

School Year:

2019-20

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Indian Creek Elementary School
Address	6701 Green Valley Rd. Placerville, CA 95667-8984
County-District-School (CDS) Code	09-61929-6106678
Principal	Joshua Saldate
District Name	Mother Lode Union Elementary School District
SPSA Revision Date	2/13/2020
Schoolsite Council (SSC) Approval Date	3/12/2020
Local Board Approval Date	

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

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School Vision and Mission

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 uses universally designed lessons and GLAD (Guided Language Acquisition Design) strategies which promote 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 2, Part A: Improving Teacher Quality

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 a two year full day transitional kindergarten program give 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 2018 - 2019 school year, 564 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
- * Morning Math 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
- * Crazy Eight after school math club

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 weekly incentives to students that do their best at embodying the positive character trait of the month. Students are awarded with bracelets and pencils.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Parent, student, and staff surveys were completed in the winter/spring of 2019. Those results were analyzed by school staff, district staff, the Parent Teacher Club, and the School Site Council/English Language Advisory Council. In addition, all stakeholders have opportunities to provide input on the district Local Control Accountability Plan through district LCAP meetings and LCAP input forms that can be submitted to the school site or district office. The Motherlode District also developed a Performance Indicator Review team to analyze data and recommend actions to help the district continue to improve.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	3.5%	2.92%	1.97%	21	17	11
African American	1.0%	0.52%	0.54%	6	3	3
Asian	0.3%	0.34%	0.36%	2	2	2
Filipino	0.3%	0.52%	%	2	3	
Hispanic/Latino	34.6%	31.10%	29.7%	207	181	166
Pacific Islander	%	%	0.18%			1
White	56.8%	61.86%	64.04%	340	360	358
Multiple/No Response	%	%	%			
Total Enrollment				599	582	559

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	154	149	139
Grade 1	102	116	103
Grade 2	108	97	112
Grade3	111	109	97
Grade 4	124	111	108
Total Enrollment	599	582	559

Conclusions based on this data:

1. Our largest student group is white students.
2. Our second largest student group is Hispanic/Latino students.
3. Our third largest student group is American Indian/students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	122	99	79	20.4%	17.0%	14.1%
Fluent English Proficient (FEP)	13	13	18	2.2%	2.2%	3.2%
Reclassified Fluent English Proficient (RFEP)	10	7	13	7.5%	5.7%	13.1%

Conclusions based on this data:

1. Fourteen percent of our students are English learners. This percent has decreased for the last three years as has the population of Hispanic students.
2. Approximately three percent of our students are English learners who scored fluent English percent on the English Language Proficiency Assessments for California.
3. Thirteen percent of our students have been reclassified as Fluent English Proficient. This percentage increased significantly over last year.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	107	107	99	107	107	98	107	107	98	100	100	99
Grade 4	123	111	112	123	111	111	123	111	111	100	100	99.1
All Grades	230	218	211	230	218	209	230	218	209	100	100	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2390	2413	2414	13.08	16.82	16.33	24.30	23.36	27.55	19.63	32.71	27.55	42.99	27.10	28.57
Grade 4	2451	2439	2437	17.07	13.51	10.81	24.39	26.13	25.23	26.83	22.52	26.13	31.71	37.84	37.84
All Grades	N/A	N/A	N/A	15.22	15.14	13.40	24.35	24.77	26.32	23.48	27.52	26.79	36.96	32.57	33.49

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.76	20.56	21.43	38.32	51.40	54.08	43.93	28.04	24.49
Grade 4	18.70	15.32	14.41	55.28	50.45	53.15	26.02	34.23	32.43
All Grades	18.26	17.89	17.70	47.39	50.92	53.59	34.35	31.19	28.71

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.82	12.15	5.10	37.38	52.34	64.29	45.79	35.51	30.61
Grade 4	14.63	15.32	11.71	58.54	45.95	54.95	26.83	38.74	33.33
All Grades	15.65	13.76	8.61	48.70	49.08	59.33	35.65	37.16	32.06

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.95	19.63	15.31	62.62	64.49	74.49	22.43	15.89	10.20
Grade 4	11.38	12.61	10.81	71.54	64.86	68.47	17.07	22.52	20.72
All Grades	13.04	16.06	12.92	67.39	64.68	71.29	19.57	19.27	15.79

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.82	20.56	13.27	42.99	53.27	57.14	40.19	26.17	29.59
Grade 4	19.51	17.12	8.11	50.41	54.95	56.76	30.08	27.93	35.14
All Grades	18.26	18.81	10.53	46.96	54.13	56.94	34.78	27.06	32.54

Conclusions based on this data:

1. The mean scale score for third grade has increased over the last few years, but for fourth grade has decreased.
2. The percent of students who met or exceeded standard in 3rd grade increased, but in 4th grade it decreased.
3. Writing and research and inquiry are the areas with the most students below standard for 3rd and 4th grade.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	107	107	99	107	107	98	107	107	98	100	100	99
Grade 4	123	111	112	123	111	111	123	111	111	100	100	99.1
All Grades	230	218	211	230	218	209	230	218	209	100	100	99.1

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2394.	2412.	2428.	6.54	7.48	7.14	21.50	32.71	43.88	32.71	27.10	24.49	39.25	32.71	24.49
Grade 4	2455.	2447.	2449.	8.94	11.71	7.21	25.20	20.72	28.83	43.09	30.63	29.73	22.76	36.94	34.23
All Grades	N/A	N/A	N/A	7.83	9.63	7.18	23.48	26.61	35.89	38.26	28.90	27.27	30.43	34.86	29.67

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.82	18.69	27.55	34.58	40.19	45.92	48.60	41.12	26.53
Grade 4	17.07	18.02	14.41	41.46	37.84	38.74	41.46	44.14	46.85
All Grades	16.96	18.35	20.57	38.26	38.99	42.11	44.78	42.66	37.32

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.28	14.95	24.49	49.53	52.34	48.98	40.19	32.71	26.53
Grade 4	18.70	16.22	15.32	47.15	43.24	47.75	34.15	40.54	36.94
All Grades	14.78	15.60	19.62	48.26	47.71	48.33	36.96	36.70	32.06

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.02	16.82	14.29	47.66	52.34	65.31	38.32	30.84	20.41
Grade 4	14.63	16.22	16.22	49.59	39.64	37.84	35.77	44.14	45.95
All Grades	14.35	16.51	15.31	48.70	45.87	50.72	36.96	37.61	33.97

