

School Year:

2023-24



## 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 Hills Elementary School

**Address**

7750 Linares Avenue  
Jurupa Valley, CA 92509-0140

**County-District-School (CDS) Code**

33 67090 6105837

**Principal**

Victoria Jobe

**District Name**

Jurupa Unified School District

**SPSA Revision Date**

May 2023

**Schoolsite Council (SSC) Approval Date**

May 17, 2023

**Local Board Approval Date**

June 26, 2023

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.

# Table of Contents

|  |     |
|--|-----|
| SPSA Title Page .....  | 1   |
| Table of Contents.....                                       | 3   |
| School Vision and Mission .....                              | 5   |
| School Profile.....  | 5   |
| SPSA Highlights.....   | 6   |
| Review of Performance – Comprehensive Needs Assessment ..... | 6   |
| Purpose and Description.....                                 | 9   |
| Educational Partner Involvement.....                         | 9   |
| Resource Inequities .....                                    | 9   |
| School and Student Performance Data .....                    | 11  |
| Student Enrollment.....                                      | 11  |
| CAASPP Results.....  | 13  |
| ELPAC Results .....  | 19  |
| Student Population.....                                      | 24  |
| Overall Performance .....                                    | 26  |
| Academic Performance.....                                    | 28  |
| Academic Engagement.....                                     | 39  |
| Conditions & Climate.....                                    | 44  |
| Goals, Strategies, & Proposed Expenditures .....             | 47  |
| Goal 1.0.....  | 47  |
| Goal 2.0.....  | 58  |
| Goal 3.0.....  | 64  |
| Annual Evaluation and Update .....                           | 70  |
| Goal 1.....  | 70  |
| Goal 2.....  | 85  |
| Goal 3.....  | 94  |
| Budget Summary and Consolidation .....                       | 101 |

|   |     |
|---|-----|
| Budget Summary .....  | 101 |
| Allocations by Funding Source.....  | 101 |
| Expenditures by Funding Source .....                                      | 102 |
| Expenditures by Budget Reference .....                                    | 103 |
| Expenditures by Budget Reference and Funding Source .....                 | 104 |
| School Site Council Membership .....                                      | 105 |
| Recommendations and Assurances .....                                      | 106 |
| Addendum.....   | 108 |
| Instructions: Linked Table of Contents.....                               | 108 |
| Appendix A: Plan Requirements for Schools Funded Through the ConApp ..... | 112 |
| Appendix B: Select State and Federal Programs.....                        | 115 |

# School Vision and Mission

## Our Mission Statement:

We, the staff, families, students, and educational partners of Indian Hills Elementary School come together as a team to take an active and responsible role in setting high expectations for learning. We will provide a quality education in a safe and nurturing environment, thereby empowering future generations to become productive citizens of our society.

## Our Vision Statement:

At Indian Hills, our dedicated staff implements a data-driven, common core standards-based curriculum along with the very best educational teaching methods in reading, writing, and math to provide to all of our children an exemplary education both in class and outside class. Indian Hills Elementary School supports and implements the LCAP Overarching Goals: All students will be college and career ready; all students will have a safe, orderly, and inviting learning environment and all students will benefit from the district engaging and sustaining the trust and involvement of parents and community in the educational process. Our staff integrates technology throughout the day to prepare our students to excel in a technological environment.

As indicated by research, "learning" needs to be the focus in an effective educational process, and the Indian Hills staff is dedicated to helping students develop as intrinsically motivated and independent learners. Staff through in-person instruction will utilize district resources and research based instructional strategies that will focus on the needs of the students. Common Core Standards-based instruction promotes student learning to mastery and is utilized as a basis for expanding critical thinking skills; ethical, cultural, social, and economic literacy; and behavior and values that are essential to a democratic society.

# School Profile

Describe The students and community and how school serves them.

## The Story

Indian Hills Elementary School, which opened in 1986, is one of seventeen elementary schools in the Jurupa Unified School District and is proud to be named as a California Distinguished School. The school is located between the Jurupa Mountains and the Santa Ana River in the city of Jurupa Valley in Riverside County. It is considered a neighborhood school with most students living within walking distance. Indian Hills School enrolls approximately 481 students in grades TK-6. Approximately 74.8% of the students receive free or reduced lunch. Indian Hills' student enrollment is made of 75.3% Hispanic, 15.2% White, 2.7% Asian and 2.9% African American. English Learners make-up 18.7% of the student enrollment and .4% of our students are foster students. Students have been provided with Chromebooks in grades TK through sixth grade. Students in grades second through sixth grade take their Chromebooks home daily to do homework or enhance their learning.

Indian Hills Elementary School students are serviced by 23 teachers, all of whom are fully credentialed. This includes one Education Specialist Teachers who support special education students in their homeroom and there is also two TK-6th Literacy Support Teachers who provide support in the classroom and one Math Support Teacher (MST) to support students in the area of math. The school campus is comprised of 34 classrooms, a multipurpose room, library, and main office. Grade Span Adjustment (GSA) in 2022-2023 moves towards 24:1 based on LCFF requirements annually. All teachers hired for Class Size Reduction (CSR) intervention are considered supplemental and over and above the GSA entitlements. Grades 4-6 maintain a 34:1 student-teacher ratio. The 2022-2023 school year is 180 days and has been restructured to include 36 minimum days in order to support teacher collaboration. Our staff participates in common meetings through district, principal meetings and SBCP meetings, site leadership and grade level meetings.

Student safety and socio emotional needs continue to be a top priority at our school. Providing short lessons on social skills is part of the daily routines in all classrooms. Teachers also provide Digital Citizenship lessons that focus on online safety. Students also participate in Makerspace/STEAM in the library. Students are also invited to attend ELO and Saturday School for additional academic support and to participate in Socio-Emotional strategies and activities.

## SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

Key features to this year's school plan include:

- The implementation of researched based practices in ELA and Math that may include supplemental support from LST and MST in the areas of reading and math. Teachers continue to implement the new science adoption, "Twigs" will be implemented along with the UOS in science that follow the Next Generation Science Standards (NGSS). For ELD, the implementation of Integrated/designated ELD instruction.
- Professional development on the new science adoption was provided for all grades. Grade levels will continue to analyze data to plan instruction and to identify students who may need additional support in either math or ELA. Literacy and math intervention teachers will work with all grade levels to identify students who need additional support. Professional development will continue in the area of math specifically on fractions and number sense. There is also going to be additional PD as a result of the new math adoption for the 2023-2024 school year.
- Writing will be added as part of the site PD plan across all grade levels.
- Inclusion model for K-6th SDC grade students will continue, SDC students will be placed in general education classrooms and the special education specialist will come to the classroom to provide instructional support.
- K-3 Early Literacy focus for inclusion, prevention, and intervention for all grades moving from pull-out replacement model to an inclusive differentiated model that focuses on guided reading instructional strategies. Math intervention teacher will provide math support for students who are struggling in math for the 2022-2023 school year.
- Avid strategies in all grade levels will include three components: organization, agenda and note-taking.

## Review of Performance – Comprehensive Needs Assessment

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

### Greatest Progress

The suspension rate received a Very Low status on the California School Dashboard; this means there was a very low suspension rate for all students. .2% of all students (521 total students) were suspended at least one day. The following subgroups: English Learners, White, Socioeconomics, Student with Disabilities and Hispanic scored very low in regard to suspension rate. This means that suspensions for the 2021-2022 were very low overall. In 2019, the suspension rate was 1.1%. There was a decrease of .9% in 2022.

Another group that made good progress was the English Learners subgroup. Current English Learners scored 109.5 points below standard based on 44 students completing the CAASPP assessment in ELA Spring 2022. Reclassified English Learners scored 9.1 points above standard with 35 students completing the assessment. English Only subgroup scored 32.9 points below standard. 53.3% of English Learners showed making progress towards English language proficiency compared to only 44.7% of English Learners making progress towards English Language proficiency in 2019. Currently the English Learners subgroup holds the status level of Medium. In math, English Learners scored 111.7 points below standard, Reclassified English Learners scored 36.3 points below standard and English Only students scored 56.9 points below standard.

In Mathematics, according to the California School Dashboard, students are assessed on how well they are meeting grade-level standards. This is measured on students in grades 3rd through 6th completing the Smarter Balanced Summative Assessment. For the 2021-2022 school year, students scored 62.1 points below standard with 283 total students completing the assessment. This falls under the Low Proficiency Level for Math. For the subgroup, Students with Disabilities (108.2 points below standard) scored Very Low (94.5 points below standard) in Math while the following subgroups: English Learners(78.3 points below standard), White(50.2 points below standard), Hispanic(67.8 points below standard), and Socioeconomically Disadvantaged(71.8 points below standard) scored in the Low level.

In English Language Arts, according to the California School Dashboard, students are assessed on how well they are meeting grade-level standards. This is measured on students in grades 3rd through 6th completing the Smarter Balanced Summative Assessment. For the 2021-2022 school year, students scored 38.3 points below standard with 283 total students completing the assessment. This falls under the Low Proficiency Level for ELA. For the subgroup, Students with Disabilities, students scored Very Low(94.5 points below standard) in ELA while the following subgroups: English Learners(56.9 points below standard), White(24.1 points below standard), Hispanic(44.7 points below standard), and Socioeconomically Disadvantaged(48.7 points below standard) scored in the Low level.

Four subgroups, English Learners, Hispanic, Socioeconomically Disadvantaged and White received a status level of Low while only one subgroup, Students with Disabilities received a Very Low status level. Even though Students with Disabilities has a Very Low status, when compared to 2019 data, they made progress moving from being 101.6 points below standard in 2019 to only being 94.5 points below standard in 2022.

NWEA assessments are administered three times in the school year to monitor student progress. In math, only one grade level indicated growth when comparing Fall 2022 to Spring 2023. Grade 6 indicated moved from the 27th median percentile to the 28th median percentile.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

## **Greatest Needs**

NWEA assessments indicate that all grade levels in ELA had a declined in achievement percentiles when comparing the median percentile. Grade one declined from the 38th median percentile to the 25th percentile, grade two declined from the 42nd median percentile to the 34th median percentile, grade three declined from the 6th median percentile to the 49th median percentile, grade four declined from the 39th median percentile to the 23th median percentile, grade five

declined from 42nd median percentile to the 29th median percentile, and grade six declined from the 41st median percentile to the 32nd median percentile. There was an average of 12 percentile decline overall for all grade levels.

In math, NWEA data indicates that all grade levels declined in percentiles from Fall 2022 to Spring 2023 except for grade 6. Grade one declined from 43rd median percentile to 26th median percentile, grade two declined from 44th median percentile to 29th median percentile, grade three declined from 46th median percentile to 36th median percentile, grade four declined from 31st median percentile to 25th median percentile, grade five declined from 32nd median percentile to 24th median percentile. There was an average of 11 percentile decline overall for all grade levels except grade six.

CAASPP data indicates that Students with Disabilities are struggling to meet grade level standards when compared to other subgroups. In English Language Arts, Students with Disabilities received a very low status level because of being 94.5 points below standard. Even though, Students with Disabilities subgroup for the entire state shows 97.3 points below standard in ELA. In math, Students with Disabilities also received a very low status level because of being 108.2 points below standard. Even though, Students with Disabilities subgroup for the entire state shows 130.8 points below standard in math.

Chronic absenteeism indicates a 30.7% of students who are chronically absent. The states shows a 30% of students who are chronically absent. This gives our school a status level of Very High. All subgroups have a very high status level in chronic absenteeism but English learners have the highest among the five subgroups. English learners have a rate of 36.5% chronically absent, while the Hispanic subgroup received a 30.6% absent rate, socioeconomically disadvantaged subgroup received a rate of 33.5% absent rate, students with disabilities received an absent rate of 23.6% and the White subgroup received an absent rate of 35.1%.

All subgroups received in Low status level in both ELA and math except Students with Disabilities which received a status level of Very Low in both ELA and Math. A need to reexamine how to approach the needs of students with disabilities needs to be address with school resources.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these performance gaps?

