

School Year: **2021-22**

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 Road Placerville
County-District-School (CDS) Code	California
Principal	Jason Dupree
District Name	Mother Lode Union Elementary School District
SPSA Revision Date	
Schoolsite Council (SSC) Approval Date	
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.

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 2021 - 2022 school year, 495 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 EL Club

- * 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
- * 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 input was gathered. Those results were analyzed by school staff, district staff, 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 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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	1.97%	2.65%	2.8%	11	15	14
African American	0.54%	0.88%	1.0%	3	5	5
Asian	0.36%	0.35%	0.4%	2	2	2
Filipino	%	0.18%	0.4%		1	2
Hispanic/Latino	29.7%	29.28%	30.8%	166	166	156
Pacific Islander	0.18%	0.18%	0.2%	1	1	1
White	64.04%	63.67%	62.1%	358	361	315
Multiple/No Response	3.22%	2.82%	2.4%	18	16	12
Total Enrollment				559	567	507

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	139	143	112
Grade 1	103	115	95
Grade 2	112	102	101
Grade 3	97	106	96
Grade 4	108	101	103
Total Enrollment	559	567	507

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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	79	82	74	14.1%	14.5%	14.6%
Fluent English Proficient (FEP)	18	21	13	3.2%	3.7%	2.6%
Reclassified Fluent English Proficient (RFEP)	13	5	0	13.1%	6.3%	0.0%

Conclusions based on this data:

1. A little over fourteen percent of our students are English learners. This percent has increased slightly as has our number of English Learners.
2. 2.6 percent of our students are English learners who scored fluent English percent on the English Language Proficiency Assessments for California.
3. Due to COVID-19, school closures, and distance learning, we expect the percentage of English learner reclassification to drop.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	107	99	97	107	98	0	107	98	0	100	99	0.0
Grade 4	111	112	104	111	111	0	111	111	0	100	99.1	0.0
All Grades	218	211	201	218	209	0	218	209	0	100	99.1	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2413.	2414.		16.82	16.33		23.36	27.55		32.71	27.55		27.10	28.57	
Grade 4	2439.	2437.		13.51	10.81		26.13	25.23		22.52	26.13		37.84	37.84	
All Grades	N/A	N/A	N/A	15.14	13.40		24.77	26.32		27.52	26.79		32.57	33.49	

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	20.56	21.43		51.40	54.08		28.04	24.49	
Grade 4	15.32	14.41		50.45	53.15		34.23	32.43	
All Grades	17.89	17.70		50.92	53.59		31.19	28.71	

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.15	5.10		52.34	64.29		35.51	30.61	
Grade 4	15.32	11.71		45.95	54.95		38.74	33.33	
All Grades	13.76	8.61		49.08	59.33		37.16	32.06	

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	19.63	15.31		64.49	74.49		15.89	10.20	
Grade 4	12.61	10.81		64.86	68.47		22.52	20.72	
All Grades	16.06	12.92		64.68	71.29		19.27	15.79	

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	20.56	13.27		53.27	57.14		26.17	29.59	
Grade 4	17.12	8.11		54.95	56.76		27.93	35.14	
All Grades	18.81	10.53		54.13	56.94		27.06	32.54	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Although there is no CAASPP data from 20-21 we utilized local assessments this data showed that 55.9% of students were proficient
2. Although there is no CAASPP data from 20-21 we utilized local assessments this data showed that 56.7% of female and 55.4 % of males were proficient
3. The local assessment shows the same trend of on proficient students within a 5% variance as CAASPP

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	107	99	97	107	98	0	107	98	0	100	99	0.0
Grade 4	111	112	105	111	111	0	111	111	0	100	99.1	0.0
All Grades	218	211	202	218	209	0	218	209	0	100	99.1	0.0

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2412.	2428.		7.48	7.14		32.71	43.88		27.10	24.49		32.71	24.49	
Grade 4	2447.	2449.		11.71	7.21		20.72	28.83		30.63	29.73		36.94	34.23	
All Grades	N/A	N/A	N/A	9.63	7.18		26.61	35.89		28.90	27.27		34.86	29.67	

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
Grade 3	18.69	27.55		40.19	45.92		41.12	26.53		
Grade 4	18.02	14.41		37.84	38.74		44.14	46.85		
All Grades	18.35	20.57		38.99	42.11		42.66	37.32		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	14.95	24.49		52.34	48.98		32.71	26.53	
Grade 4	16.22	15.32		43.24	47.75		40.54	36.94	
All Grades	15.60	19.62		47.71	48.33		36.70	32.06	

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	16.82	14.29		52.34	65.31		30.84	20.41	
Grade 4	16.22	16.22		39.64	37.84		44.14	45.95	
All Grades	16.51	15.31		45.87	50.72		37.61	33.97	

2019-20 Data:

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Conclusions based on this data:

1. Although CAASPP was not administered a local assessment was used. 42.1% of all students were proficient.
2. On the locally determined assessment 36.7% of females and 46.4% of males were proficient.
3. Due to the impact of COVID-19 on in-person classes, we expect students' mathematics scores to decrease.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1434.2	1445.1	1442.4	1447.8	1455.0	1471.6	1402.5	1421.9	1373.9	24	18	15
1	1465.5	1467.9	1424.6	1472.0	1479.2	1450.1	1458.6	1456.1	1398.6	22	15	14
2	1503.5	1497.1	1488.5	1515.1	1508.3	1494.5	1491.5	1485.3	1481.9	16	26	17
3	1506.1	*	1495.9	1512.9	*	1498.9	1498.8	*	1492.6	17	8	17
4	1521.0	1527.5	1490.8	1524.8	1530.4	1485.3	1516.6	1523.9	1496.1	22	14	18
All Grades										101	81	81

