefits               | LCFF  | 22,000.00          |
| 4000-4999: Books And Supplies              | LCFF  | 20,000.00          |
| 5000-5999: Services And Other Operating    | LCFF  | 16,100.00          |
| 4000-4999: Books And Supplies              | Lottery: Instructional Materials            | 15,000.00          |
| 1000-1999: Certificated Personnel Salaries | Title I Part A: Basic Grants Low-Income and | 77,744.00          |
| 4000-4999: Books And Supplies              | Title I Part A: Basic Grants Low-Income and | 14,200.00          |



Summary of Expenditures in this Plan

Total Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 179,694.00         |
| Goal 2      | 25,660.00          |
| Goal 3      | 40,350.00          |
| Goal 4      | 3,000.00           |

## School Site Council Membership

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

| Name of Members                             | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Ana Jones                                   |           |                   | X                  |                            |                    |
| Rhonda White                                | X         |                   |                    |                            |                    |
| Anayeli Najera                              |           |                   |                    | X                          |                    |
| LeeAnn Lytie                                |           | X                 |                    |                            |                    |
| Ashley Deubel                               |           | X                 |                    |                            |                    |
| Suzette Vieira                              |           | X                 |                    |                            |                    |
| Kelly Ray                                   |           |                   |                    | X                          |                    |
| Tiffany Bergstrom                           |           |                   |                    | X                          |                    |
| <b>Numbers of members of each category:</b> | <b>1</b>  | <b>3</b>          | <b>1</b>           | <b>3</b>                   |                    |

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

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

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

Attested:

Rhonda White

Typed Name of School Principal



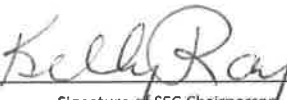
Signature of School Principal

12/6/17

Date

Kelly Ray

Typed Name of SSC Chairperson



Signature of SSC Chairperson

12/6/17

Date