## Performance Gaps

Students with Disabilities subgroup received a Very Low status level in both ELA and Math. In ELA, this subgroup is 94.5 points below grade level and in math, this subgroup is 108.2 points below grade level. Even though this subgroup is closer to the standard when compared to the entire state, there is still a need to address their needs. During IEP meetings, discussions on how to assist them to have access to the core curriculum through the inclusion model will be a priority. Extended learning opportunities will focus on students with disabilities to ensure that they are included in this additional support. Intervention teachers will include students with disabilities when working with small groups who are below grade level.

General Education teachers will be provided with additional supports in the classroom so that inclusion practices are more effective for students with disabilities. Education specialist will provide professional development and modeling of inclusion practices in the class so that students with disabilities are able to access the core curriculum.

Chronic Absenteeism is evident among all subgroups especially the English Learner subgroup which has a 36.5% absent rate. Additional resources will need to be put in place to reach out to these families to assist them to re-engaged to the school setting. A behavioral therapist will be in place at the school site to provide SEL support to students who may be experiencing anxiety at school. There is going to be more school communication on the importance of attending school including parent meetings, parent conferences, or parent workshops.



## Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

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

As a Title I Schoolwide program, a Comprehensive Needs Assessment was completed at the end of the previous school year. The SPSA was developed with educational partners involvement and includes strategies that support state standards and addresses the needs of all children but particularly those at risk of not meeting these standards with activities, strategies, and interventions that are evidence-based and outlined as part of our SPSA within the classroom. Our SPSA implementation is monitored and evaluated through ongoing Leadership team, SSC/ELAC, SBCP meetings, principal meetings, and annual Budget/Program meetings. The SPSA is revised to ensure continuous improvement based on data analysis of student learning needs as part of the school's ongoing practices and identification of support strategies. All Title I funding supplements and does not supplant services that students would otherwise receive if not participating in a Title I program. Relative to LCAP alignment, our plan is directly coordinated with district LCAP goals, associated services, and planning requirements.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

School Site Council is involved throughout the school year in monitoring the implementation of the school plan. There is also consultation with district administration, leadership team, educational partners, SBCP meetings, ELAC meetings, and Principal's meetings. There are representatives that participate in Instructional Council, DAC and DELAC by attending district meetings and bringing information back to SSC and ELAC. Educational Partners/Parent feedback is obtained throughout the school year with surveys and parent communication with teachers and staff. LCAP survey is completed by all educational partners; students, staff, and parents annually to identify needs in safety, instruction, parent involvement, and student engagement.

## Resource Inequities

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

Students with Disabilities subgroup received a Very Low status level in both ELA and Math. In ELA, this subgroup is 94.5 points below grade level and in math, this subgroup is 108.2 points below grade level. Even though this subgroup is closer to the standard when compared to the entire state, there is still a need to address their needs. During IEP meetings, discussions on how to assist them to have access to the core curriculum through the inclusion model will be a priority. Extended learning opportunities will focus on students with disabilities to ensure that they are included in this additional support. Intervention teachers will include students with disabilities when working with small groups who are below grade level.

Part of teacher collaboration time will be focused on the needs of students with disabilities using NWEA data to track their progress throughout the school year. These students will be placed in classrooms where the teacher is experienced with working with students with disabilities. Education specialist will work closely with general ed teacher to ensure that students with disabilities are getting access to the core curriculum through effective teaching strategies, additional resources such as instructional aides.

General Education teachers will be provided with additional supports in the classroom so that inclusion practices are more effective for students with disabilities. Education specialist will provide professional development and modeling of inclusion practices in the class so that students with disabilities are able to access the core curriculum.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 20-21              | 21-22 | 22-23 |
| Kindergarten                      | 67                 | 82    | 73    |
| Grade 1                           | 51                 | 56    | 73    |
| Grade 2                           | 66                 | 51    | 57    |
| Grade3                            | 68                 | 66    | 53    |
| Grade 4                           | 76                 | 60    | 61    |
| Grade 5                           | 85                 | 79    | 59    |
| Grade 6                           | 96                 | 87    | 83    |
| <b>Total Enrollment</b>           | 509                | 481   | 459   |

### Conclusions based on this data:

1. Declining enrolment is happening overall.
2. Grades 3rd, 5th and 6th grade show declining enrolment.
3. Grades K, 1st, 2nd, 4th seem to be maintaining or have a slight increase in their enrolment.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment               |                    |       |       |                     |       |       |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group                                 | Number of Students |       |       | Percent of Students |       |       |
|   | 20-21              | 21-22 | 22-23 | 20-21               | 21-22 | 22-23 |
| English Learners                              | 82                 | 90    | 88    | 16.10%              | 18.7% | 19.2% |
| Fluent English Proficient (FEP)               | 64                 | 49    | 43    | 12.60%              | 10.2% | 9.4%  |
| Reclassified Fluent English Proficient (RFEP) | 7                  |       |       | 8.5%                |       |       |

### Conclusions based on this data:

1. The number of English Learner students enrolled maintains at an average of 86 students total.
2. During the 2022-2023 school year, 19.2% of total enrolment is identified as English Learners which is the highest since the 2020-2021 school year.
3. The number of English Learners identified as Fluent English Proficient (FEP) has been declining since the 2021-2021 school year. There were 64 English Learners identified as FEP in the 2020-2021 school year but only 43 students are identified as FEP in the 2022-2023 school year.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 20-21                  | 21-22 | 22-23 | 20-21                | 21-22 | 22-23 | 20-21                     | 21-22 | 22-23 | 20-21                         | 21-22 | 22-23 |
| Grade 3                                | 64                     | 66    |       | 0                    | 66    |       | 0                         | 66    |       | 0.0                           | 100.0 |       |
| Grade 4                                | 76                     | 61    |       | 0                    | 61    |       | 0                         | 61    |       | 0.0                           | 100.0 |       |
| Grade 5                                | 85                     | 79    |       | 0                    | 79    |       | 0                         | 79    |       | 0.0                           | 100.0 |       |
| Grade 6                                | 96                     | 89    |       | 0                    | 88    |       | 0                         | 88    |       | 0.0                           | 98.9  |       |
| All Grades                             | 321                    | 295   |       | 0                    | 294   |       | 0                         | 294   |       | 0.0                           | 99.7  |       |

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

| Overall Achievement for All Students |                  |        |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|--------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |        |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 20-21            | 21-22  | 22-23 | 20-21               | 21-22 | 22-23 | 20-21          | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21              | 21-22 | 22-23 |
| Grade 3                              |                  | 2377.8 |       |                     | 7.58  |       |                | 13.64 |       |                       | 36.36 |       |                    | 42.42 |       |
| Grade 4                              |                  | 2448.2 |       |                     | 16.39 |       |                | 22.95 |       |                       | 24.59 |       |                    | 36.07 |       |
| Grade 5                              |                  | 2455.2 |       |                     | 8.86  |       |                | 18.99 |       |                       | 27.85 |       |                    | 44.30 |       |
| Grade 6                              |                  | 2494.7 |       |                     | 2.27  |       |                | 35.23 |       |                       | 30.68 |       |                    | 31.82 |       |
| All Grades                           | N/A              | N/A    | N/A   |                     | 8.16  |       |                | 23.47 |       |                       | 29.93 |       |                    | 38.44 |       |

| <b>Reading</b>   |                         |              |              |                              |              |              |                         |              |              |
|--|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| <b>Demonstrating understanding of literary and non-fictional texts</b> |                         |              |              |                              |              |              |                         |              |              |
| <b>Grade Level</b>   | <b>% Above Standard</b> |              |              | <b>% At or Near Standard</b> |              |              | <b>% Below Standard</b> |              |              |
|  | <b>20-21</b>            | <b>21-22</b> | <b>22-23</b> | <b>20-21</b>                 | <b>21-22</b> | <b>22-23</b> | <b>20-21</b>            | <b>21-22</b> | <b>22-23</b> |
| <b>Grade 3</b>   |                         | 9.09         |              |                              | 63.64        |              |                         | 27.27        |              |
| <b>Grade 4</b>   |                         | 11.48        |              |                              | 67.21        |              |                         | 21.31        |              |
| <b>Grade 5</b>   |                         | 10.13        |              |                              | 60.76        |              |                         | 29.11        |              |
| <b>Grade 6</b>   |                         | 6.82         |              |                              | 57.95        |              |                         | 35.23        |              |
| <b>All Grades</b>  |                         | 9.18         |              |                              | 61.90        |              |                         | 28.91        |              |

| <b>Writing</b>                                |                         |              |              |                              |              |              |                         |              |              |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| <b>Producing clear and purposeful writing</b> |                         |              |              |                              |              |              |                         |              |              |
| <b>Grade Level</b>                            | <b>% Above Standard</b> |              |              | <b>% At or Near Standard</b> |              |              | <b>% Below Standard</b> |              |              |
|   | <b>20-21</b>            | <b>21-22</b> | <b>22-23</b> | <b>20-21</b>                 | <b>21-22</b> | <b>22-23</b> | <b>20-21</b>            | <b>21-22</b> | <b>22-23</b> |
| <b>Grade 3</b>                                |                         | 10.61        |              |                              | 48.48        |              |                         | 40.91        |              |
| <b>Grade 4</b>                                |                         | 6.56         |              |                              | 67.21        |              |                         | 26.23        |              |
| <b>Grade 5</b>                                |                         | 11.39        |              |                              | 51.90        |              |                         | 36.71        |              |
| <b>Grade 6</b>                                |                         | 15.91        |              |                              | 51.14        |              |                         | 32.95        |              |
| <b>All Grades</b>                             |                         | 11.56        |              |                              | 54.08        |              |                         | 34.35        |              |

| <b>Listening</b>                                    |                         |              |              |                              |              |              |                         |              |              |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| <b>Demonstrating effective communication skills</b> |                         |              |              |                              |              |              |                         |              |              |
| <b>Grade Level</b>                                  | <b>% Above Standard</b> |              |              | <b>% At or Near Standard</b> |              |              | <b>% Below Standard</b> |              |              |
|   | <b>20-21</b>            | <b>21-22</b> | <b>22-23</b> | <b>20-21</b>                 | <b>21-22</b> | <b>22-23</b> | <b>20-21</b>            | <b>21-22</b> | <b>22-23</b> |
| <b>Grade 3</b>                                      |                         | 4.55         |              |                              | 65.15        |              |                         | 30.30        |              |
| <b>Grade 4</b>                                      |                         | 6.56         |              |                              | 80.33        |              |                         | 13.11        |              |
| <b>Grade 5</b>                                      |                         | 3.80         |              |                              | 79.75        |              |                         | 16.46        |              |
| <b>Grade 6</b>                                      |                         | 7.95         |              |                              | 72.73        |              |                         | 19.32        |              |
| <b>All Grades</b>                                   |                         | 5.78         |              |                              | 74.49        |              |                         | 19.73        |              |

| Research/Inquiry<br>Investigating, analyzing, and presenting information |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 3  |                  | 6.06  |       |                       | 65.15 |       |                  | 28.79 |       |
| Grade 4  |                  | 19.67 |       |                       | 63.93 |       |                  | 16.39 |       |
| Grade 5  |                  | 11.39 |       |                       | 51.90 |       |                  | 36.71 |       |
| Grade 6  |                  | 11.36 |       |                       | 69.32 |       |                  | 19.32 |       |
| All Grades   |                  | 11.90 |       |                       | 62.59 |       |                  | 25.51 |       |

**Conclusions based on this data:**

1. During the 2021-2022 school year, 31.63% of students scored standards exceeded or standards met as evident on the CAASPP assessment.
2. Only 5.78% of students scored Above Standard in Listening: Demonstrating Effective Communication Skills; this was the lowest among the four domains that includes reading, writing and research/inquiry.
3. 11.90% of students scored Above Standard in Research/Inquiry; this was the highest among the four domains that includes reading, writing, and listening.