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	11.11	20.00	*	38.89	46.67	*	50.00	6.67	*	0.00	26.67	24	18	15
1	*	0.00	0.00	*	80.00	28.57	*	13.33	57.14		6.67	14.29	22	15	14
2	75.00	26.92	11.76	*	38.46	52.94	*	26.92	29.41		7.69	5.88	16	26	17
3	*	*	0.00	*	*	70.59	*	*	23.53	*	*	5.88	17	*	17
4	*	42.86	5.56	50.00	28.57	38.89	*	14.29	33.33		14.29	22.22	22	14	18
All Grades	36.63	18.52	7.41	38.61	46.91	48.15	19.80	27.16	29.63	*	7.41	14.81	101	81	81

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	45.83	22.22	46.67	*	38.89	26.67	*	38.89	13.33	*	0.00	13.33	24	18	15
1	77.27	33.33	14.29	*	46.67	64.29	*	13.33	14.29	*	6.67	7.14	22	15	14
2	87.50	50.00	35.29	*	34.62	35.29		11.54	17.65		3.85	11.76	16	26	17
3	*	*	35.29	*	*	52.94	*	*	5.88	*	*	5.88	17	*	17
4	*	57.14	22.22	50.00	21.43	44.44	*	7.14	22.22		14.29	11.11	22	14	18
All Grades	60.40	40.74	30.86	26.73	35.80	44.44	*	18.52	14.81	*	4.94	9.88	101	81	81

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	16.67	6.67	*	33.33	20.00	*	38.89	46.67	*	11.11	26.67	24	18	15
1	*	6.67	0.00	*	20.00	14.29	*	66.67	42.86	*	6.67	42.86	22	15	14
2	*	15.38	11.76	*	30.77	35.29	*	30.77	41.18	*	23.08	11.76	16	26	17
3	*	*	0.00	*	*	29.41	*	*	47.06	*	*	23.53	17	*	17
4	*	14.29	5.56	*	50.00	11.11	*	14.29	61.11	*	21.43	22.22	22	14	18
All Grades	21.78	12.35	4.94	26.73	30.86	22.22	35.64	39.51	48.15	15.84	17.28	24.69	101	81	81

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	66.67	11.11	33.33	*	88.89	53.33		0.00	13.33	24	18	15
1	72.73	53.33	50.00	*	46.67	42.86	*	0.00	7.14	22	15	14
2	93.75	73.08	47.06	*	23.08	47.06		3.85	5.88	16	26	17
3	*	*	41.18	*	*	58.82	*	*	0.00	17	*	17
4	*	35.71	38.89	63.64	50.00	55.56	*	14.29	5.56	22	14	18
All Grades	61.39	43.21	41.98	33.66	51.85	51.85	*	4.94	6.17	101	81	81

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	22.22	53.33	45.83	77.78	26.67	*	0.00	20.00	24	18	15
1	*	26.67	14.29	59.09	60.00	71.43	*	13.33	14.29	22	15	14
2	75.00	42.31	29.41	*	53.85	58.82		3.85	11.76	16	26	17
3	70.59	*	47.06	*	*	47.06	*	*	5.88	17	*	17
4	72.73	71.43	16.67	*	14.29	66.67	*	14.29	16.67	22	14	18
All Grades	57.43	41.98	32.10	35.64	51.85	54.32	*	6.17	13.58	101	81	81

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	5.56	0.00	70.83	94.44	86.67	*	0.00	13.33	24	18	15
1	*	20.00	0.00	*	80.00	57.14	*	0.00	42.86	22	15	14
2	*	15.38	11.76	*	61.54	70.59	*	23.08	17.65	16	26	17
3	*	*	0.00	*	*	58.82	*	*	41.18	17	*	17
4	*	7.14	5.88	59.09	64.29	64.71	*	28.57	29.41	22	14	17
All Grades	25.74	11.11	3.75	52.48	71.60	67.50	21.78	17.28	28.75	101	81	80

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	55.56	20.00	50.00	22.22	33.33	*	22.22	46.67	24	18	15
1	*	6.67	0.00	54.55	73.33	42.86	*	20.00	57.14	22	15	14
2	*	11.54	17.65	*	65.38	64.71	*	23.08	17.65	16	26	17
3	*	*	29.41	64.71	*	64.71	*	*	5.88	17	*	17
4	*	35.71	0.00	81.82	50.00	77.78		14.29	22.22	22	14	18
All Grades	25.74	23.46	13.58	62.38	56.79	58.02	11.88	19.75	28.40	101	81	81

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The number of level 4 students have been decreasing over the past 3 years
2. The percent of EL students struggling with the reading domain increased. It is our largest area of need based on ELPAC data.
3. With students being back on campus we are expecting the areas of listening and speaking to improve.

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:





1. We have almost 60% of our students who are Socioeconomically disadvantaged
2. The number of EL students have decreased.
3. Nearly nine percent of our students are classified as homeless or are not in permanent housing.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Green	Suspension Rate  Green
Mathematics  Green		

Conclusions based on this data:

1. Our absenteeism rate decreased last year, but we believe that our absenteeism rate will be adversely impacted by the COVID-19 pandemic and reduced in-person learning.
2. Our suspension rate will increase due to having in-person learning.
3. While our math performance increased, our ELA performance remained mostly flat.

School and Student Performance Data

Academic Performance English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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 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		
<p>All Students</p> Orange 24.5 points below standard Maintained ++0.1 points 200	<p>English Learners</p> Orange 43.2 points below standard Maintained ++1.1 points 36	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p> No Performance Color 4.9 points below standard Increased Significantly ++22.4 points 16	<p>Socioeconomically Disadvantaged</p> Yellow 32.7 points below standard Increased ++9.4 points 116	<p>Students with Disabilities</p> 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 due to the pandemic.
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 since we have missed in-personal instructional time with them due to the pandemic.