Conclusions based on this data:

1. The mean scale score increased for 3rd & 4th graders.
2. The percent of students not meeting standard decreased in both 3rd & 4th grade.
3. Our greatest area of need is concepts and procedures.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1434.2	1445.1	1447.8	1455.0	1402.5	1421.9	24	18
Grade 1	1465.5	1467.9	1472.0	1479.2	1458.6	1456.1	22	15
Grade 2	1503.5	1497.1	1515.1	1508.3	1491.5	1485.3	16	26
Grade 3	1506.1	*	1512.9	*	1498.8	*	17	8
Grade 4	1521.0	1527.5	1524.8	1530.4	1516.6	1523.9	22	14
All Grades							101	81

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	11.11	*	38.89	*	50.00	*	0.00	24	18
1	*	0.00	*	80.00	*	13.33		6.67	22	15
2	75.00	26.92	*	38.46	*	26.92		7.69	16	26
3	*	*	*	*	*	*	*	*	17	*
4	*	42.86	50.00	28.57	*	14.29		14.29	22	14
All Grades	36.63	18.52	38.61	46.91	19.80	27.16	*	7.41	101	81

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	45.83	22.22	*	38.89	*	38.89	*	0.00	24	18
1	77.27	33.33	*	46.67	*	13.33	*	6.67	22	15
2	87.50	50.00	*	34.62		11.54		3.85	16	26
3	*	*	*	*	*	*	*	*	17	*
4	*	57.14	50.00	21.43	*	7.14		14.29	22	14
All Grades	60.40	40.74	26.73	35.80	*	18.52	*	4.94	101	81

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	16.67	*	33.33	*	38.89	*	11.11	24	18
1	*	6.67	*	20.00	*	66.67	*	6.67	22	15
2	*	15.38	*	30.77	*	30.77	*	23.08	16	26
3	*	*	*	*	*	*	*	*	17	*
4	*	14.29	*	50.00	*	14.29	*	21.43	22	14
All Grades	21.78	12.35	26.73	30.86	35.64	39.51	15.84	17.28	101	81

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	66.67	11.11	*	88.89		0.00	24	18
1	72.73	53.33	*	46.67	*	0.00	22	15
2	93.75	73.08	*	23.08		3.85	16	26
3	*	*	*	*	*	*	17	*
4	*	35.71	63.64	50.00	*	14.29	22	14
All Grades	61.39	43.21	33.66	51.85	*	4.94	101	81

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	22.22	45.83	77.78	*	0.00	24	18
1	*	26.67	59.09	60.00	*	13.33	22	15
2	75.00	42.31	*	53.85		3.85	16	26
3	70.59	*	*	*	*	*	17	*
4	72.73	71.43	*	14.29	*	14.29	22	14
All Grades	57.43	41.98	35.64	51.85	*	6.17	101	81

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.56	70.83	94.44	*	0.00	24	18
1	*	20.00	*	80.00	*	0.00	22	15
2	*	15.38	*	61.54	*	23.08	16	26
3	*	*	*	*	*	*	17	*
4	*	7.14	59.09	64.29	*	28.57	22	14
All Grades	25.74	11.11	52.48	71.60	21.78	17.28	101	81

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	55.56	50.00	22.22	*	22.22	24	18
1	*	6.67	54.55	73.33	*	20.00	22	15
2	*	11.54	*	65.38	*	23.08	16	26
3	*	*	64.71	*	*	*	17	*
4	*	35.71	81.82	50.00		14.29	22	14
All Grades	25.74	23.46	62.38	56.79	11.88	19.75	101	81

Conclusions based on this data:

1. 20 less students were assessed using the ELPAC in 2019.
2. Our average ELPAC mean score increased in Kinder, 1st, and 4th grade, but decreased in 2nd grade.
3. The percent of EL students struggling with the Writing domain increased. It is our largest area of need based on ELPAC data.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
559	59.4	14.1	0.5
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	79	14.1
Foster Youth	3	0.5
Homeless	49	8.8
Socioeconomically Disadvantaged	332	59.4
Students with Disabilities	68	12.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.5
American Indian	11	2.0
Asian	2	0.4
Hispanic	166	29.7
Two or More Races	18	3.2
Pacific Islander	1	0.2
White	358	64.0

Conclusions based on this data:

- Most of our students are socioeconomically disadvantaged.
- Twelve percent of our students are in our special education programs.
- Nine percent of our students are classified as homeless or not in permanent housing.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Mathematics



Green

Academic Engagement

Chronic Absenteeism



Green

Conditions & Climate

Suspension Rate



Green

Conclusions based on this data:

1. Our absenteeism rate decreased last year.
2. Our suspension rate decreased last year.
3. While our math performance increased, our ELA performance remained mostly flat.

School and Student Performance Data

Academic Performance English Language Arts

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

Lowest
Performance



Red



Orange



Yellow



Green









Blue

Highest
Performance









This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	2	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 24.5 points below standard Maintained ++0.1 points 200	 Orange 43.2 points below standard Maintained ++1.1 points 36	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 4.9 points below standard Increased Significantly ++22.4 points 16	 Yellow 32.7 points below standard Increased ++9.4 points 116	 Red 89.4 points below standard Declined -8.8 points 34

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 35.9 points below standard Increased ++8.9 points 57	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color 0 Students	 Orange 17.5 points below standard Declined -7.8 points 131

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
95.3 points below standard Declined -13.1 points 21	29.7 points above standard Increased ++4.6 points 15	20.4 points below standard Maintained -2.1 points 164

Conclusions based on this data:

1. Our students with disabilities declined in ELA. We need to provide more differentiated reading support in the general education and special education classrooms.
2. Our reading interventions including guided reading, SIPPS phonics instruction, and Read Live are supporting the improvement in ELA of most student groups.
3. We need to continue to provide writing interventions for struggling students, including our students with disabilities and EL students. We need to analyze individual student ELPAC results and determine next steps for EL student instruction.