# 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 Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 20-21                  | 21-22 | 22-23 | 20-21                | 21-22 | 22-23 | 20-21                     | 21-22 | 22-23 | 20-21                         | 21-22 | 22-23 |
| Grade 3                                | 64                     | 66    |       | 0                    | 66    |       | 0                         | 66    |       | 0.0                           | 100.0 |       |
| Grade 4                                | 76                     | 61    |       | 0                    | 61    |       | 0                         | 61    |       | 0.0                           | 100.0 |       |
| Grade 5                                | 85                     | 79    |       | 0                    | 79    |       | 0                         | 79    |       | 0.0                           | 100.0 |       |
| Grade 6                                | 96                     | 89    |       | 0                    | 89    |       | 0                         | 89    |       | 0.0                           | 100.0 |       |
| All Grades                             | 321                    | 295   |       | 0                    | 295   |       | 0                         | 295   |       | 0.0                           | 100.0 |       |

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

| Overall Achievement for All Students |                  |        |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|--------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |        |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 20-21            | 21-22  | 22-23 | 20-21               | 21-22 | 22-23 | 20-21          | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21              | 21-22 | 22-23 |
| Grade 3                              |                  | 2393.9 |       |                     | 6.06  |       |                | 18.18 |       |                       | 39.39 |       |                    | 36.36 |       |
| Grade 4                              |                  | 2441.3 |       |                     | 6.56  |       |                | 14.75 |       |                       | 49.18 |       |                    | 29.51 |       |
| Grade 5                              |                  | 2428.5 |       |                     | 1.27  |       |                | 10.13 |       |                       | 27.85 |       |                    | 60.76 |       |
| Grade 6                              |                  | 2486.9 |       |                     | 10.11 |       |                | 20.22 |       |                       | 26.97 |       |                    | 42.70 |       |
| All Grades                           | N/A              | N/A    | N/A   |                     | 6.10  |       |                | 15.93 |       |                       | 34.58 |       |                    | 43.39 |       |



| <b>Concepts &amp; Procedures</b>                     |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| <b>Applying mathematical concepts and procedures</b> |                  |       |       |                       |       |       |                  |       |       |
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 3  |                  | 10.61 |       |                       | 54.55 |       |                  | 34.85 |       |
| Grade 4  |                  | 8.20  |       |                       | 57.38 |       |                  | 34.43 |       |
| Grade 5  |                  | 1.27  |       |                       | 32.91 |       |                  | 65.82 |       |
| Grade 6  |                  | 10.11 |       |                       | 47.19 |       |                  | 42.70 |       |
| All Grades   |                  | 7.46  |       |                       | 47.12 |       |                  | 45.42 |       |

| <b>Problem Solving &amp; Modeling/Data Analysis</b>   |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| <b>Using appropriate tools and strategies to solve real world and mathematical problems</b> |                  |       |       |                       |       |       |                  |       |       |
| Grade Level   | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 3   |                  | 10.61 |       |                       | 53.03 |       |                  | 36.36 |       |
| Grade 4   |                  | 8.20  |       |                       | 59.02 |       |                  | 32.79 |       |
| Grade 5   |                  | 3.80  |       |                       | 40.51 |       |                  | 55.70 |       |
| Grade 6   |                  | 4.49  |       |                       | 48.31 |       |                  | 47.19 |       |
| All Grades  |                  | 6.44  |       |                       | 49.49 |       |                  | 44.07 |       |

| <b>Communicating Reasoning</b>                                   |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| <b>Demonstrating ability to support mathematical conclusions</b> |                  |       |       |                       |       |       |                  |       |       |
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 3  |                  | 4.55  |       |                       | 65.15 |       |                  | 30.30 |       |
| Grade 4  |                  | 6.56  |       |                       | 59.02 |       |                  | 34.43 |       |
| Grade 5  |                  | 0.00  |       |                       | 63.29 |       |                  | 36.71 |       |
| Grade 6  |                  | 11.24 |       |                       | 52.81 |       |                  | 35.96 |       |
| All Grades   |                  | 5.76  |       |                       | 59.66 |       |                  | 34.58 |       |

**Conclusions based on this data:**

- Overall 22.03% of students scored standard exceeded or standard met in math while 43.39% of students did not meet grade level standards on the CAASPP assessment.

2. Communication reasoning: demonstrating ability to support mathematical conclusions had the lowest percentage of students who scored above grade level with only a 5.76% of students scoring at this level.
3. Concepts & Procedures: Applying mathematical concepts and procedures had the highest percentage of students who scored above grade level with a 7.46% while 45.42% of student scored Below Standard.

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |        |       |               |        |       |                  |        |       |                           |       |       |
|--|---------|--------|-------|---------------|--------|-------|------------------|--------|-------|---------------------------|-------|-------|
| Grade Level  | Overall |        |       | Oral Language |        |       | Written Language |        |       | Number of Students Tested |       |       |
|  | 20-21   | 21-22  | 22-23 | 20-21         | 21-22  | 22-23 | 20-21            | 21-22  | 22-23 | 20-21                     | 21-22 | 22-23 |
| <b>K</b>   | 1426.5  | 1434.1 |       | 1431.1        | 1435.6 |       | 1416.1           | 1430.1 |       | 13                        | 20    |       |
| <b>1</b>   | *       | 1459.6 |       | *             | 1464.3 |       | *                | 1454.3 |       | 10                        | 12    |       |
| <b>2</b>   | 1440.0  | *      |       | 1446.9        | *      |       | 1432.5           | *      |       | 13                        | 9     |       |
| <b>3</b>   | *       | 1482.1 |       | *             | 1474.8 |       | *                | 1488.8 |       | 9                         | 12    |       |
| <b>4</b>   | 1490.1  | *      |       | 1483.2        | *      |       | 1496.6           | *      |       | 11                        | 8     |       |
| <b>5</b>   | 1498.6  | *      |       | 1492.5        | *      |       | 1504.4           | *      |       | 12                        | 10    |       |
| <b>6</b>   | *       | 1515.9 |       | *             | 1510.2 |       | *                | 1521.1 |       | 10                        | 15    |       |
| <b>All Grades</b>  |         |        |       |               |        |       |                  |        |       | 78                        | 86    |       |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|   | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21                    | 21-22 | 22-23 |
| <b>K</b>  | 15.38   | 20.00 |       | 23.08   | 35.00 |       | 61.54   | 35.00 |       | 0.00    | 10.00 |       | 13                       | 20    |       |
| <b>1</b>  | *       | 8.33  |       | *       | 41.67 |       | *       | 41.67 |       | *       | 8.33  |       | *                        | 12    |       |
| <b>2</b>  | 0.00    | *     |       | 30.77   | *     |       | 38.46   | *     |       | 30.77   | *     |       | 13                       | *     |       |
| <b>3</b>  | *       | 8.33  |       | *       | 33.33 |       | *       | 33.33 |       | *       | 25.00 |       | *                        | 12    |       |
| <b>4</b>  | 9.09    | *     |       | 18.18   | *     |       | 54.55   | *     |       | 18.18   | *     |       | 11                       | *     |       |
| <b>5</b>  | 8.33    | *     |       | 25.00   | *     |       | 50.00   | *     |       | 16.67   | *     |       | 12                       | *     |       |
| <b>6</b>  | *       | 13.33 |       | *       | 33.33 |       | *       | 33.33 |       | *       | 20.00 |       | *                        | 15    |       |
| <b>All Grades</b>   | 8.97    | 11.63 |       | 30.77   | 38.37 |       | 46.15   | 39.53 |       | 14.10   | 10.47 |       | 78                       | 86    |       |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level  | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|  | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21                    | 21-22 | 22-23 |
| <b>K</b>   | 7.69    | 20.00 |       | 53.85   | 40.00 |       | 30.77   | 30.00 |       | 7.69    | 10.00 |       | 13                       | 20    |       |
| <b>1</b>   | *       | 8.33  |       | *       | 58.33 |       | *       | 33.33 |       | *       | 0.00  |       | *                        | 12    |       |
| <b>2</b>   | 0.00    | *     |       | 38.46   | *     |       | 30.77   | *     |       | 30.77   | *     |       | 13                       | *     |       |
| <b>3</b>   | *       | 16.67 |       | *       | 50.00 |       | *       | 8.33  |       | *       | 25.00 |       | *                        | 12    |       |
| <b>4</b>   | 9.09    | *     |       | 54.55   | *     |       | 36.36   | *     |       | 0.00    | *     |       | 11                       | *     |       |
| <b>5</b>   | 25.00   | *     |       | 41.67   | *     |       | 16.67   | *     |       | 16.67   | *     |       | 12                       | *     |       |
| <b>6</b>   | *       | 40.00 |       | *       | 26.67 |       | *       | 20.00 |       | *       | 13.33 |       | *                        | 15    |       |
| <b>All Grades</b>  | 12.82   | 22.09 |       | 50.00   | 45.35 |       | 25.64   | 24.42 |       | 11.54   | 8.14  |       | 78                       | 86    |       |

| Written Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|   | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21                    | 21-22 | 22-23 |
| <b>K</b>  | 7.69    | 15.00 |       | 23.08   | 25.00 |       | 69.23   | 40.00 |       | 0.00    | 20.00 |       | 13                       | 20    |       |
| <b>1</b>  | *       | 25.00 |       | *       | 25.00 |       | *       | 25.00 |       | *       | 25.00 |       | *                        | 12    |       |
| <b>2</b>  | 0.00    | *     |       | 30.77   | *     |       | 30.77   | *     |       | 38.46   | *     |       | 13                       | *     |       |
| <b>3</b>  | *       | 8.33  |       | *       | 25.00 |       | *       | 33.33 |       | *       | 33.33 |       | *                        | 12    |       |
| <b>4</b>  | 9.09    | *     |       | 9.09    | *     |       | 36.36   | *     |       | 45.45   | *     |       | 11                       | *     |       |
| <b>5</b>  | 8.33    | *     |       | 0.00    | *     |       | 58.33   | *     |       | 33.33   | *     |       | 12                       | *     |       |
| <b>6</b>  | *       | 0.00  |       | *       | 26.67 |       | *       | 46.67 |       | *       | 26.67 |       | *                        | 15    |       |
| <b>All Grades</b>   | 7.69    | 9.30  |       | 19.23   | 26.74 |       | 43.59   | 39.53 |       | 29.49   | 24.42 |       | 78                       | 86    |       |