School and Student Performance Data

Academic Performance Mathematics

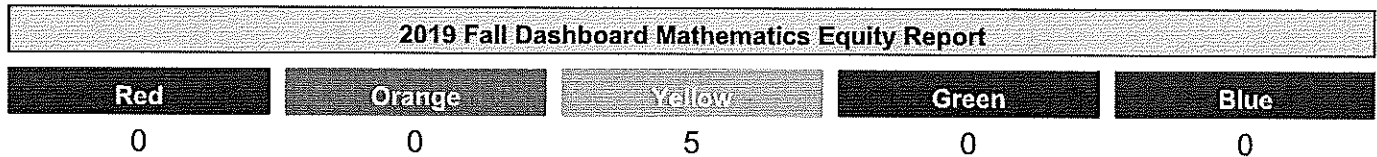
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


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.



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		
<p>All Students</p> <p></p> <p>Green</p> <p>22.3 points below standard</p> <p>Increased ++7.7 points</p> <p>200</p>	<p>English Learners</p> <p></p> <p>Yellow</p> <p>32.6 points below standard</p> <p>Increased ++12.4 points</p> <p>36</p>	<p>Foster Youth</p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p> <p></p> <p>No Performance Color</p> <p>12.2 points below standard</p> <p>Increased ++12 points</p> <p>16</p>	<p>Socioeconomically Disadvantaged</p> <p></p> <p>Yellow</p> <p>28.8 points below standard</p> <p>Increased Significantly ++17.2 points</p> <p>116</p>	<p>Students with Disabilities</p> <p></p> <p>Yellow</p> <p>79.7 points below standard</p> <p>Increased ++10.7 points</p> <p>34</p>

2019 Fall Dashboard Mathematics 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	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 31.3 points below standard Increased ++14.7 points 57	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9		 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	Reclassified English Learners	English Only
75.1 points below standard	26.8 points above standard	20.1 points below standard
Declined -5.3 points	Increased Significantly ++26.5 points	Increased ++5.1 points
21	15	164

Conclusions based on this data:

- Most student groups and subgroups increased in math, except for current English learners and a slight decrease for White students. We believe that despite these gains, students' scores will decrease in mathematics due to the reduction in in-person learning.
- We should continue to use the supplemental program i-Ready to identify student areas of need in math and provide individualized support and practice.
- 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

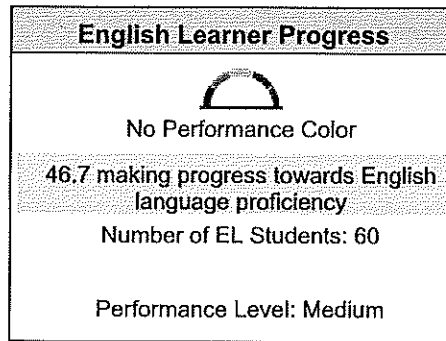
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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
21.6	31.6	8.3	38.3

Conclusions based on this data:

1. 23 students increased at least one English Language Performance level.
2. 13 students decreased one English Language Performance level.
3. Due to the pandemic, we expect overall English language proficiency to decrease in this population due to the reduction in opportunities for basic interpersonal communication and academic language opportunities that occur on our school campus.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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	English Learners	Foster Youth
 Green 9.9 Declined -2.2 584	 Green 4.9 Declined -2.1 81	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 15.3 Declined -5.4 59	 Yellow 11.7 Declined Significantly -3.1 358	 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 has increased post pandemic.
3. We need to continue to provide recognition and incentives for good attendance,

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

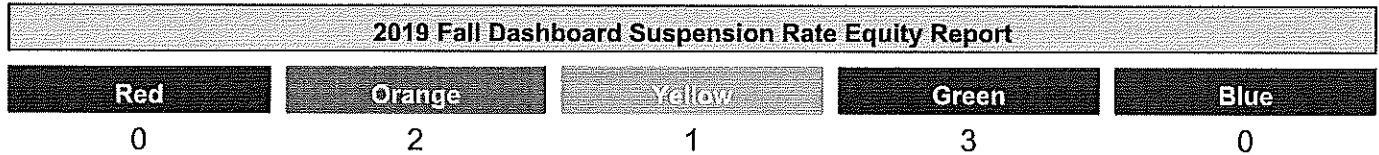
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



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.



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		
<p>All Students</p>  <p>Green</p> <p>1.7</p> <p>Declined Significantly -1</p> <p>592</p>	<p>English Learners</p>  <p>Orange</p> <p>1.2</p> <p>Increased +0.3</p> <p>82</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0</p> <p>Declined -11.1</p> <p>11</p>
<p>Homeless</p>  <p>Orange</p> <p>3.3</p> <p>Maintained +0.2</p> <p>60</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>2.5</p> <p>Declined Significantly -1.5</p> <p>362</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>3.3</p> <p>Declined -3.1</p> <p>92</p>

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:

- Suspensions have dropped to zero during the pandemic.
- Our students with disabilities and our homeless students had our highest suspension rate, although the rate was still very low.
- 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 online before enrolling to have baseline data for all new kindergarten and TK students. There will be two transitional kindergarten class enabling younger students to be enrolled. The district and site have worked to maintain lower class sizes throughout the campus to ensure more individualized support for students. 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 implemented. I-Ready access will also be provided to all students which will provide instructional pathways aligned with each individual students' academic level in both ELA and mathematics.