School and Student Performance Data

Academic Performance Mathematics

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

Lowest
Performance



Red



Orange



Yellow



Green









Blue

Highest
Performance







This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	5	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 22.3 points below standard Increased ++7.7 points 200	 Yellow 32.6 points below standard Increased ++12.4 points 36	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 12.2 points below standard Increased ++12 points 16	 Yellow 28.8 points below standard Increased Significantly ++17.3 points 116	 Yellow 79.7 points below standard Increased ++10.7 points 34

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Filipino
Hispanic  Yellow 31.3 points below standard Increased ++14.7 points 57	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Pacific Islander	White  Yellow 18.2 points below standard Maintained -1.8 points 131

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 75.1 points below standard Declined -5.3 points 21	Reclassified English Learners 26.8 points above standard Increased Significantly ++26.5 points 15	English Only 20.1 points below standard Increased ++5.1 points 164
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Conclusions based on this data:

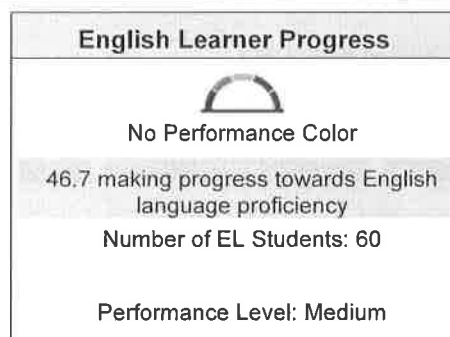
1. Most student groups and subgroups increased in math, except for current English learners and a slight decrease for White students
2. We should continue to use the supplemental program Moby Max to identify student areas of need in math and provide individualized support and practice.
3. Our reclassified English learners are scoring higher in math than all other students. All students may benefit from the supports provided to our reclassified English learners.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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.

2019 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
13	19	5	23

Conclusions based on this data:

- 23 students increased at least one English Language Performance level.
- 13 students decreased one English Language Performance level.
- 24 students maintained their English Language Performance level.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	5	1	0

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Green 9.9 Declined -2.2 584	English Learners  Green 4.9 Declined -2.1 81	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Homeless  Yellow 15.3 Declined -5.4 59	Socioeconomically Disadvantaged  Yellow 11.7 Declined Significantly -3.1 358	Students with Disabilities  Yellow 12 Declined -6.7 92

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 15.4 Declined -19.9 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 8.6 Maintained +0.4 174	 No Performance Color 5.6 Declined -5.6 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 10.5 Declined -2.4 372

Conclusions based on this data:

1. Our Hispanic students maintained their low absenteeism rate.
2. Our absenteeism rate declined for all student groups other than Hispanic.
3. We need to continue to provide recognition and incentives for good attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report					
Red	Orange	Yellow	Green	Blue	

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

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

Lowest
Performance



Red



Orange



Yellow



Green









Blue

Highest
Performance








This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	3	0

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 1.7 Declined Significantly -1 592	 Orange 1.2 Increased +0.3 82	 No Performance Color 0 Declined -11.1 11
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 3.3 Maintained +0.2 60	 Green 2.5 Declined Significantly -1.5 362	 Yellow 3.3 Declined -3.1 92

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 6	 No Performance Color 0 Maintained 0 13	 No Performance Color Less than 11 Students - Data 2	
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.1 Declined -0.8 176	 No Performance Color 5.6 Increased +1.4 18	 No Performance Color Less than 11 Students - Data 1	 Green 1.9 Declined Significantly -1.2 376

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.7	1.7

Conclusions based on this data:

1. Our foster youth had no suspensions.
2. Our students with disabilities and our homeless students had our highest suspension rate, although the rate was still very low.
3. Our suspension rate for foster students, students with disabilities, and socioeconomically disadvantaged students decreased last year compared to the previous year.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Student Achievement

Goal Statement

We will increase the number of grade level proficient students in English Language Arts and Math.

LCAP Goal

Goal 1: Student achievement and success.

Basis for this Goal

District trimester assessments, state assessment results, report card data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
The percent of students meeting standard in math will increase.	40% of all 3rd & 4th grade students met or exceeded standards on the 2019 CAASPP Math Assessments.	45% of all 3rd & 4th grade students will meet or exceed standards on the 2020 CAASPP Math Assessments.
The percent of students meeting standard in English Language Arts will increase.	40% of all 3rd & 4th grade students will meet or exceed standards on the 2019 CAASPP English Language Arts Assessments. 1	45% of all 3rd & 4th grade students will meet or exceed standards on the 2019 CAASPP English Language Arts Assessments.

Planned Strategies/Activities

Strategy/Activity 1

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. New kindergarten and transitional kindergarten students will be given the Brigance assessment before enrolling to have baseline data for all new kindergarten and tk students. There will be two transitional kindergarten classes allowing for smaller class sizes in transitional kindergarten and enabling younger students to be enrolled. The library will add additional titles for students who read at a lower level and continue to expand the guided reading library for differentiated reading instruction. The use of Accelerated Reader with first grade students exiting out of SIPPS phonics instruction will be explored.

Students to be Served by this Strategy/Activity

All students

Timeline

September 4, 2018-June 18, 2019

Person(s) Responsible

Indian Creek Staff

Proposed Expenditures for this Strategy/Activity

Amount	20,000
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	4000-4999: Books And Supplies
Description	Wonders Curriculum
Amount	7,500
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	My Math curriculum
Amount	29,049
Source	Title II Part A: Improving Teacher Quality
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	TK Teacher
Amount	15,000
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra Teacher time
Amount	20,000
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	4000-4999: Books And Supplies
Description	Supplies/Instructional supplies

Strategy/Activity 2

Development of multi-tiered targeted reading, writing, and math instruction and intervention (Response to Intervention)

- Grades TK-4 teachers, Title 1 teacher, LCAP Aides will work with at risk students in small instructional groupings based on identified needs using guided reading groups.

Morning Reading Intervention (Read Live Club) will be provided to students below grade level in reading in third and fourth grades as determined by their Accelerated Reader reading level.. 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.

Fourth grade math fact club will meet two times/week at lunch recess to provide instruction and strategies to 4th grade students in learning their multiplication facts.

Math interventions will provide instruction on concepts students did not show mastery on the universal screener or interim assessments. Using an item analysis, lessons will be developed to teach the concepts needed using resources from the Smarter Balanced Digital Library.

Morning Math Club will be provided to students struggling with numbers and operations in base 10 in 3rd & 4th grade. Using an item analysis, lessons will be developed to teach the concepts needed using resources from the Smarter Balanced Digital Library.