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 20-21          | 21-22 | 22-23 | 20-21               | 21-22 | 22-23 | 20-21     | 21-22 | 22-23 | 20-21                    | 21-22 | 22-23 |
| <b>K</b>  | 7.69           | 30.00 |       | 76.92               | 60.00 |       | 15.38     | 10.00 |       | 13                       | 20    |       |
| <b>1</b>  | *              | 16.67 |       | *                   | 83.33 |       | *         | 0.00  |       | *                        | 12    |       |
| <b>2</b>  | 7.69           | *     |       | 61.54               | *     |       | 30.77     | *     |       | 13                       | *     |       |
| <b>3</b>  | *              | 33.33 |       | *                   | 41.67 |       | *         | 25.00 |       | *                        | 12    |       |
| <b>4</b>  | 18.18          | *     |       | 81.82               | *     |       | 0.00      | *     |       | 11                       | *     |       |
| <b>5</b>  | 16.67          | *     |       | 83.33               | *     |       | 0.00      | *     |       | 12                       | *     |       |
| <b>6</b>  | *              | 26.67 |       | *                   | 60.00 |       | *         | 13.33 |       | *                        | 15    |       |
| <b>All Grades</b>   | 17.95          | 26.74 |       | 70.51               | 65.12 |       | 11.54     | 8.14  |       | 78                       | 86    |       |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level  | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|  | 20-21          | 21-22 | 22-23 | 20-21               | 21-22 | 22-23 | 20-21     | 21-22 | 22-23 | 20-21                    | 21-22 | 22-23 |
| <b>K</b>   | 7.69           | 15.00 |       | 84.62               | 70.00 |       | 7.69      | 15.00 |       | 13                       | 20    |       |
| <b>1</b>   | *              | 16.67 |       | *                   | 83.33 |       | *         | 0.00  |       | *                        | 12    |       |
| <b>2</b>   | 7.69           | *     |       | 76.92               | *     |       | 15.38     | *     |       | 13                       | *     |       |
| <b>3</b>   | *              | 25.00 |       | *                   | 58.33 |       | *         | 16.67 |       | *                        | 12    |       |
| <b>4</b>   | 18.18          | *     |       | 81.82               | *     |       | 0.00      | *     |       | 11                       | *     |       |
| <b>5</b>   | 41.67          | *     |       | 41.67               | *     |       | 16.67     | *     |       | 12                       | *     |       |
| <b>6</b>   | *              | 33.33 |       | *                   | 46.67 |       | *         | 20.00 |       | *                        | 15    |       |
| <b>All Grades</b>  | 19.23          | 26.74 |       | 70.51               | 63.95 |       | 10.26     | 9.30  |       | 78                       | 86    |       |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 20-21          | 21-22 | 22-23 | 20-21               | 21-22 | 22-23 | 20-21     | 21-22 | 22-23 | 20-21                    | 21-22 | 22-23 |
| K   | 7.69           | 20.00 |       | 84.62               | 65.00 |       | 7.69      | 15.00 |       | 13                       | 20    |       |
| 1   | *              | 33.33 |       | *                   | 25.00 |       | *         | 41.67 |       | *                        | 12    |       |
| 2   | 15.38          | *     |       | 46.15               | *     |       | 38.46     | *     |       | 13                       | *     |       |
| 3   | *              | 8.33  |       | *                   | 50.00 |       | *         | 41.67 |       | *                        | 12    |       |
| 4   | 18.18          | *     |       | 27.27               | *     |       | 54.55     | *     |       | 11                       | *     |       |
| 5   | 8.33           | *     |       | 58.33               | *     |       | 33.33     | *     |       | 12                       | *     |       |
| 6   | *              | 0.00  |       | *                   | 46.67 |       | *         | 53.33 |       | *                        | 15    |       |
| All Grades  | 12.82          | 11.63 |       | 48.72               | 53.49 |       | 38.46     | 34.88 |       | 78                       | 86    |       |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 20-21          | 21-22 | 22-23 | 20-21               | 21-22 | 22-23 | 20-21     | 21-22 | 22-23 | 20-21                    | 21-22 | 22-23 |
| K   | 23.08          | 35.00 |       | 69.23               | 45.00 |       | 7.69      | 20.00 |       | 13                       | 20    |       |
| 1   | *              | 16.67 |       | *                   | 75.00 |       | *         | 8.33  |       | *                        | 12    |       |
| 2   | 0.00           | *     |       | 53.85               | *     |       | 46.15     | *     |       | 13                       | *     |       |
| 3   | *              | 8.33  |       | *                   | 91.67 |       | *         | 0.00  |       | *                        | 12    |       |
| 4   | 0.00           | *     |       | 90.91               | *     |       | 9.09      | *     |       | 11                       | *     |       |
| 5   | 0.00           | *     |       | 83.33               | *     |       | 16.67     | *     |       | 12                       | *     |       |
| 6   | *              | 13.33 |       | *                   | 80.00 |       | *         | 6.67  |       | *                        | 15    |       |
| All Grades  | 10.26          | 15.12 |       | 75.64               | 77.91 |       | 14.10     | 6.98  |       | 78                       | 86    |       |

**Conclusions based on this data:**

- In 2021-2022 school year, 50% of English Learners scored either at level 3 or level 4 overall on the ELPAC while only 39.74% of English Learners scored level 3 or level 4 in 2020-2021 school year.

2. In 2021-2022 school year, 36% of English Learners scored either at level 3 or level 4 in written language while only 27% scored level 3 or level 4 in 2020-2021 school year.
3. In 2021-2022 school year, 26.74% of English Learners scored Well Developed in both the Speaking and Listening Domain.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

| 2021-22 Student Population   |  |  |   |
|--|--|--|---|
| Total Enrollment   | Socioeconomically Disadvantaged  | English Learners   | Foster Youth  |
| 481  | 74.8   | 18.7   | 0.4   |
| Total Number of Students enrolled in Indian Hills Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2021-22 Enrollment for All Students/Student Group |       |            |
|---|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 90    | 18.7       |
| Foster Youth                                      | 2     | 0.4        |
| Homeless  | 3     | 0.6        |
| Socioeconomically Disadvantaged                   | 360   | 74.8       |
| Students with Disabilities                        | 43    | 8.9        |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 14    | 2.9        |
| American Indian              | 1     | 0.2        |
| Asian                        | 13    | 2.7        |



| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| Filipino                     | 5     | 1.0        |
| Hispanic                     | 362   | 75.3       |
| Two or More Races            | 1     | 0.2        |
| Pacific Islander             |       |            |
| White                        | 73    | 15.2       |

**Conclusions based on this data:**

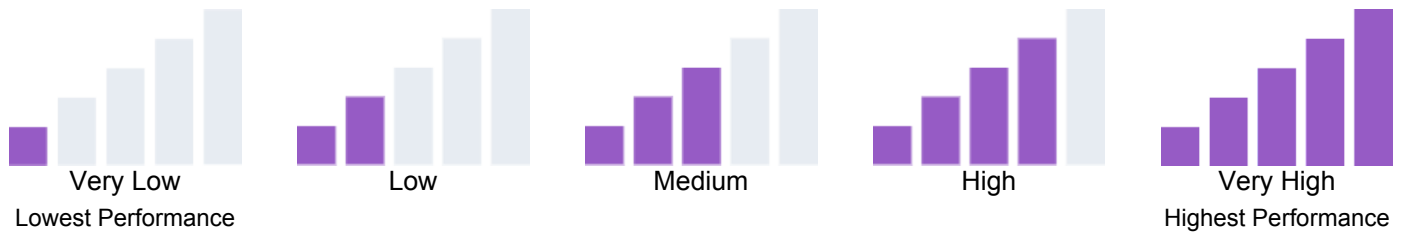
1. In 2021-2022 school year, 74.8% of students are socioeconomically disadvantaged and 18.7% are English Learners.
2. in 2021-2022 school year, 75.3% of students identify themselves as Hispanic and 15.2% identify as White. Only 2.9% of total student enrolment identify as African American.
3. in 2021-2022 school year, 8.9% percent of students are students with disabilities and the Foster and Homeless student group combined only make up 1% of student enrolment.

# School and Student Performance Data

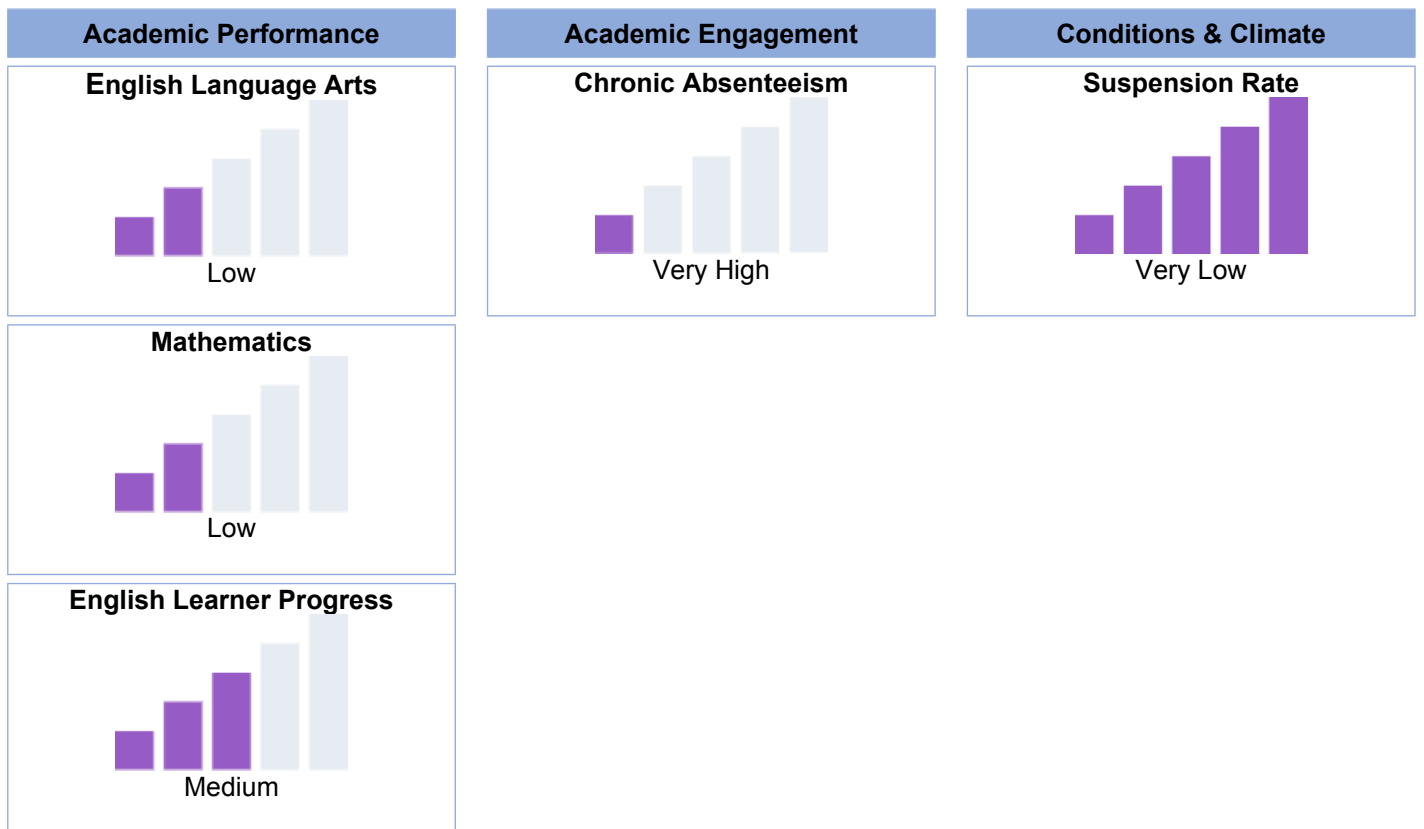
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

- English Learners Progress received the status level of Medium according to the CA Dashboard.
- Chronic Absenteeism received the status level of Very High in the 2021-2022 school year.
- Both English Language Arts and Math received the status level of Low in the 2021-2022 school year.

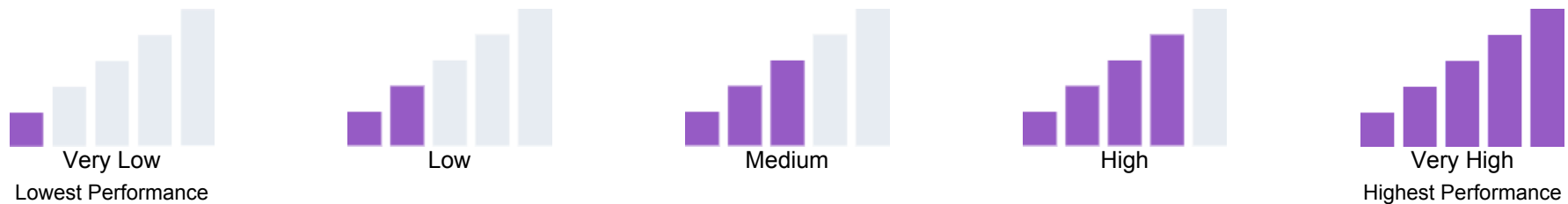


# School and Student Performance Data

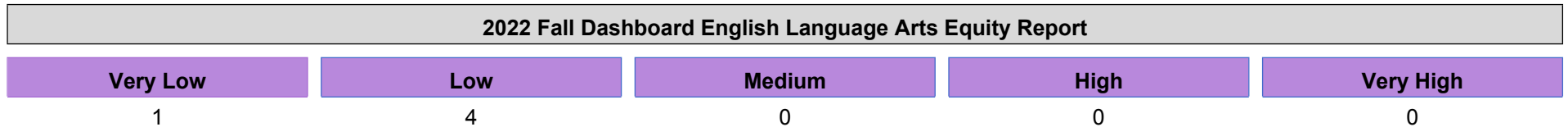
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