Students to be Served by this Strategy/Activity

All students

Timeline

August 11, 2021-June 1, 2022

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	34,353
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
Amount	14,026
Source	Title II Part A: Improving Teacher Quality
Budget Reference	3000-3999: Employee Benefits
Description	TK Teacher

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, and General Education teachers will work with students who are below level standards in small instructional groupings based on identified needs using guided reading groups while LCAP Aides will be working with students to help lower group sizes in classes. Additional LCAP aides hired to support at-risk students as the budget allows.

Study Hall will be offered to 3rd and 4th grade students during lunch recess.

Math interventions will be provided on concepts students did not show mastery on the universal screener, interim assessments, or i-Ready. Using an item analysis, lessons will be developed to teach the concepts needed using resources from the Smarter Balanced Digital Library and i-Ready. Also, other evidenced-based intervention programs will be investigated and considered.

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 instruction will be provided for 1st and 2nd grade students, and upper grade students as needed. Kindergarten will be piloting the integration of SIPPS into their instructional day beginning in March.

Utilizing the science curriculum and the STEAM Lab to help further develop writing and comprehension skills that are aligned to grade level state standards.

Students to be Served by this Strategy/Activity

All students

Timeline

August 11, 2021-June 1, 2022

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	69,001
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Title 1 teacher including benefits
Amount	13,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Morning Reading Intervention
Amount	26,800
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 and ELD Teacher will incorporate engagement strategies systematically in daily instruction to promote the use of oral language.
- Teachers and ELD Teacher 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 and ELD Teacher will work in grade level teams to monitor student progress through data analysis.
- Teachers and ELD Teacher 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 and ELD Teacher 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 (GLAD) and universal design (UDL) strategies in their lessons.

- Newcomer English Language support lessons Lexia English will be provided to newcomer EL students.
- An ELD teacher will provide designated ELD instruction to small, targeted groups of English learners.
- Using the STEAM Lab to help integrate GLAD and UDL teaching strategies in the Science, ELA and Math curriculum while fostering kinesthetic and tactile learning.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

August 11, 2021-June 1, 2022

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
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Source	LCFF
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Budget Reference	5000-5999: Services And Other Operating Expenditures
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Description	ELA/ELD training
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Amount	8,500
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Source	Title I Part A: Basic Grants Low-Income and Neglected
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Budget Reference	4000-4999: Books And Supplies
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Description	Textbooks
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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 i-pad minis and a grade level Touchscreen Chromebook cart.

The STEAM Lab will be equipped with a 3D printer and materials to foster learning in the areas of Science, Technology, Engineering, Arts, & Math.

Teachers will work towards the use of a variety of platforms for assessments whenever possible, especially for our older students.

I-Ready along with 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.

Teachers will receive professional development to promote strong first instruction and increase student learning and achievement. For this purpose, teachers received training in Nearpod, I-Ready, EduProtocols, SIPPS and other grade level specific trainings.

Students to be Served by this Strategy/Activity

All students

Timeline

August 11, 2021-June 1, 2022

Person(s) Responsible

Indian Creek Staff

Proposed Expenditures for this Strategy/Activity

Amount	25,000
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Source	LCFF-ED
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Budget Reference	4000-4999: Books And Supplies
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Description	Chromebooks/technology
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Amount	25,000
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Source	Title I Part A: Basic Grants Low-Income and Neglected
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Budget Reference	4000-4999: Books And Supplies
Description	Chromebooks/technology

Strategy/Activity 5

The Title 1 teacher, assistant principal, and ELD teacher will attend ELPAC trainings and EL Network meetings.

Students to be Served by this Strategy/Activity

All students

Timeline

August 11, 2021-June 1, 2022

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

I-Ready access will also be provided to all students which will provide instructional pathways aligned with each individual students' academic level in both ELA and mathematics. i-Ready will be employed for district assessments. Students with disabilities will benefit from many of the accommodations that the i-Ready software provide such as adjustments to developmental level, larger font, audio support for reading passages, and symbols to guide work.

Students to be Served by this Strategy/Activity

All students

Timeline

August 11, 2021-June 1, 2022

Person(s) Responsible

Indian Creek Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Reflex Math in 3rd and 4th grade will be implemented for individualized math assessing and practice providing teachers opportunities to pull back small groups to reteach in areas of need. Reflex Math will be reevaluated to determine usage and efficiency.

Students to be Served by this Strategy/Activity

All students

Timeline

August 11, 2021-June 1, 2022

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	Reflex Math

Strategy/Activity 8

Lexia English to target English Learners

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 11, 2021-June 1, 2022

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	14,202
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Lexia English Licenses

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 will also be able to access the STEAM Lab once a week to integrate Art into Science Technology, Engineering and Math.

Students to be Served by this Strategy/Activity

All students

Timeline

August 11, 2021-June 1, 2022

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

Continued outreach will be made to Big Brothers Big Sisters to invest in our school. Student Council, Talent Show(restriction dependent), Cross Country, and Wrestling clubs will continue. Spelling bee will continue increasing student engagement and investment in school.
Creation of a STEAM Club to get students interested in STEAM.

Students to be Served by this Strategy/Activity

All students

Timeline

August 11, 2021-June 1, 2022

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

Art Docent supplies will be replenished. Scholarships are available to parents who need to be fingerprinted to become an Art Docent (PROGRAM SUSPENDED DURING COVID).

Students to be Served by this Strategy/Activity

All students

Timeline

August 11, 2021-June 1, 2022

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 11, 2021-June 1, 2022

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/s 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 11, 2021-June 1, 2022

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 (this will resume when restrictions are lifted).

Students to be Served by this Strategy/Activity

all students

Timeline

August 11, 2021-June 1, 2022

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

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 will receive the required 100 minutes weekly of physical education instruction focused on their grade level P.E. standards.
 Walking Club will be implemented before school.
 Staff will receive professional development in the physical education standards for their grade level (SUSPENDED DURING COVID).