Writing interventions will be provided for students who scored not meeting standard on district writing assessments. The writing intervention will focus on citing text evidence and teaching students to use the rubric to evaluate and improve student writing.

Teachers will use collaboration time to develop common understandings on writing assessment delivery, rubrics, and scoring of writing.

Guided reading groups and Read Live groups will be developed for 3rd & 4th grade students still struggling to meet standard in Reading after participating in SIPPS.

Walk to Learn-SIPPS Phonics instruction will be provided for 1st and 2nd grade students, and upper grade students as needed.

Grade level district trimester assessments will be gathered and possibly modified with accommodations for students with disabilities.

Students to be Served by this Strategy/Activity

All students

Timeline

August 21, 2019-June 4, 2020

Person(s) Responsible

Indian Creek Staff

Proposed Expenditures for this Strategy/Activity

Amount	14,700
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Walk to Learn Aides
Amount	80,200
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Title 1 teacher
Amount	13,000
Source	LCFF

Budget Reference	4000-4999: Books And Supplies
Description	Morning Reading Intervention
Amount	31,000
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	3000-3999: Employee Benefits
Description	Title 1 teacher
Amount	10,000
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional Development/Training/Travel

Strategy/Activity 3

Addressing the needs of English Language Learners

- Teachers will incorporate engagement strategies systematically in daily instruction to promote the use of oral language.
- Teachers will provide targeted small group instruction to meet the needs of English Language Learners using the English Language Development work text and other supports.
- Teachers will work in grade level teams to monitor student progress through data analysis. Teachers will examine students current English Language Development level and determine next steps for lesson planning for designated supports.

Teachers will be provided information on how to interpret ELPAC student results and what that means for instruction.

Teachers will use the English Language Development Handbook from our English Language Arts curriculum to increase student vocabulary and background knowledge.

Teachers will use Guided Language Acquisition Design and universal design strategies in their lessons.

Newcomer English Language support lessons and Rosetta Stone will be provided to newcomer EL students.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

August 21, 2019-June 4, 2020

Person(s) Responsible

Indian Creek Staff

Proposed Expenditures for this Strategy/Activity

Amount	5,400
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description	GLAD professional development
Amount	2,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Kinsella Professional Development
Amount	2,850
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	ELA/ELD training
Amount	8,500
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	4000-4999: Books And Supplies
Description	Textbooks

Strategy/Activity 4

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 Touchscreen 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. More interim assessments will be utilized to determine math intervention groups and lessons for 3rd and 4th grade students. GoGuardian will be used by staff to monitor student technology use. Staff will use Typing Club to teach students keyboarding skills.

Students to be Served by this Strategy/Activity

All students

Timeline

August 21, 2019-June 4, 2020

Person(s) Responsible

Indian Creek Staff

Proposed Expenditures for this Strategy/Activity

Amount	25,000
Source	LCFF-ED
Budget Reference	4000-4999: Books And Supplies
Description	Chromebooks/technology
Amount	25,000

Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	4000-4999: Books And Supplies
Description	Chromebooks/technology

Strategy/Activity 5

The principal, a special education teacher and a regular education teacher will participate in the El Dorado Professional Improvement Community focusing on raising ELA achievement. A teacher from Indian Creek will participate in the district Program Indicator Review team to analyze and recommend programs to improve the success of our students with disabilities. The Title 1 teacher will attend ELPAC trainings and EL Network meetings.

Students to be Served by this Strategy/Activity

All students

Timeline

August 21, 2019-June 4, 2020

Person(s) Responsible

Principal/Title 1 teacher/staff

Proposed Expenditures for this Strategy/Activity

Amount	2,500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	rpln pd
Amount	521
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	4000-4999: Books And Supplies
Description	training supplies/materials

Strategy/Activity 6

Each grade level team will be given release time to use research on our specific math curricula and major work of the grade to identify strengths and areas in need of supplemental lessons in our current curricula. District math assessments will also be adjusted as needed.

Students to be Served by this Strategy/Activity

All students

Timeline

August 21, 2019-June 4, 2020

Person(s) Responsible

Teaching staff, instructional aides, title 1 teacher, principal, asst. principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Moby Max will be purchased and implemented for individualized math assessing and practice providing teachers opportunities to pull back small groups to reteach in areas of need.

Students to be Served by this Strategy/Activity

All students

Timeline

August 21, 2019-June 4, 2020

Person(s) Responsible

Administrator/Staff

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	LCFF-ED
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Moby Max

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Student Engagement and Support

Goal Statement

Increase student engagement and provide support for students.

LCAP Goal

Goal 2: Student engagement and support.

Basis for this Goal

Student Survey, Discipline data, McKinney Vento data, Foster Youth data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Students survey result, discipline data	In 2018/2019 there were 1625 total discipline referrals.	Student discipline referrals will decrease by 10 percent.

Planned Strategies/Activities

Strategy/Activity 1

All first through fourth grade students will receive 30 minutes of Visual and Performing Arts instruction each week to increase student engagement and enjoyment of school.

Students to be Served by this Strategy/Activity

All students

Timeline

August 21, 2019-June 4, 2020

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	27,181
--------	--------

Source	LCFF-ED
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	VAPA teacher
Amount	12,713
Source	LCFF-ED
Budget Reference	3000-3999: Employee Benefits
Description	VAPA teacher
Amount	12,900
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	None Specified
Description	Subs, consultant, workshop fees, supplies, training materials

Strategy/Activity 2

Student Council, Talent Show, Cross Country, and Wrestling clubs will continue. Oral interpretation and spelling bee will continue increasing student engagement and investment in school. Continued outreach will be made to Big Brothers Big Sisters and other volunteer groups such as Dads on Campus to invest in our school.

Students to be Served by this Strategy/Activity

All students

Timeline

August 21, 2019-June 4, 2020

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	2,100
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra pay for teachers (Stipends)
Amount	420
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Extra pay for teachers (Stipends)

Strategy/Activity 3

Scholarships are available to parents who need to be fingerprinted to become an Art Docent. Art Docent supplies will be replenished.

Students to be Served by this Strategy/Activity

All students

Timeline

August 21, 2019-June 4, 2020

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Fingerprint services

Strategy/Activity 4

Students will be recommended to Operation School Bell and other community resources by our school counselor based on identified need. Transportation will be provided to McKinney-Vento students who need it.