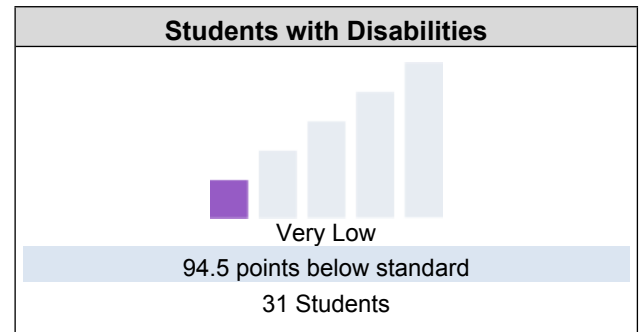
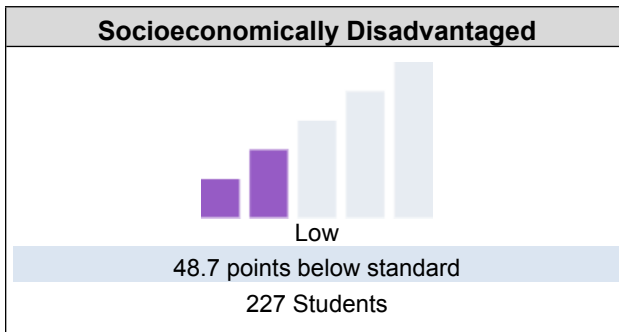
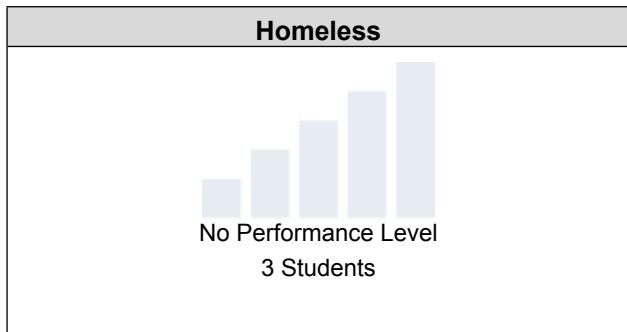
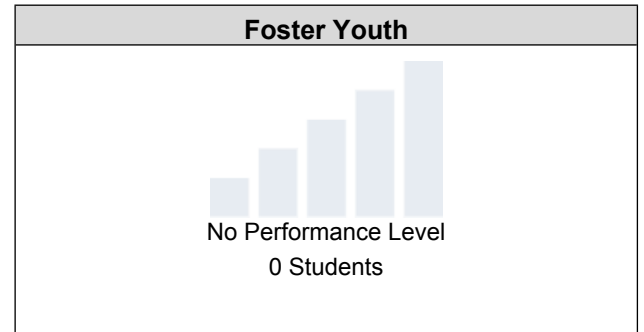
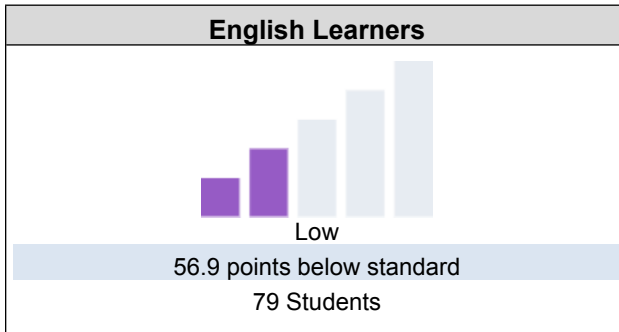
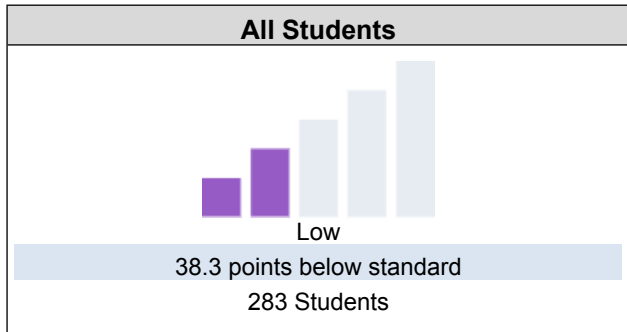


This section provides number of student groups in each level.

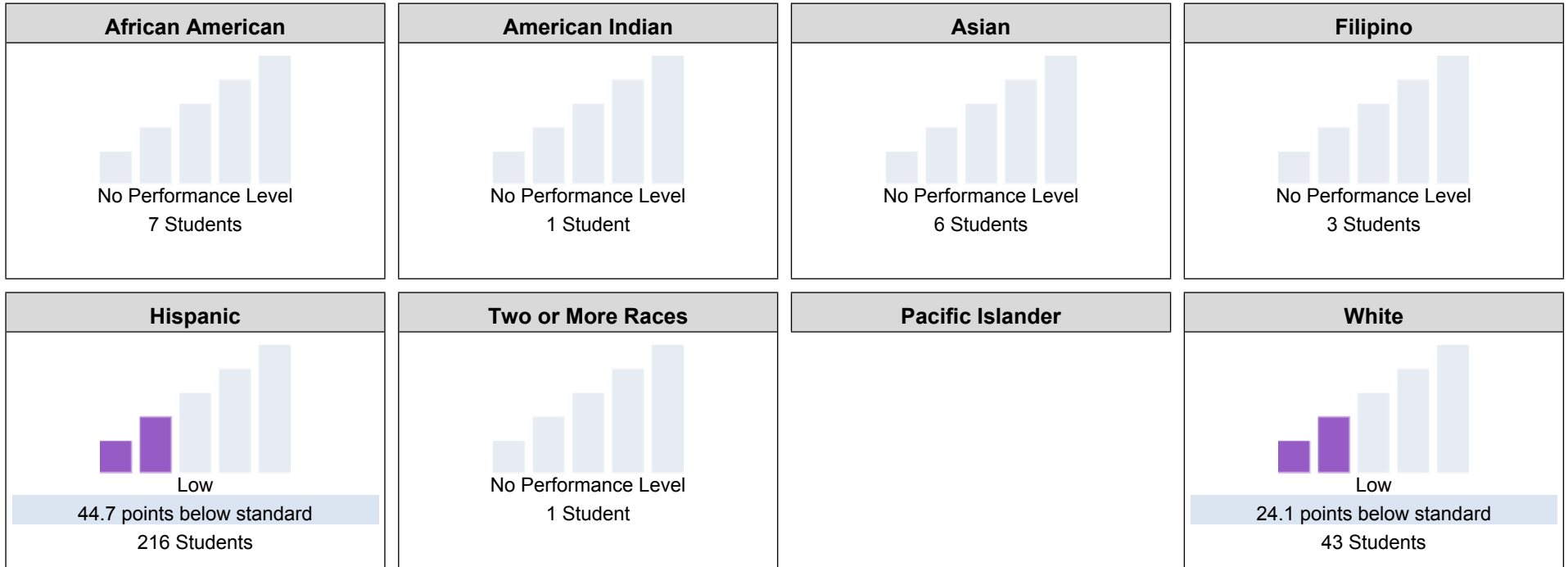


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

| Current English Learner     | Reclassified English Learners | English Only               |
|-----------------------------|-------------------------------|----------------------------|
| 109.5 points below standard | 9.1 points above standard     | 32.9 points below standard |
| 44 Students                 | 35 Students                   | 196 Students               |

**Conclusions based on this data:**

- In the 2021-2022 school year, Current English Learners were 109.5 points below standard in ELA while Reclassified English Learners were 9.1 points above standard. English Only students were 32.9 points below standard in ELA.

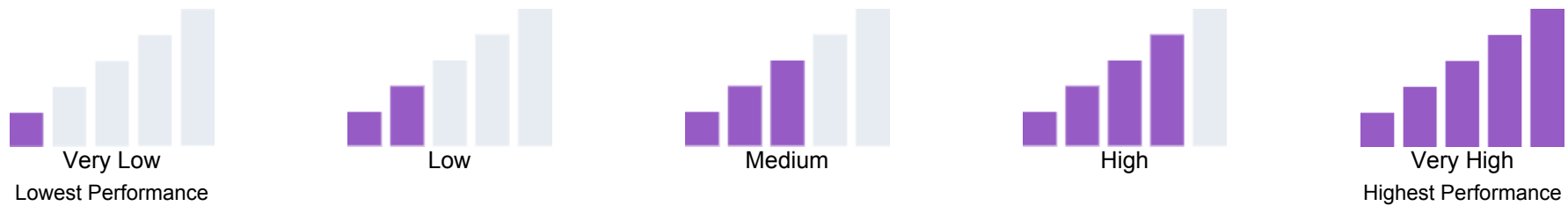
2. All students scored 38.3 points below standard in ELA and received a status level of Low. Student with disabilities are 94.5 points below standard in ELA receiving a Very Low status level.
3. Hispanic subgroup was 44.7 points below standard in ELA receiving a Low status level while the White subgroup was only 24.1 points below standard in ELA.

# School and Student Performance Data

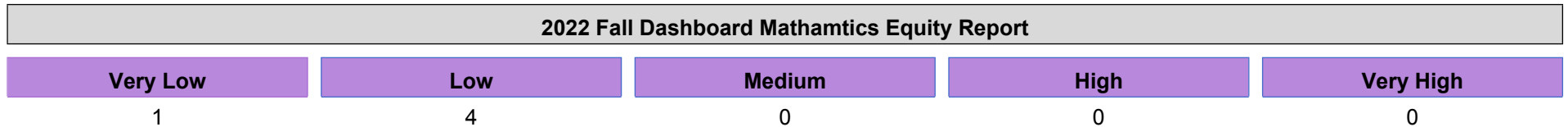
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



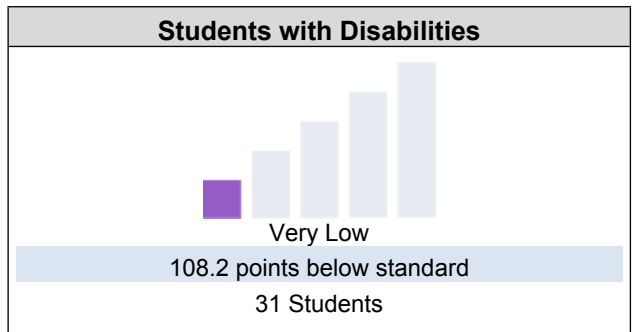
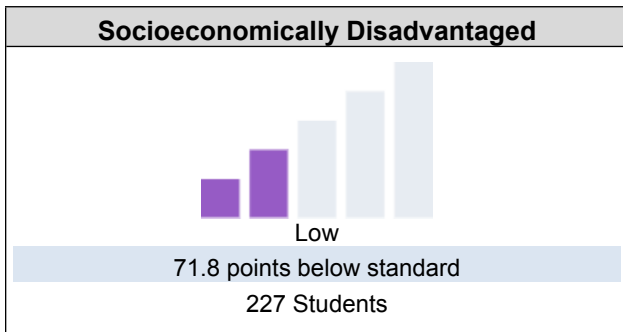
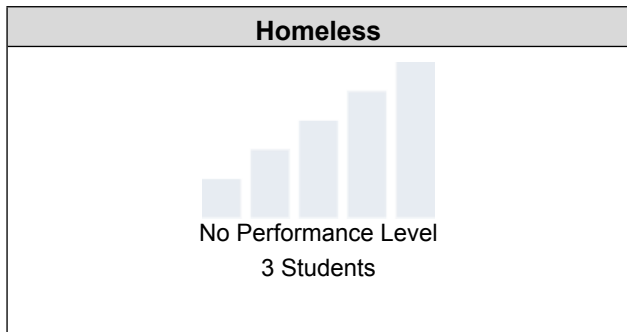
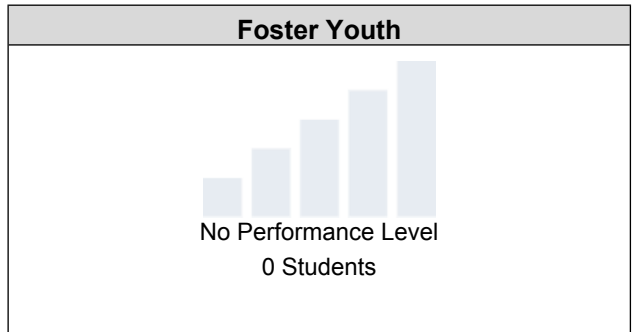
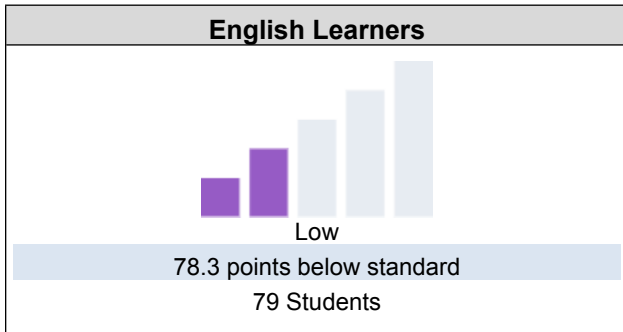
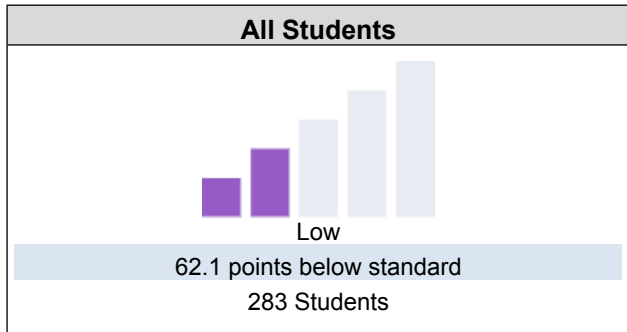
This section provides number of student groups in each level.