Students to be Served by this Strategy/Activity

all students

Timeline

August 11, 2021-June 1, 2022

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 and positive school climate programs and incentives/awards

Students to be Served by this Strategy/Activity

All students

Timeline

August 11, 2021-June 1, 2022

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

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.
 Based on teacher and/or counselor recommendation, utilize CARE Solace to connect students/families to resources related to wellness and mental health.

Students to be Served by this Strategy/Activity

All students

Timeline

August 11, 2021-June 1, 2022

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

For the 2021-2022 school year, 1 FTE counselor will be staffed at Indian Creek to provide academic support, encourage attendance and participation, and increase overall engagement of our student body.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 11, 2021-June 1, 2022

Person(s) Responsible

Principal, counselors

Proposed Expenditures for this Strategy/Activity

Source	LCFF-ED
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	social emotional learning

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Parental Engagement and Support

Goal Statement

Increase Parent Engagement and Support within the restrictions of COVID

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 servc paperwork will be available at TK-2 Back to School night scholarship available for parents in need(SUSPENDED DURING RESTRICTIONS).

Students to be Served by this Strategy/Activity

All students

Timeline

August 11, 2021-June 1, 2022

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 11, 2021-June 1, 2022

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.
Additional school news and updates will be made available on Indian Creek social media page as well.
All Information will be provided in calls and texts as technology allows.
Coffee with the principal will be hosted once a month for families to have conversations with principal.

Students to be Served by this Strategy/Activity

All students

Timeline

August 11, 2021-June 1, 2022

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 (SUSPENDED DURING RESTRICTIONS OF 21-22 SCHOOL YEAR)

Students to be Served by this Strategy/Activity

Economically disadvantaged students

Timeline

August 11, 2021-June 1, 2022

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 11, 2021-June 1, 2022

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

VAPA/Art Docent program supplies purchased.

Students to be Served by this Strategy/Activity

All students

Timeline

August 11, 2021-June 1, 2022

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 11, 2021-June 1, 2022

Person(s) Responsible

Bilingual School clerk

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 8**

Host Reading Nights for students and families up to three times each year. The site will start plans to organize a bilingual reading night as part of the up to three reading nights.

Students to be Served by this Strategy/Activity

All students

Timeline

August 11, 2021-June 1, 2022

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 Virtual Coffee/Tea with principal. When restrictions are lifted hosting in-person and virtual.

Students to be Served by this Strategy/Activity

All students

Timeline

August 11, 2021-June 1, 2022

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

August 11, 2021-June 1, 2022

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

Strategy/Activity 11

Make available a bilingual (BCLAD certified) teacher to support families

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 11, 2021-June 1, 2022

Person(s) Responsible

Principal/School Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 12

Begin to organize group for bilingual coffee with the principal/bilingual staff or other similar functions for check-in and to support bilingual families to build solidarity, increase engagement and participation. Reclassification Ceremony to build community

Students to be Served by this Strategy/Activity

All students

Timeline

August 11, 2021-June 1, 2022

Person(s) Responsible

Principal and Bilingual Staff

Proposed Expenditures for this Strategy/Activity

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.
Provide board recognition for staff members through a site nomination program and when a staff member is recognized they will be able to park in the "Classified" or "Certificated" employee of the month spots as well as receive an Eagle for the month.

Students to be Served by this Strategy/Activity

All students

Timeline

August 11, 2021-June 1, 2022

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

Students to be Served by this Strategy/Activity

All students

Timeline

August 11, 2021-June 1, 2022

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 supplemental programs. Supplemental programs (currently i-Ready and Reflex Math) will be utilized to address the assessed need for more math fact practice and practice in math concepts not mastered in previous grades.
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. Pilot Promethium boards.