Students to be Served by this Strategy/Activity

homeless students, socioeconomically disadvantaged students, foster youth

Timeline

August 21, 2019-June 4, 2020

Person(s) Responsible

Counselor

Proposed Expenditures for this Strategy/Activity

Amount	27,000
Source	LCFF-ED
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	40% counselor salary
Amount	10,400
Source	LCFF-ED
Budget Reference	3000-3999: Employee Benefits
Description	40% counselor salary

Strategy/Activity 5

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. Teacher teams will be consulted to determine other students in need of social skills lessons. Counselor and counseling interns will provide social skills groups instruction to grades K-4. Use of counselor and psychologist online referral system for staff to recommend students in need of support and for data tracking for social skill group development. Select students will participate in Beyond School Walls Big Brother Big Sister partnership once a month during lunch.

Students to be Served by this Strategy/Activity

All students

Timeline

August 21, 2019-June 4, 2020

Person(s) Responsible

Counselor/Principal

Proposed Expenditures for this Strategy/Activity

Amount	7,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	counselor time (interns)

Strategy/Activity 6

All teachers will provide social emotional learning lessons through Collaborative Classroom. All classrooms will have and participate in buddy classes.

Students to be Served by this Strategy/Activity

all students

Timeline

August 21, 2019-June 4, 2020

Person(s) Responsible

staff

Proposed Expenditures for this Strategy/Activity

Amount	1,684
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra pay for teachers (Stipends)
Amount	330
Source	LCFF
Budget Reference	3000-3999: Employee Benefits

Description

Extra pay for teachers (Stipends)

Strategy/Activity 7

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 education standards for their grade level.

Physical education equipment will be replenished.

Additional physical education equipment will be stored in the kindergarten recess area for easier access for kindergarten and transitional kindergarten teachers.

Students to be Served by this Strategy/Activity

all students

Timeline

August 21, 2019-June 4, 2020

Person(s) Responsible

Principal/Staff

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	professional development

Strategy/Activity 8

Continue Character Counts program and incentives/awards

Students to be Served by this Strategy/Activity

All students

Timeline

August 21, 2019-June 4, 2020

Person(s) Responsible

Principal/Staff

Proposed Expenditures for this Strategy/Activity

Amount	9,000
Source	LCFF-ED
Budget Reference	4000-4999: Books And Supplies
Description	Character Counts program and incentives/awards

Strategy/Activity 9

Post School-3 rule matrices around campus to ensure consistent enforcement of school rules.
 Train all students in rules at beginning of year and retrain as needed.
 Provide recess training at beginning of school year to all students.
 Behavior Concern Notices used for data tracking.
 Utilizing Can We Talk Slips for 4th grade students who need to talk to the counselor.

Students to be Served by this Strategy/Activity

All students

Timeline

August 21, 2019-June 4, 2020

Person(s) Responsible

Principal/staff

Proposed Expenditures for this Strategy/Activity

Amount 4,000

Source Title I Part A: Basic Grants Low-Income and Neglected

Budget Reference 4000-4999: Books And Supplies

Description Supplies

Amount 1,000

Source Title I Part A: Basic Grants Low-Income and Neglected

Budget Reference 4000-4999: Books And Supplies

Description printing services

Strategy/Activity 10

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source LCFF-ED

Budget Reference 4000-4999: Books And Supplies

Description social emotional learning curriculum

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Parental Engagement and Support

Goal Statement

Increase Parent Engagement and Support

LCAP Goal

Goal 3: Parent engagement and support

Basis for this Goal

Parent survey participation rates.
Data collected from parent sign in binder.
Parent-teacher conference data.
Monitoring website traffic.
Volunteer fingerprinting numbers
Parent survey data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent survey data	Parent survey results indicate	Parent survey results will continue to indicate:

Planned Strategies/Activities

Strategy/Activity 1

Fingerprinting services will be available at TK-2 Back to School night.

Students to be Served by this Strategy/Activity

All students

Timeline

August 21, 2019-June 4, 2020

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Provide a full-time bilingual clerk for our Spanish speaking families.

Translate all auto-dialer and home communication for our Spanish speaking families.

Provide translator for all parent conferences and IEP/SST meetings for Spanish speaking families.

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 21, 2019-June 4, 2020

Person(s) Responsible

Administration, teachers, parents, bilingual school clerk.

Proposed Expenditures for this Strategy/Activity

Amount	34,150
Source	LCFF-EL
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual School Clerk II

Amount	23,725
Source	LCFF-EL
Budget Reference	3000-3999: Employee Benefits
Description	Bilingual School Clerk II

Strategy/Activity 3

Website will be kept up to date with upcoming events and opportunities for volunteering and participation. Website will be updated to meet new accessibility guidelines.

Parent Teacher Club link to the school website.

Monthly School Newsletter and other flyers will be emailed out to families as a PDF document in addition to a hard copy sent home with each student.

Students to be Served by this Strategy/Activity

All students

Timeline

August 21, 2019-June 4, 2020

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 4**

Fingerprinting scholarships will be available for parents who cannot afford the fee.

Students to be Served by this Strategy/Activity

Economically disadvantaged students

Timeline

August 21, 2019-June 4, 2020

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	350
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Money for fingerprinting

Strategy/Activity 5

Data analysis of parent survey to be shared at School Site Council/English Language Advisory Council and Parent Teacher Club meetings.

Students to be Served by this Strategy/Activity

All students

Timeline

August 21, 2019-June 4, 2020

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 6**

Art Docent program supplies purchased.

Students to be Served by this Strategy/Activity

All students

Timeline

August 21, 2019-June 4, 2020

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	2,500
Source	LCFF-ED
Budget Reference	4000-4999: Books And Supplies
Description	Art Docent program supplies

Strategy/Activity 7

All PTC communication to families will be translated in Spanish.

Students to be Served by this Strategy/Activity

All students

Timeline

August 21, 2019-June 4, 2020

Person(s) Responsible

Bilingual School clerk

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

Host Reading Nights for students and families three times each year.

Students to be Served by this Strategy/Activity

All students

Timeline

August 21, 2019-June 4, 2020

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	4000-4999: Books And Supplies
Description	Supplies

Strategy/Activity 9

Host Volunteer Appreciation Tea.