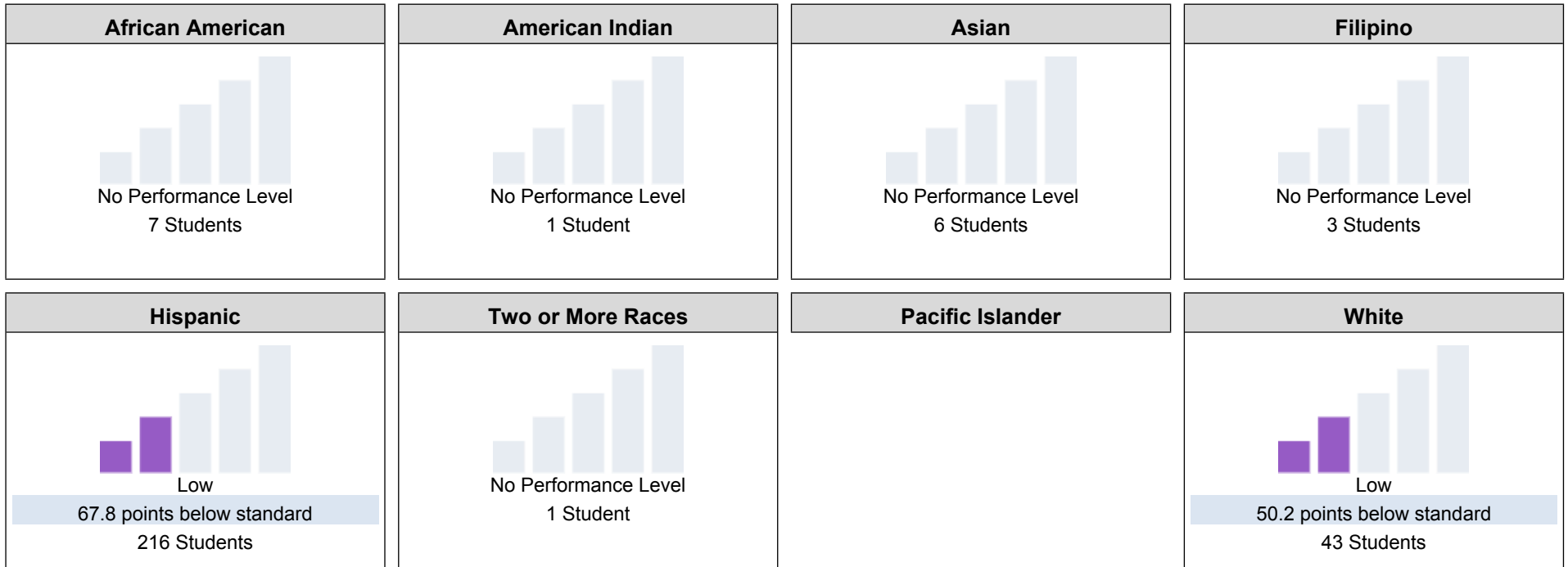
This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8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



2022 Fall Dashboard Mathematics Performance for All Students/Student Group



**2022 Fall Dashboard Mathematics Performance by Race/Ethnicity**



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

**2022 Fall Dashboard Mathematics Data Comparisons for English Learners**

| Current English Learner                    | Reclassified English Learners             | English Only                               |
|--|---|--|
| 111.7 points below standard<br>44 Students | 36.3 points below standard<br>35 Students | 56.9 points below standard<br>196 Students |

**Conclusions based on this data:**

- In math, English learners scored 111.7 points below standard while Reclassified English Learners scored only 36.3 points below standard. English Only students scored 56.9 points below standard in math.
- In math, students with disabilities scored 108.2 points below standard while overall, students were only 62.1 points from standard.

3. In math, the Hispanic subgroup scored 67.8 points below standard while the White subgroup was only 50.2 points below standard in math.

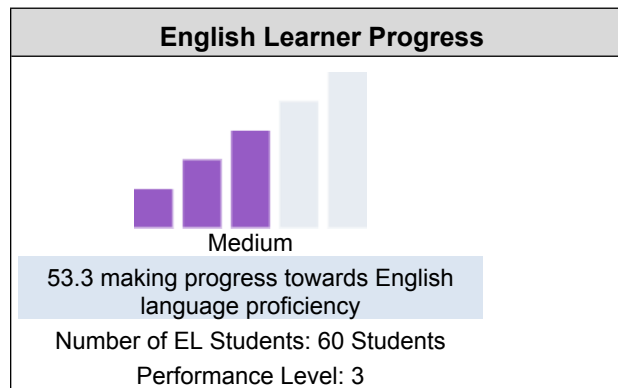
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 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.

### 2022 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 |
|--------------------------|--|-------------------------|------------------------------------|
| 8.3%                     | 38.3%                                      | 0.0%                    | 53.3%                              |

#### Conclusions based on this data:

1. In 2021-2022, 53.3% of English Learners showed making progress towards English Language proficiency and achieving a performance level of 3.
2. 53.3% of English Learners progressed at least one ELPI level and only 8.3% of English Learners decreased one ELPI Level.

3. 38.3% of English Learners maintained their ELPI Level in English Language Acquisition.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

**Conclusions based on this data:**

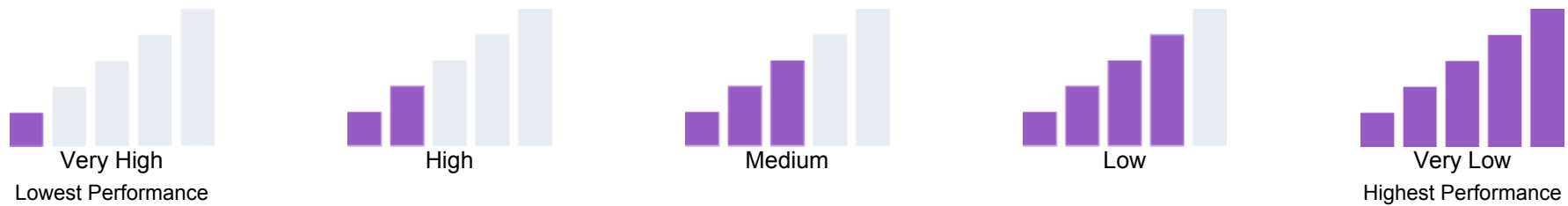
- 1. N/A
- 2. N/A
- 3. N/A

# School and Student Performance Data

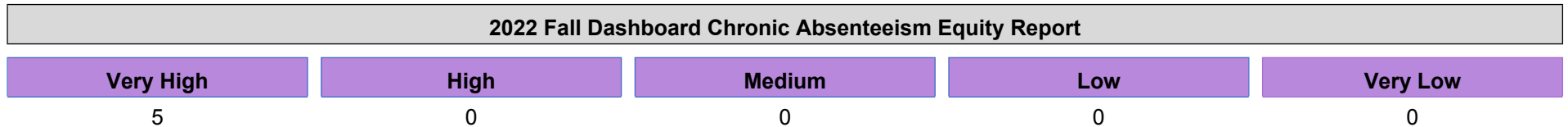
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

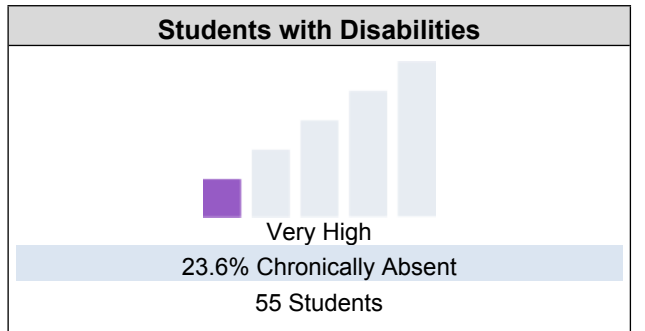
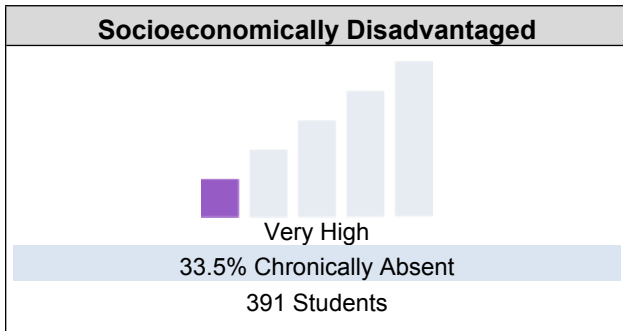
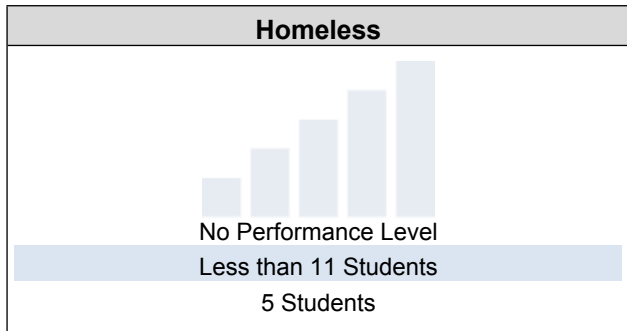
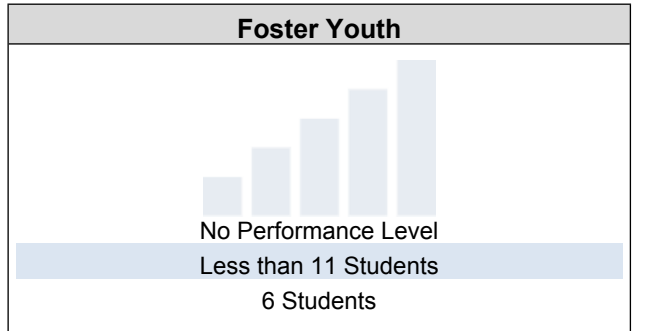
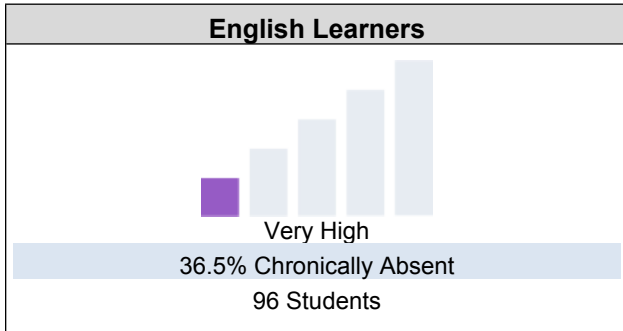
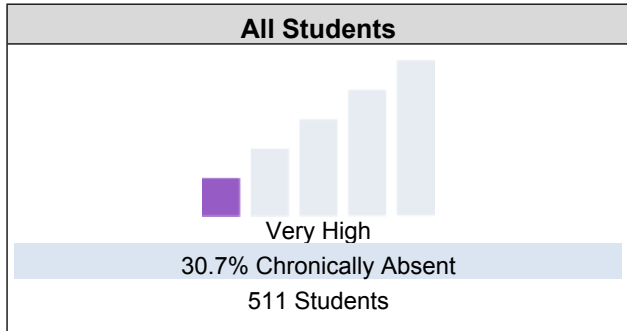


This section provides number of student groups in each level.