Students to be Served by this Strategy/Activity

All students

Timeline

August 11, 2021-June 1, 2022

Person(s) Responsible

Staff/Principal/Technology technician/Title 1 teacher

Proposed Expenditures for this Strategy/Activity

Amount	1,500
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: 2020-21

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
The percent of students meeting standard in math will increase.	45% of all 3rd & 4th grade students will meet or exceed standards on the 2020 CAASPP Math Assessments.	42.1% of all 3rd and 4th grade students were proficient on the Locally determined Assessment (i-Ready) in Math.
The percent of students meeting standard in English Language Arts will increase.	45% of all 3rd & 4th grade students will meet or exceed standards on the 2019 CAASPP English Language Arts Assessments.	55.9% of all 3rd and 4th grade students were proficient on the Locally determined Assessment (i-Ready) in ELA.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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 online before enrolling to have baseline data for all new kindergarten and TK students. There will be one transitional kindergarten class enabling younger students to be enrolled. The district and site have worked to maintain lower class sizes throughout the campus to ensure more individualized support for students. The library will add additional titles for</p>	<p>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.</p>	<p>Wonders Curriculum 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 20,000</p>	
		<p>My Math curriculum 4000-4999: Books And Supplies Lottery: Instructional Materials 7,500</p>	
		<p>TK Teacher 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 34,353</p>	
		<p>Extra Teacher time 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 15,000</p>	
		<p>Supplies/Instructional supplies 4000-4999: Books And Supplies</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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. I-Ready access will also be provided to all students which will provide instructional pathways aligned with each individual students' academic level in both ELA and mathematics.</p>		<p>Title I Part A: Basic Grants Low-Income and Neglected 20,000</p> <p>TK Teacher 3000-3999: Employee Benefits Title II Part A: Improving Teacher Quality 14,026</p>	
<p>Development of multi-tiered targeted reading, writing, and math instruction and intervention (Response to Intervention)</p> <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 using guided reading groups. Additional LCA{ aides hired to support at-risk students as budget allows. <p>Study Hall will be offered to 3rd and 4th grade students during lunch recess. Math interventions will be provided on concepts students did not show mastery on the universal screener, interim assessments, or i-Ready. Using an item analysis,</p>	<p>All planned actions were delivered.</p>	<p>Walk to Learn Aides 2000-2999: Classified Personnel Salaries LCFF 14,700</p> <p>Title 1 teacher including benefits 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 69,001</p> <p>Morning Reading Intervention 4000-4999: Books And Supplies LCFF 13,000</p> <p>Title 1 teacher 3000-3999: Employee Benefits Title I Part A: Basic Grants Low-Income and Neglected 26,800</p> <p>Professional Development/Training/Travel 5000-5999: Services And Other Operating Expenditures Title I Part A: Basic Grants Low-Income and Neglected 10,000</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Lessons will be developed to teach the concepts needed using resources from the Smarter Balanced Digital Library and i-Ready. Also, other evidenced-based intervention programs will be investigated and considered.</p> <p>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.</p> <p>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.</p> <p>Walk to Learn-SIPPS Phonics instruction will be provided 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 strategies systematically in daily instruction to promote the 	<p>All planned actions were delivered.</p>	<p>GLAD professional development 5000-5999: Services And Other Operating Expenditures LCFF 5,400</p>	
		<p>Kinsella Professional Development 5000-5999: Services And Other Operating</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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 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. <p>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 (GLAD) and universal design (UDL) strategies in their lessons. Newcomer English Language support</p>	<p>1</p>	<p>Expenditures LCFF 2,000</p> <p>ELA/ELD training 5000-5999: Services And Other Operating Expenditures LCFF 2,850</p> <p>Textbooks 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 8,500</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Lessons and Rosetta Stone will be provided to newcomer EL students. An ELD teacher will provide designated ELD instruction to small, targeted groups of English learners and will support bilingual students and families navigate distance learning instruction and Google Classroom and overcome communication barriers with teachers. Members of our engagement and attendance tiered-response team (school clerks, school counselor, site and district administration) will closely monitor engagement and academic work completion and intervene to support families when necessary.</p>			
<p>Staff will follow the district adopted Technology Scope and Sequence and design lessons and activities that support student acquisition of technology skills. All first through fourth grade classrooms will have access to a class set of Chromebooks all day every day. Kindergarten and transitional kindergarten students will have access to i-pad minis and a grade level Touchscreen Chromebook cart. Teacher will work towards the use of online assessments whenever possible, especially for our older students. I-Ready along with more interim assessments will</p>	<p>All planned actions were delivered.</p>	<p>Chromebooks/technology 4000-4999: Books And Supplies LCFF-ED 25,000</p> <p>Chromebooks/technology 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 25,000</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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. Site will research evidence-based typing programs for possible piloting.</p> <p>During distance or blended learning students will each receive a Chromebook for participation in distance learning. Families will also have access to hotspots when need is expressed or demonstrated.</p> <p>Teachers will receive professional development in the use of online platforms (Google Classroom, Zoom, etc.) to promote strong first instruction and increase student learning and achievement during distance learning. For this purpose, teachers also received training in Nearpod, i-Ready, Screencastify, EduProtocols, and other grade level specific distance learning training.</p>			
<p>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 (POSTPONED). A teacher from Indian Creek will participate in the district Program Indicator</p>	<p>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.</p>	<p>rpln pd 5000-5999: Services And Other Operating Expenditures LCFF 2,500</p>	
		<p>training supplies/materials 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 521</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Review team to analyze and recommend programs to improve the success of four students with disabilities. The Title I teacher, assistant principal, and ELD teacher will attend ELPAC trainings and EL Network meetings.</p>			
<p>i-Ready access will also be provided to all students which will provide instructional pathways aligned with each individual students' academic level in both ELA and mathematics. i-Ready will be employed for district trimester assessments. Students with disabilities will benefit from many of the accommodations that the i-Ready software provide such as adjustments to developmental level, larger font, audio support for reading passages, and facial cues and symbols to guide work.</p>			
<p>Moby Max will be implemented for individualized math assessing and practice providing teachers opportunities to pull back small groups to reteach in areas of need. Moby Max will be reevaluated to determine usage and efficiency.</p>	<p>All planned actions were delivered.</p>	<p>Moby Max 5000-5999: Services And Other Operating Expenditures LCFF-ED 2,000</p>	
<p>Lexia English to target English Learners</p>		<p>Lexia English Licenses 5000-5999: Services And Other Operating Expenditures Title I 14,202</p>	

Analysis

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

Many of the strategies that were planned were put on hold due to the continuation of the Pandemic. Our school transitioned back and forth from in person to hybrid to distance. We were able to hire a ELD teacher to help reach out to our EL families for extra support during the transition. i-Ready was given three times to assess growth in the areas of ELA and Math as well as providing specific instructional plans for the areas that students showed need for growth. All students had access to Chromebooks during the course of the year, which helped the transitions between in person and distance run smoother. SIPPS continues to be implemented 1-2 grade.

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

Although no CAASPP data was collected our locally determined diagnostic (i-Ready) showed that our students made some growth in ELA and Math. If we use i-Ready ELA data we fell short of our goal of 45% of students being proficient while math exceeded that goal.

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.