Students to be Served by this Strategy/Activity

All students

Timeline

August 21, 2019-June 4, 2020

Person(s) Responsible

Principal/Staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	4000-4999: Books And Supplies
Description	Supplies

Strategy/Activity 10

Parent surveys sent home in hard copy to the oldest child in each family in the correspondence language. Parents can also take the survey online.

Students to be Served by this Strategy/Activity

all students

Timeline

September 4, 2018-June 18, 2019

Person(s) Responsible

Principal, Admin Asst.

Proposed Expenditures for this Strategy/Activity

Amount	750
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Survey Monkey

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Staff Engagement and support

Goal Statement

Increase staff engagement and support

LCAP Goal

Goal 4: Staff engagement and support

Basis for this Goal

Staff survey

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Increase staff participation in staff survey.	18 Indian Creek staff members participated in the staff survey. 89% of staff enjoy their working environment. 89% of staff felt morale was satisfactory, very high, or high.	55% of Indian Creek staff members will participate in the staff survey. New questions will be added to gauge more specifics of staff sentiment.

Planned Strategies/Activities

Strategy/Activity 1

Continue staff SOAR notes with incentives to recognize staff going above and beyond and working as a team for the benefit of our students. Incentives can include \$5 gift cards and other items. SOAR notes are posted on staff bulletin board for recognition and SOAR notes are highlighted at the beginning of staff meetings to focus on the positive and celebrate our team members.

Students to be Served by this Strategy/Activity

All students

Timeline

August 21, 2019-June 4, 2020

Person(s) Responsible

Staff/Principal

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Incentives

Strategy/Activity 2

Send new staff to Love and Logic training and other pertinent trainings to build staff capacity and ability to maximize instructional learning time and decrease behavioral incidences.

Students to be Served by this Strategy/Activity

All students

Timeline

August 21, 2019-June 4, 2020

Person(s) Responsible

Principal/staff

Proposed Expenditures for this Strategy/Activity

Amount	800
Source	LCFF-ED
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Prof Development

Strategy/Activity 3

Provide training on online Moby Max. Moby Max will be utilized to address the assessed need for more math fact practice and practice in math concepts not mastered in previous grades.
Explore use of wireless keyboards and mice to allow teachers to teach from any area in the classroom.
Provide Chromecast capabilities to all rooms in the school to allow students to project their digital work and have in the moment feedback from staff and students to improve student success.

Students to be Served by this Strategy/Activity

All students

Timeline

August 21, 2019-June 4, 2020

Person(s) Responsible

staff/Principal/Technology technician/Title 1 teacher

Proposed Expenditures for this Strategy/Activity

Amount	1,500
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Source	LCFF-ED
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	UDL Training
Amount	1,000
Source	LCFF-ED
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Sub Costs
Amount	200
Source	LCFF-ED
Budget Reference	3000-3999: Employee Benefits
Description	Sub Costs

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

We will increase the number of grade level proficient students in English Language Arts and Math.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
District trimester assessment results CAASPP data Report cards AR STAR data ELPAC data Short cycle common assessments	The percentage of students meeting standard in ELA and Math will increase.	The percentage of students who met standard in Math increased. The percent of students who met standard in ELA was flat.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Each grade level will target areas of improvement using trimester benchmarks and other formative and summative assessments. Lesson plans were developed to target areas of improvement.	Each grade level did target areas of improvement using trimester benchmarks and other formative and summative assessments. Lesson plans were developed to target areas of improvement.	Wonders Curriculum 4000-4999: Books And Supplies LCFF 20000	Wonders Curriculum 4000-4999: Books And Supplies LCFF-ED 8,000
Development of multi-tiered targeted reading, writing, and math instruction and intervention (Response to Intervention) <ul style="list-style-type: none"> Grades TK-4 teachers, Title 1 teacher, LCAP Aides will work with at risk students in small instructional groupings based on identified needs. 	All planned actions were delivered.	Walk to Learn Aides 2000-2999: Classified Personnel Salaries LCFF 13000	Walk to Learn Aides 2000-2999: Classified Personnel Salaries LCFF-ED 15,500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Morning Reading Intervention will be provided to qualified students. Transportation will be provided.</p> <p>Study Hall will be offered to 3rd and 4th grade students during lunch recess for additional support and assistance with class work.</p> <p>Fourth grade math club will meet 2 times a week at lunch recess to provide instruction and strategies to 4th grade students learning their multiplication facts. 2nd and 4th grade math interventions will provide instruction on concepts students did not show mastery on the universal screener.</p> <p>2nd -4th grade writing intervention for students who scored not meeting standard on the 3rd trimester writing assessment in the 17/18 school year.</p> <p>Principal to attend county MTSS network meeting with district team to develop comprehensive MTSS plan for IC.</p> <p>Walk to Lean-SIPPS phonics instruction for 1st and 2nd grade students, and upper grade students as needed.</p>			
<p>Addressing the needs of English Language Learners</p> <ul style="list-style-type: none"> Teachers will incorporate engagement 	<p>All planned actions were delivered.</p>	<p>GLAD professional development 5000-5999: Services And Other Operating Expenditures LCFF 5400</p>	<p>GLAD professional development 5000-5999: Services And Other Operating Expenditures LCFF 5,400</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>strategies systematically in daily instruction to promote the use of oral language.</p> <ul style="list-style-type: none"> Teachers will provide targeted small group instruction to meet the needs of English Language Learners Teachers will work in grade level teams to monitor student progress through data analysis. Data analysis will drive decisions about intervention groups. <p>Teachers will be provided information on how to interpret ELPAC student results and what that means for instruction.</p> <p>Teachers will use the English Language Development Handbook from our English Language Arts curriculum to</p> <p>increase student vocabulary and background knowledge.</p> <p>Teachers will use Guided Language Acquisition Design strategies in their lessons.</p>			
Staff will follow the district adopted Technology Scope and Sequence and design lessons and	All planned actions were delivered.	Chromebooks 4000-4999: Books And Supplies Title I Part A:	Chromebooks 4000-4999: Books And Supplies Title I Part A:

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.		Basic Grants Low-Income and Neglected 11000	Basic Grants Low-Income and Neglected 37,000
Title 1 teacher and principal will participate in the El Dorado County Rural Professional Learning Network focusing on raising math achievement in the county. Universal math screeners were used in grades 1-4 at the beginning of the year to determine what students needed what skills retaught. Growth mindset survey and intervention surveys will be administered to students to provide ongoing data and inform programs.	Title 1 teacher and principal did participate in the El Dorado County Rural Professional Learning Network focusing on raising math achievement in the county. Growth mindset and student intervention surveys were not implemented.	rpln pd 5000-5999: Services And Other Operating Expenditures LCFF 2500	rpln pd 5000-5999: Services And Other Operating Expenditures LCFF 2,500
Mathematics interim assessments use will be explored to determine	All planned actions were delivered.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
areas of need and focus for math interventions and which students to enroll in the interventions. The Smarter Balanced Digital library will be explored for lessons to increase math proficiency of students in targeted groups.			
Moby Max will be purchased and implemented for small group math practice providing teachers opportunities to pull back small groups to reteach in areas of need.	All planned actions were delivered.		
		2000-2999: Classified Personnel Salaries LCFF 13000	LCAP Aides 2000-2999: Classified Personnel Salaries LCFF-ED 15,500

Analysis

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

All above strategies were implemented, except the use of growth mindset and math intervention surveys. The use of the district student survey was used instead.

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

The percentage of students who met or exceeded standards in math on the CAASPP test increased. The The percentage of students who met or exceeded standards in ELA on the CAASPP test was flat.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

A team from Indian Creek will be attending El Dorado Professional Improvement meetings focusing on ELA. IC representatives will participate on the district Performance Indicator Review team to analyze data and recommend improvements to services for students with disabilities. Purchases will be made for a guided reading leveled library for teacher use for differentiated reading instruction. Staff will be provided professional development on guided reading and literature circles. Staff will use the ELD supplemental work text to improve student comprehension and vocabulary. Each grade level team will have release time to analyze the math curricula and supplement or refine as needed. Staff will use GLAD and UDL strategies to improve student learning. Newcomer EL support will be provided focusing on oral language fluency.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

Increase student engagement and provide support for students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student survey results Discipline data		

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
All first through fourth grade students will receive 30 minutes of Visual and Performing Arts instruction each week.	All planned actions were delivered.	VAPA teacher 1000-1999: Certificated Personnel Salaries LCFF 14160	VAPA teacher 1000-1999: Certificated Personnel Salaries LCFF 17,800
Student Council, Talent Show, Cross Country, and Wrestling clubs will continue. Oral interpretation and spelling bee will continue.	All planned actions were delivered.		Extra time (Stipend) 1000-1999: Certificated Personnel Salaries LCFF 273
Scholarships are available to parents who need to be fingerprinted to become an Art Docent. Art Docent supplies will be replenished.	Art Docent supplies were replenished and scholarships for fingerprinting were provided as needed.	5000-5999: Services And Other Operating Expenditures LCFF 500	Art Docent supplies 4000-4999: Books And Supplies LCFF 500
Students will be recommended to Operation School Bell by our school counselor based on identified need.	Our neediest students participated in Operation School Bell to receive school clothes.		
School counselor and principal will analyze trimester discipline data and student success team	All planned actions were delivered.	counselor time 1000-1999: Certificated Personnel Salaries LCFF 7000	counselor 1000-1999: Certificated Personnel Salaries LCFF-ED 26,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
referrals to develop social skills groups for students who need more intensive instruction in appropriate social skills. Teacher teams will be consulted to determine other students in need of social skills lessons. Counselor will provide social skills groups instruction to grades K-4, with kinder groups starting in the second trimester.			
Student council will provide leadership for the students and decide some activities for the student body.	Student Council led the student body and decided some activities for the school.		Extra time (Stipend) 1000-1999: Certificated Personnel Salaries LCFF 1,641
Students will receive the required 100 minutes weekly of physical education instruction focused on their grade level P.E. standards.	All planned actions were delivered.	professional development 5000-5999: Services And Other Operating Expenditures LCFF 1000	professional development 5000-5999: Services And Other Operating Expenditures LCFF 0
Staff will receive professional development in the physical education standards for their grade level. Physical education equipment will be replenished. Additional physical education equipment will be stored in the kindergarten recess area for easier access for kindergarten and transitional kindergarten teachers.			
Continue Character Counts program and incentives.	All planned actions were delivered.		
Post School-3 rule matrices around campus to ensure consistent	All planned actions were delivered.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
enforcement of school rules.			
Train all students in rules at beginning of year and retrain as needed.			
Provide recess training at beginning of school year to all students.			
Behavior Concern Notices revamped to include time and location of the incident for data tracking.			
School Handbook sent home to all families in hard copy at the beginning of the year and given to all new students.			
Utilizing Can We Talk Slips as a tool for 4th grade students who need to talk to the counselor.			
The first grade team will pilot social emotional learning curriculum.	All planned actions were delivered.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.
 All strategies were implemented.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
 The first grade team recommended the purchase of the social emotional learning curriculum Collaborative Classroom for schoolwide implementation.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.
 SEL curriculum Collaborative Classroom will be implemented school wide.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent survey results Parent conference participation volunteer sign in data	Parent survey results would show percentage increases in parent knowledge of involvement opportunities and satisfaction with the school and staff. We would see an increase in parents feeling like the PE program meets their child's needs. Less parents would feel like VAPA and technology needed to be expanded due to investment in those areas.	Parent survey results are generally positive. We are always looking to continuously improve. VAPA, technology, and athletics were the areas most families wanted to continue to see expanded. 81% of parents indicated the educational program in the area of technology meets their child's needs. 76% of parents indicated the educational program in the area of PE meets their child's needs.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Fingerprinting services will be available at Back to School nights.	Fingerprinting services were available at the TK-2nd Back to School night.		
Provide a full-time bilingual clerk for our Spanish speaking families. Translate all auto-dialer and home communication for our Spanish speaking families. Provide translator for all parent conferences and IEP/SST meetings for	All actions completed.	Translator 2000-2999: Classified Personnel Salaries LCFF 23000	Bilingual School Clerk II 2000-2999: Classified Personnel Salaries LCFF-EL 27,184 Bilingual School Clerk II 3000-3999: Employee Benefits LCFF-EL 21,162