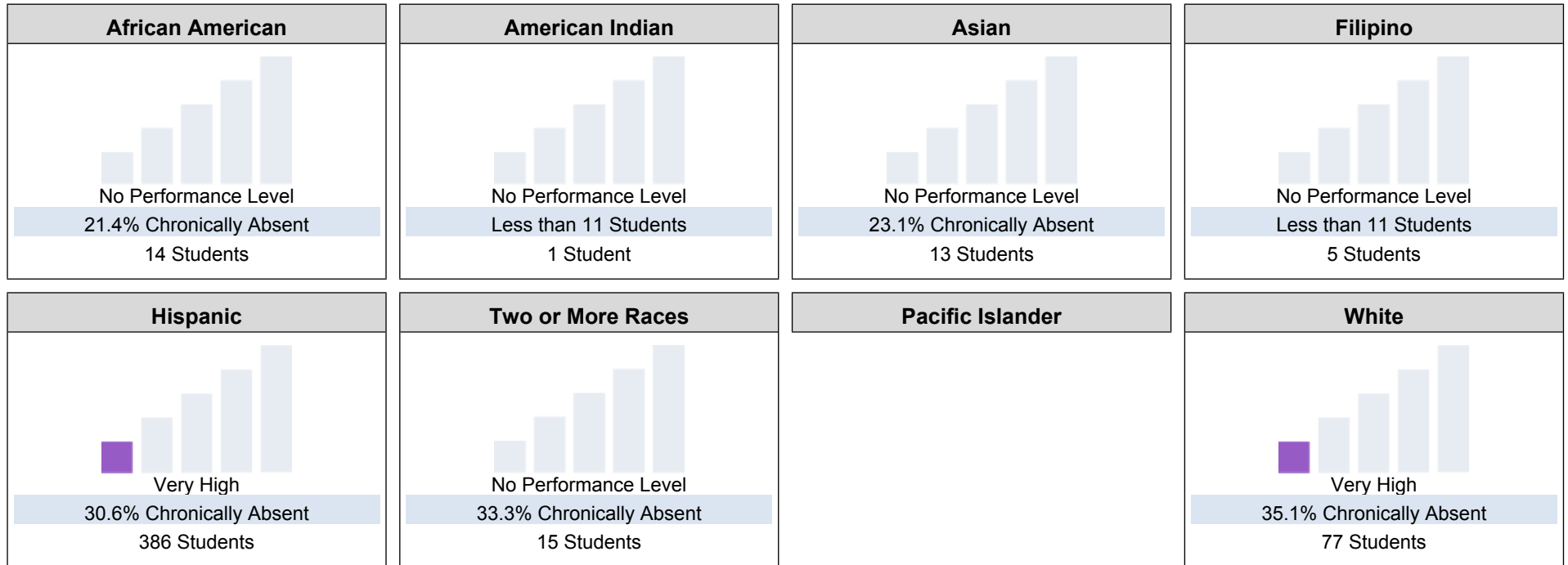
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group





**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. Overall, 30.7% of students were chronically absent in the 2021-2022 school year receiving a Very High status level.
2. There were only 23.6% of Students with disabilities who were chronically absent in the 2021-2022 school year while 36.5% of English Learners were chronically absent.
3. The White (35.1%) subgroup had a higher number of students who were chronically absent compared to the Hispanic subgroup (30.6%).

# School and Student Performance Data

## Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low  
Lowest Performance

Low

Medium

High

Very High  
Highest Performance

This section provides number of student groups in each level.

### 2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

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

### 2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

#### Conclusions based on this data:

1. N/A

2. N/A

3. N/A

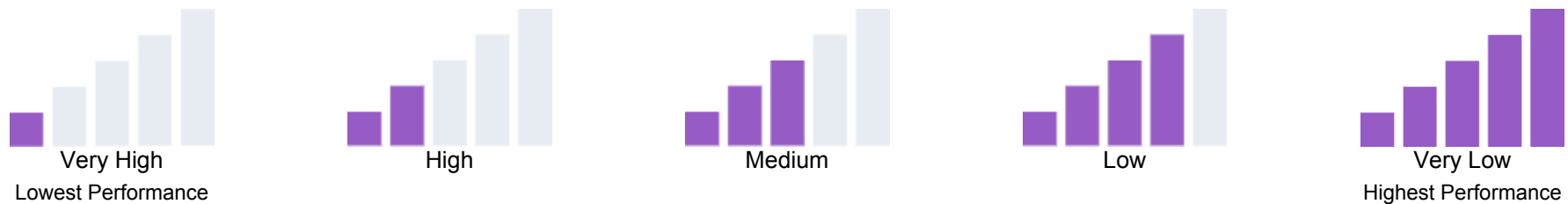


# School and Student Performance Data

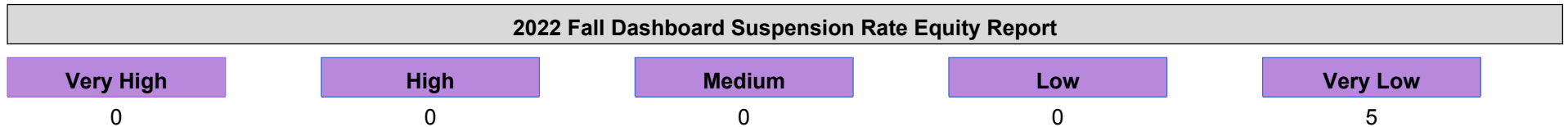
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

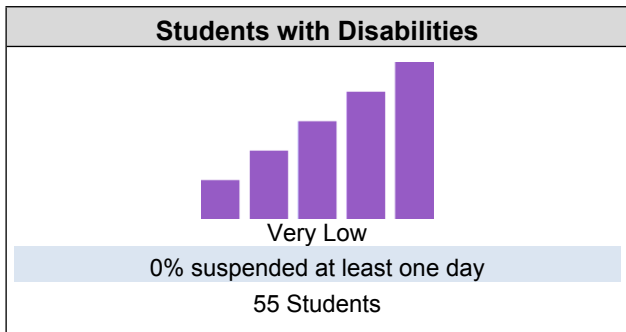
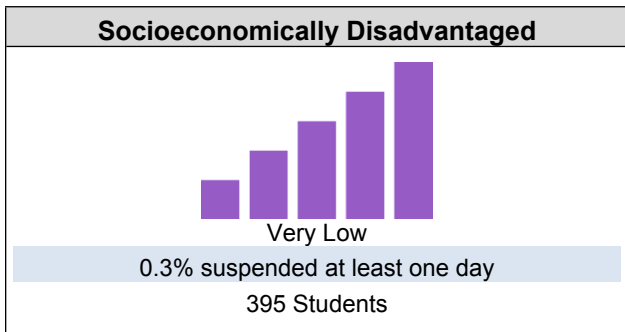
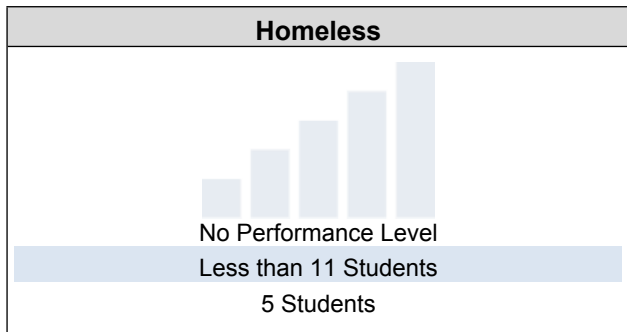
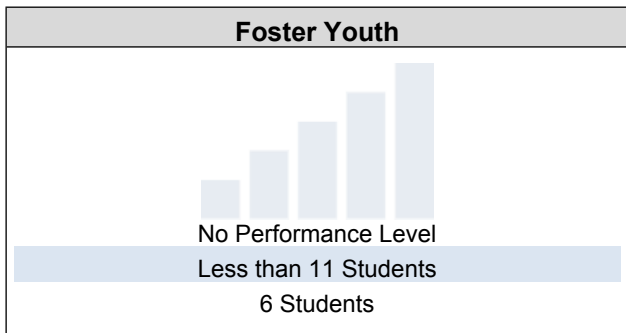
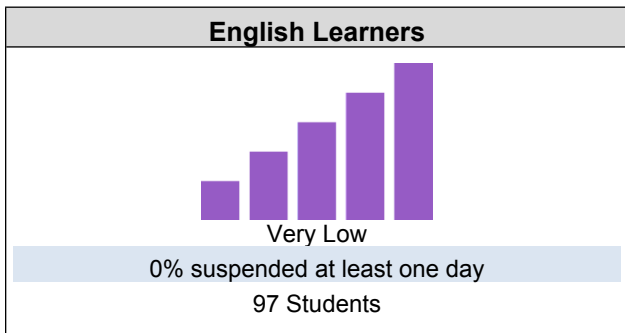
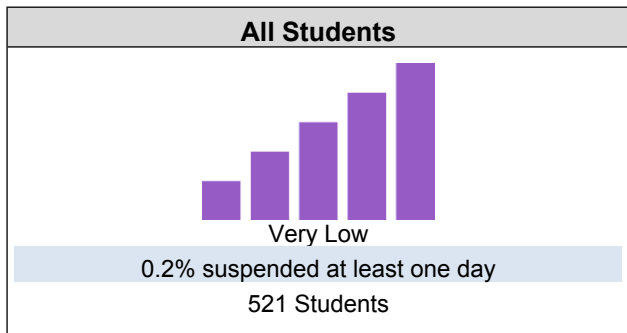


This section provides number of student groups in each level.

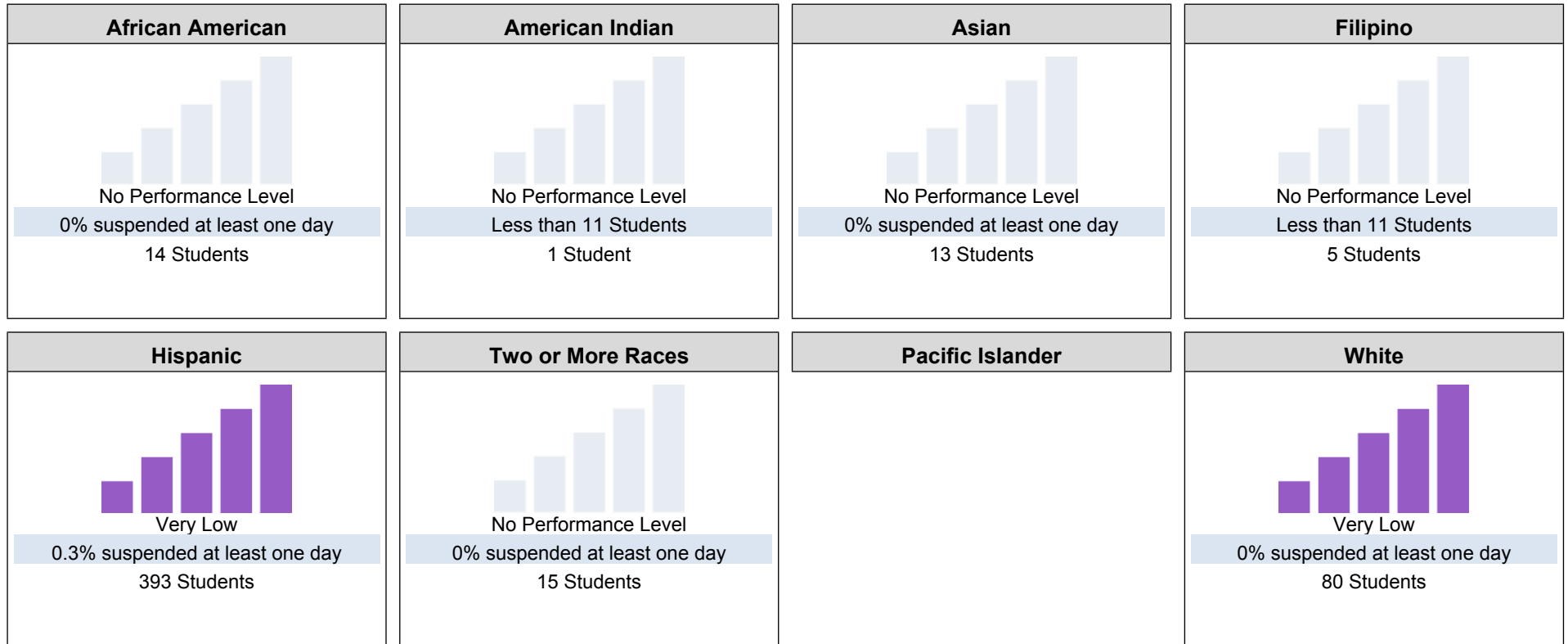


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. Overall, suspension rate for all students was very low with only a .2% of students.
2. All subgroups, English learners, students with disabilities and socioeconomically disadvantaged received a Very Low status level in suspension rate.
3. Both the Hispanic and the White student group were Very Low in the suspension rare with Hispanic having a .3% of student who were suspended and no White students were suspended.