This goal will continue into the 21-22 school year although we will be making some adjustments. We will need to focus more on our first instruction of reading practices and expand our SIPPS program to include K-3 ensuring that our students are able to read at grade level. When we are able to we will be opening up before school interventions to help mitigate any gaps that have been created due to the pandemic. We will work on creating a more robust library that contains more high interest low level readers for our struggling students. We will also be continuing to work in the area of math. We will use the STAEM lab to promote learning in a variety of subject areas. i-Ready will continue to be used to help fill the gaps of our students. These changes will be all made in goal #1. We will spend more time training our teachers on how to use i-Ready and the STEAM lab to help with student engagement.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 2

Increase student engagement and provide support for students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Students survey result, discipline data	Student discipline referrals will decrease by 10 percent.	Discipline decreased by more than 10% (Partly due to distance learning for part of the year)

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Classes are provided funding for art supplies/materials/online programs to replace program. 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 (SUSPENDED DURING PANDEMIC).	All planned actions were delivered.	VAPA teacher 1000-1999: Certificated Personnel Salaries LCFF-ED 27,181	
		VAPA teacher 3000-3999: Employee Benefits LCFF-ED 12,713	
		Subs, consultant, workshop fees, supplies, training materials None Specified Title I Part A: Basic Grants Low-Income and Neglected 12,900	
Continued outreach will be made to Big Brothers Big Sisters and other volunteer groups such as Dads on Campus to invest in our school. 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	All planned actions were delivered.	Extra pay for teachers (Stipends) 1000-1999: Certificated Personnel Salaries LCFF 2,100	
		Extra pay for teachers (Stipends) 3000-3999: Employee Benefits LCFF 420	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
(SUSPENDED DURING PANDEMIC).			
Art Docent supplies will be replenished. Scholarships are available to parents who need to be fingerprinted to become an Art Docent (PROGRAM SUSPENDED DURING PANDEMIC).	Art Docent supplies were replenished and scholarships for fingerprinting were provided as needed.	Fingerprint services 5000-5999: Services And Other Operating Expenditures LCFF 500	
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.	Our neediest students participated in Operation School Bell to receive school clothes.	40% counselor salary 1000-1999: Certificated Personnel Salaries LCFF-ED 27,000 40% counselor salary 3000-3999: Employee Benefits LCFF-ED 10,400	
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/s 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.	All planned actions were delivered.	counselor time (interns) 1000-1999: Certificated Personnel Salaries LCFF 7,000	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>All teachers will provide social emotional learning lessons through Collaborative Classroom. All classrooms will have and participate in buddy classes (DONE VIRTUALLY OR SUSPENDED DURING PANDEMIC).</p>	<p>Student Council led the student body and decided some activities for the school (SUSPENDED DURING PANDEMIC).</p>	<p>Extra pay for teachers (Stipends) 1000-1999: Certificated Personnel Salaries LCFF 1,684</p> <p>Extra pay for teachers (Stipends) 3000-3999: Employee Benefits LCFF 330</p>	
<p>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 will receive the required 100 minutes weekly of physical education instruction focused on their grade level P.E. standards (SUSPENDED DURING PANDEMIC). Staff will receive professional development in the physical education standards for their grade level (SUSPENDED DURING PANDEMIC).</p>	<p>All planned actions were delivered.</p>	<p>professional development 5000-5999: Services And Other Operating Expenditures LCFF 1,000</p>	
<p>Continue Character Counts program and incentives/awards</p>	<p>All planned actions were delivered.</p>	<p>Character Counts program and incentives/awards 4000-4999: Books And Supplies LCFF-ED 9,000</p>	
<p>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.</p>	<p>All planned actions were delivered.</p>	<p>Supplies 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 4,000</p> <p>printing services 4000-4999: Books And Supplies Title I Part A:</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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. Based on teacher and/or counselor recommendation, utilize CARE Solace to connect students/families to resources related to wellness and mental health.</p>		<p>Basic Grants Low-Income and Neglected 1,000</p>	
	<p>All planned actions were delivered.</p>	<p>social emotional learning curriculum 4000-4999: Books And Supplies LCFF-ED</p>	
<p>For the 2020-2021 school year, an additional bilingual counselor will be added at Indian Creek to provide academic support, encourage attendance and participation, and increase overall engagement of our student body.</p>			

Analysis

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

Not all of these activities were implemented due to the restrictions placed on schools. We were able to implement some activities as restrictions allowed us.

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

The overall effectiveness of our strategy to increase student engagement was only partially successful. Because our school bounced between in-person hybrid, distance learning, and in person we were not able to implement all of the strategies. The strategies the site were able to implement showed some success.

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.

We will be adding a STEAM lab to our site to get students more excited about the STEAM subject areas, while continuing to encourage extracurricular activities. We will be implementing the use of a Connections Coach to help create and facilitate ideas about integration of SEL and our Collaborative Classroom curriculum. We will be working on giving students incentives for joining Walking Club in the mornings and giving out Character Counts Awards. We will be working on tying our basic tenants to a word that means something and into PBIS i.e. SOAR or RISE. We will also have 1 FTE counselor at the site. All of these will help us meet our goal #2

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 3

Increase Parent Engagement and Support

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent survey data	Parent survey results will continue to indicate:	Parent engagement decreased due to the restrictions of COVID