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Spanish speaking families.			
Website will be kept up to date with upcoming events and opportunities for volunteerism and participation. Parent Teacher Club link to the school website. Monthly School Newsletter will be emailed out to families as a PDF document in addition to hard copy sent home with each student. Student Handbooks will be sent home with every student every year. Spanish handbooks will be sent home to Spanish speaking families.	Website was continually updated including PTC link. Newsletters and flyers were emailed to families in addition to hard copies sent home with students. All students/families received student handbooks.		
Fingerprinting scholarships will be available for parents who cannot afford the fee.	Fingerprinting scholarships were available and distributed as needed.	Money for fingerprinting 5000-5999: Services And Other Operating Expenditures LCFF 350	Money for fingerprinting 5000-5999: Services And Other Operating Expenditures LCFF 200
Data analysis of parent survey to be shared at SSC and PTC meetings.	Parent survey results analyzed at SSC/ELAC and PTC meetings, and staff meetings.		
Art Docent program supplies purchased.	All actions completed.	5000-5999: Services And Other Operating Expenditures LCFF 1000	5000-5999: Services And Other Operating Expenditures LCFF 1,000
All PTC communication to families will be translated in Spanish.	All PTC communication was translated by our bilingual school clerk.		
Host Reading Nights for students and families three times each year.	All actions completed.		
Host Volunteer Appreciation Tea.	All actions completed.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
It is being explored how to get the progress report template translated into Spanish.	Progress report was translated into Spanish.		
Parent surveys sent home in hard copy to the oldest child in each family in the correspondence language. Parents can also take the survey online.	All actions completed.		

Analysis

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

All strategies were implemented, except for the fingerprinting services were only available at the TK-2nd Back to School Night as we found most 3rd and 4th grade families that wanted fingerprinting had already done it when their students were in the earlier grades.

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

More parents responded to the surveys.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

The fingerprinting services will only be offered at the TK-2nd back to school night. The progress report template is now in Spanish.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

Staff engagement and support

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Staff survey results	Staff will indicate that they feel valued, that the principal is available for discipline and other needs, that school rules are enforced consistently, that extra duty assignments are assigned equitably. More staff will indicate that morale is high.	Only 18 out of 43 staff members completed the survey. 50% felt cocurricular responsibilities were equitably distributed, 5 people felt they were sometimes, 2 people felt seldom. 10 people felt school rules were consistently enforced, 6 felt sometimes, 2 felt seldom. 2 people indicated morale was low at the site. 16 staff members reported morale was satisfactory, high or very high and that they enjoyed working at their site.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue staff SOAR notes with incentives to recognize staff going above and beyond and working as a team for the benefit of our students.	All actions completed.		
Send staff to Bridges Out of Poverty training and other pertinent trainings to build staff capacity and provide for continuous learning.	There was no Bridges Out of Poverty trainings in our area. UDL training was brought back to all staff and led by the principal in a trainer of trainers model.		
Provide Universal Design for Learning Training to all staff and give staff time to plan UDL lessons. Provide training on online curriculum supports and assessments and Moby Max.	All actions completed.	Supplies 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 2000	Supplies 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 2,500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide training on new document cameras, projectors, etc. Bring back information from Rural Professional Learning Network meetings.s			
		5000-5999: Services And Other Operating Expenditures LCFF 500	Love and Logic Training 5000-5999: Services And Other Operating Expenditures LCFF-ED 500
			Staff Incentives 4000-4999: Books And Supplies LCFF 500

Analysis

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

All strategies were implemented, except for sending staff to Bridges Out of Poverty training as it was not held near our area. A school team did attend a math curriculum review training and brought back recommendations for team math planning days to review current math curricula.

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

All staff were trained on UDL strategies and had some time to plan some UDL lessons.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No material differences for this goal.

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.

New staff will be sent to Love and Logic trainings and SIPPS trainings. Math planning days will be implemented to review current math curricula for focus on the major work of the grade and develop supplemental lessons as needed.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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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.

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Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	258,170
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	497,923.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF	55,084	0.00
Title I Part A: Basic Grants Low-Income and Neglected	229,121	0.00
Title II Part A: Improving Teacher Quality	29,049	0.00
Lottery: Instructional Materials	7,500	0.00
LCFF-ED	122,294	3,000.00
LCFF-EL	57,875	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	55,084.00
LCFF-ED	119,294.00
LCFF-EL	57,875.00
Lottery: Instructional Materials	7,500.00
Title I Part A: Basic Grants Low-Income and Neglected	229,121.00
Title II Part A: Improving Teacher Quality	29,049.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	190,214.00
2000-2999: Classified Personnel Salaries	48,850.00
3000-3999: Employee Benefits	78,788.00
4000-4999: Books And Supplies	137,521.00
5000-5999: Services And Other Operating Expenditures	29,650.00
None Specified	12,900.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	10,784.00
2000-2999: Classified Personnel Salaries	LCFF	14,700.00
3000-3999: Employee Benefits	LCFF	750.00
4000-4999: Books And Supplies	LCFF	13,500.00
5000-5999: Services And Other Operating Expenditures	LCFF	15,350.00
1000-1999: Certificated Personnel Salaries	LCFF-ED	55,181.00
3000-3999: Employee Benefits	LCFF-ED	23,313.00
4000-4999: Books And Supplies	LCFF-ED	36,500.00
5000-5999: Services And Other Operating Expenditures	LCFF-ED	4,300.00
2000-2999: Classified Personnel Salaries	LCFF-EL	34,150.00
3000-3999: Employee Benefits	LCFF-EL	23,725.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	7,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	95,200.00
3000-3999: Employee Benefits	Title I Part A: Basic Grants Low-Income and Neglected	31,000.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	80,021.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	10,000.00
None Specified	Title I Part A: Basic Grants Low-Income and Neglected	12,900.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	29,049.00

School Site Council Membership

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

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

Name of Members	Role
Isabel VanSickle	Other School Staff
Rhonda White/Joshua Saldate	Principal
Amber Snyder	Parent or Community Member
LeeAnn Lytie	Classroom Teacher
Anabel Ventura	Parent or Community Member
Suzette Vieira	Classroom Teacher
Erica Ramirez	Parent or Community Member
Jessica Haney	Parent or Community Member
Arturo Salazar	Parent or Community Member
Ashley Deubel	Classroom Teacher

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

English Learner Advisory Committee

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 .

Attested:

Principal, Joshua Saldate on *Joshua Saldate* 5/29/20

SSC Chairperson, Erica Ramirez on *Erica Ramirez* 6/1/20

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program