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Fingerprinting services will be available at TK-2 Back to School night (SUSPENDED DURING PANDEMIC).	Fingerprinting services were available at the TK-2nd Back to School night (SUSPENDED DURING PANDEMIC).		
Provide a full-time bilingual clerk for our Spanish speaking families.	All actions completed.	Bilingual School Clerk II 2000-2999: Classified Personnel Salaries LCFF-EL 34,150	
Translate all auto-dialer and home communication for our Spanish speaking families.		Bilingual School Clerk II 3000-3999: Employee Benefits LCFF-EL 23,725	
Provide translator for all parent conferences and IEP/SST meetings for Spanish speaking families.			
Website will be kept up to date with upcoming events and opportunities for volunteering and participation. Website will	Website was continually updated including PTC link. Newsletters and flyers were emailed to families in addition to hard copies sent home with		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>be updated to meet new accessibility guidelines.</p> <p>Parent Teacher Club link to the school website.</p> <p>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.</p> <p>Additional school news and updates will be made available on Indian Creek social media page as well.</p> <p>All Information will be provided in calls and texts as technology allows.</p>	<p>students. All students/families received student handbooks.</p>		
<p>Fingerprinting scholarships will be available for parents who cannot afford the fee (SUSPENDED DURING PANDEMIC)</p>	<p>Fingerprinting scholarships were available and distributed as needed.</p>	<p>Money for fingerprinting 5000-5999: Services And Other Operating Expenditures LCFF 350</p>	
<p>Data analysis of parent survey to be shared at School Site Council/English Language Advisory Council and Parent Teacher Club meetings.</p>	<p>Parent survey results analyzed at SSC/ELAC and PTC meetings, and staff meetings.</p>		
<p>Art Docent program supplies purchased.</p>	<p>All actions completed.</p>	<p>Art Docent program supplies 4000-4999: Books And Supplies LCFF-ED 2,500</p>	
<p>All PTC communication to families will be translated in Spanish.</p>	<p>All PTC communication was translated by our bilingual school clerk.</p>		
<p>Host Reading Nights for students and families three times each year (SUSPENDED DURING PANDEMIC). The site will start plans to organize a bilingual reading night as</p>	<p>All actions completed (SUSPENDED DURING PANDEMIC)</p>	<p>Supplies 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 500</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
part of the three reading nights.			
Host Volunteer Appreciation Tea (SUSPENDED DURING PANDEMIC)	All actions completed (SUSPENDED DURING PANDEMIC)	Supplies 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 500	
For the 2020-2021 school year, hire a second .5 FTE bilingual counselor to support families by providing resources, offering parenting strategies and supports, and serving as a liaison between parents and school officials and teachers.	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.	Survey Monkey 5000-5999: Services And Other Operating Expenditures LCFF 750	
Make available a bilingual (BCLAD certified) teacher to support families during distance learning.			
Begin to organize group for bilingual coffee with the principal/bilingual staff or other similar functions for check-in and to support bilingual families to build solidarity, increase engagement and participation, and augment volunteerism.			

Analysis

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

This goal we were able to only implement parts due to the restrictions brought on by the pandemic. We have implemented translations, a bilingual clerk, and various forms of communication. We are still not able to allow volunteers on campus

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

The strategies that we have been able to implement have helped us to stay in contact with our families during this unprecedented time. Not being able to have parent and community volunteers have created roadblocks to building a strong school community.

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.

When we are able to, we will invite parent and community volunteers on campus to help build a stronger school community. As well as work on making sure our school-home communication stays strong. We will host virtual Coffee/Tea with the principal for both English and Spanish speaking families, we will open our parent resource room and have our families help with campus beautification projects.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 4

Increase staff engagement and support

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Increase staff participation in staff survey.	55% of Indian Creek staff members will participate in the staff survey. New questions will be added to gauge more specifics of staff sentiment.	78% of staff participated on the Survey

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. 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. Provide E-greeting/celebration cards option to staff for recognition during distance learning and pandemic. Provide board recognition for staff members through a site nomination program.	All actions completed.	Incentives 4000-4999: Books And Supplies LCFF 500	
Send and new and interested staff to Love and Logic training and	There was no Bridges Out of Poverty trainings in our area. UDL training was	Prof Development 5000-5999: Services And	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
other pertinent trainings to build staff capacity and ability to maximize instructional learning time and decrease behavioral incidences.	brought back to all staff and led by the principal in a trainer of trainers model.	Other Operating Expenditures LCFF-ED 800	
Provide training on online supplemental programs. Supplemental programs (currently 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.	All actions completed.	UDL Training 5000-5999: Services And Other Operating Expenditures LCFF-ED 1,500	
		Sub Costs 1000-1999: Certificated Personnel Salaries LCFF-ED 1,000	
		Sub Costs 3000-3999: Employee Benefits LCFF-ED 200	

Analysis

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

Due to the pandemic we will not be able to accomplish all of our strategies in this area. We were able to implement a few such as SOAR cards but trainings were minimal

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

the overall effectiveness of this goal was not high. We were only able to implement one out of the three strategies. Staff members did appreciate being recognized by their peers

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.

We will be working on finding more ways to recognize our staff and their efforts. We will be recognizing staff at board meetings as well as creating a certificated and classified member of the month parking spot. We will also send employees to trainings as available.

Annual Review and Update

SPSA Year Reviewed: 2020-21

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.

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

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.

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	516,056.00

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	15,399.00
Title II Part A: Improving Teacher Quality	29,049	-19,330.00
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	14,202.00
Title I Part A: Basic Grants Low-Income and Neglected	213,722.00
Title II Part A: Improving Teacher Quality	48,379.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	184,319.00
2000-2999: Classified Personnel Salaries	48,850.00
3000-3999: Employee Benefits	88,614.00
4000-4999: Books And Supplies	137,521.00
5000-5999: Services And Other Operating Expenditures	43,852.00
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
5000-5999: Services And Other Operating Expenditures	Title I	14,202.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	84,001.00
3000-3999: Employee Benefits	Title I Part A: Basic Grants Low-Income and Neglected	26,800.00
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	34,353.00
3000-3999: Employee Benefits	Title II Part A: Improving Teacher Quality	14,026.00

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
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Isabel VanSickle	Other School Staff
Joshua Saldade	Principal
Ashley Marino	Parent or Community Member
Maria Alejandro Garcia	Parent or Community Member
Suzette Vieira	Classroom Teacher
Erica Ramirez	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, Jason Dupree on

SSC Chairperson, Ashley Marino on

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