# Goals, Strategies, & Proposed Expenditures

## Goal 1.0

College and Career Readiness

### State and/or Local Priorities addressed by this goal:

State Priorities:        Priority 2: State Standards (Conditions of Learning)  
                                 Priority 4: Pupil Achievement (Pupil Outcomes)  
                                 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:        P2

### Identified Need from the Annual Evaluation and Needs Assessment:

NWEA assessments indicate that all grade levels in ELA had a declined in achievement percentiles when comparing the median percentile. Grade one declined from the 38th median percentile to the 25th percentile, grade two declined from the 42nd median percentile to the 34th median percentile, grade three declined from the 6th median percentile to the 49th median percentile, grade four declined from the 39th median percentile to the 23th median percentile, grade five declined from 42nd median percentile to the 29th median percentile, and grade six declined from the 41st median percentile to the 32nd median percentile. There was an average of 12 percentile decline overall for all grade levels.

In math, NWEA data indicates that all grade levels declined in percentiles from Fall 2022 to Spring 2023 except for grade 6. Grade one declined from 43rd median percentile to 26th median percentile, grade two declined from 44th median percentile to 29th median percentile, grade three declined from 46th median percentile to 36th median percentile, grade four declined from 31st median percentile to 25th median percentile, grade five declined from 32nd median percentile to 24th median percentile. There was an average of 11 percentile decline overall for all grade levels except grade six.

CAASPP data indicates that Students with Disabilities are struggling to meet grade level standards when compared to other subgroups. In English Language Arts, Students with Disabilities received a very low status level because of being 94.5 points below standard. Even though, Students with Disabilities subgroup for the entire state shows 97.3 points below standard in ELA. In math, Students with Disabilities also received a very low status level because of being 108.2 points below standard. Even though, Students with Disabilities subgroup for the entire state shows 130.8 points below standard in math.

Chronic absenteeism indicates a 30.7% of students who are chronically absent. The states shows a 30% of students who are chronically absent. This gives our school a status level of Very High. All subgroups have a very high status level in chronic absenteeism but English learners have the highest among the five subgroups. English learners have a rate of 36.5% chronically absent, while the Hispanic subgroup received a 30.6% absent rate, socioeconomically disadvantaged subgroup received a rate of 33.5% absent rate, students with disabilities received an absent rate of 23.6% and the White subgroup received an absent rate of 35.1%.

All subgroups received in Low status level in both ELA and math except Students with Disabilities which received a status level of Very Low in both ELA and Math. A need to reexamine how to approach the needs of students with disabilities needs to be address with school resources.

## Expected Annual Measurable Outcomes

| Metric/Indicator  | Baseline/Actual Outcome  | Expected Outcome  |
|---|--|---|
| <p>P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)</p>   | <p>CAASPP ELA Data:<br/> Overall Distance from Standard: 38.3 points below standard<br/> Students with Disabilities: 94.5 points below standard<br/> English Learners: 56.9 points below standard<br/> Hispanic: 44.7 points below standard<br/> Socioeconomically Disadvantaged: 48.7 points below standard<br/> White: 24.1 points below standard</p>  | <p>Expected Outcomes for 2023-2024:<br/> CAASPP ELA Data will show a reduction in the distance from standard by a minimum of 5 points overall and for all subgroups.</p>  |
| <p>P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)</p>  | <p>CAASPP Math Data:<br/> Overall Distance from Standard: 62.1 points below standard<br/> Students with Disabilities: 108.2 points below standard<br/> English Learners: 78.3 points below standard<br/> Hispanic: 67.8 points below standard<br/> Socioeconomically Disadvantaged: 71.8 points below standard<br/> White: 50.2 points below standard</p>  | <p>Expected Outcomes for 2023-2024:<br/> CAASPP Math Data will show a reduction in the distance from standard by a minimum of 5 points overall and for all subgroups.</p> |
| <p>P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)</p> | <p>For the 2021-2022 school year:<br/> 15.57% of EL students scored at Level 4(Well Developed) on the summative ELPAC,<br/> 35.23% of EL students scored at Level 3(Moderately Developed) on the summative ELPAC,<br/> 30.73% of EL students scored at Level 2(Somewhat Developed) on the summative ELPAC,<br/> 18.47% of EL students scored at Level 1(Minimally Developed) on the summative ELPAC.</p> <p>53.3% of English Learners showed making progress towards English language proficiency compared to only 44.7% of English Learners making progress towards English Language proficiency in 2019. Currently the English Learners subgroup holds the status level of Medium.</p> | <p>Expected Outcome for 2023-2024:<br/> English learners will continue to increased in their progress towards English language proficiency by at least 3%.</p>            |



| Metric/Indicator  | Baseline/Actual Outcome  | Expected Outcome  |
|---|--|---|
| P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest | 7.2% of EL students were redesignated during the 2022-2023 school year as evident on Data Quest.   | Expected Outcome for 2023-2024:<br>8% of EL students will be classified as Fluent English Proficient as indicated on the ELPAC.                                     |
| P8: Other Student Outcomes - NWEA ELA                                       | <p>NWEA ELA Winter 2022 Data:</p> <p>For Grade 1: There was no changed: 26% of students scored higher than the 61st percentile from the Fall to Winter NWEA</p> <p>For Grade 2: There was a decreased of 5% of students who scored below the 61st percentile from the Fall to Winter NWEA</p> <p>For Grade 3: There was a decreased of 18% of students who scored below the 61st percentile from the Fall to Winter NWEA</p> <p>For Grade 4: There was a decreased of 6% of students who scored below the 61st percentile from the Fall to Winter NWEA</p> <p>For Grade 5: There was no changed: 20% of students scored higher than the 61st percentile from the Fall to Winter NWEA</p> <p>Fore Grade 6: There was a decreased of 5% of students who scored below the 61st percentile from the Fall to Winter NWEA</p>        | Expected Outcome for 2023-2024:<br>All grade levels K-6th will have an increase of 2% in the number of students who score average to high average on the NWEA ELA.  |
| P8: Other Student Outcomes - NWEA Math                                      | <p>NWEA Math Winter 2022 Data:</p> <p>For Grade 1: There was a decreased of 3% of students who scored below the 61st percentile from the Fall to Winter NWEA</p> <p>For Grade 2: There was a decreased of 8% of students who scored below the 61st percentile from the Fall to Winter NWEA</p> <p>For Grade 3: There was a decreased of 10% of students who scored below the 61st percentile from the Fall to Winter NWEA</p> <p>For Grade 4: There was no changed: 12% of students scored higher than the 61st percentile from the Fall to Winter NWEA</p> <p>For Grade 5: There was an increased of 3% of students who scored higher than the 61st percentile from the Fall to Winter NWEA</p> <p>Fore Grade 6: There was no changed: 9% of students scored higher than the 61st percentile from the Fall to Winter NWEA</p> | Expected Outcome for 2023-2024:<br>All grade levels K-6th will have an increase of 2% in the number of students who score average to high average on the NWEA Math. |

| Metric/Indicator                           | Baseline/Actual Outcome   | Expected Outcome   |
|--|---|--|
| P8: HMH Reading Inventory for ELA          | <p>HMH Reading Inventory for ELA Data:<br/>           10% of 6th graders scored Advanced in the HMH Reading Inventory for ELA<br/>           16% of 6th graders scored Proficient in the HMH Reading Inventory for ELA<br/>           41% of 6th graders scored Basic in the HMH Reading Inventory for ELA<br/>           33% of 6th graders scored Below Basic in the HMH Reading Inventory for ELA</p> <p>A total of 86 6th graders were assessed with the HMH Reading Inventory for ELA</p>  | <p>Expected Outcome for 2023-2024:<br/>           HMH Reading Inventory for ELA was not administered in the 2022-2023 school year. NWEA ELA will replaced this assessment for 6th graders middle school placement.</p> |
| P8: Other Student Outcomes - MDTP for Math | <p>MDTP Math Data:<br/>           88 sixth graders completed the MDTP for Math.</p> <p>Seven mathematical concepts were assessed:<br/>           DAST, DECM, FRAC, GEOM, INTG, LTEQ, PROP.</p> <p>The results are as followed:<br/>           27.27% of 6th graders showed no mastery in these mathematical concepts<br/>           25% of 6th graders showed mastery in one of these mathematical concepts<br/>           15.91% of 6th graders showed mastery in two of these mathematical concepts<br/>           10.23% of 6th graders showed mastery in three of these mathematical concepts<br/>           9.09% of 6th graders showed mastery in four of these mathematical concepts<br/>           5.68% of 6th graders showed mastery in five of these mathematical concepts<br/>           3.41% of 6th graders showed mastery in six of these mathematical concepts<br/>           3.41% of 6th graders showed mastery in all seven of these mathematical concepts</p> | <p>Expected Outcome for 2023-2024:<br/>           MDTP for math was not administered in the 2022-2023 school year. NWEA math will replaced this assessment for 6th graders middle school placement.</p>                |

## Planned Strategies/Activities

# Action 1.1

## CCSS Implementation

X

Modified Action

| Planned Actions/Services   | Students to be served   | Budget and Source   |
|--|---|---|
| <p>1.0 CCSS Implementation</p> <p>1A. Teachers will participate in professional development that focuses on the implementation of ELA/Math/Science CCSS across the curriculum.</p> <p>Teachers will be provided with professional development that focuses on second language acquisition, ELD, culturally responsive teaching, and the EL roadmap. Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and paraprofessionals on ELD instruction and strategies targeting English Learners.</p> <p>1B. Teachers will utilize NWEA, running records, formative assessments and summative assessments including teacher observations to monitor student progress and to plan daily instruction.</p> <p>1C. Media Clerk will coordinate availability of materials for teachers to implement the grade level common core standards and other supplemental materials to support the implementation and assessments of ELA/Math CCSS. EMCC will also provide Technology support with Chromebooks, Second Step, digital citizenship and other software to teachers. Makerspace will also be monitored by EMCC. EMCC will also maintain the school website including school Facebook page to keep parents informed on school activities.</p> <p>1D. One bilingual language tutor will provide classroom support to English Learners, special education students through guided reading using Guided leveled reading readers. BLT has been trained in guided reading strategies and will be able to provide support in classrooms as they do guided reading instruction with small groups. BLT will focus on students who speak very little to no English. Her support will allow students to have access to the core in both ELA and Math.</p> | <p>X All Students</p> <p>Other student group(s) English Learners, Students with Disabilities, Head Start/Preschool</p> <p>X</p> | <p>Classified, Hourly Extra hours to disseminate materials, additional support in the classroom<br/>2000-2999: Classified Personnel Salaries<br/>LCFF Suppl/Conc -- 0707<br/>\$1000.00</p> <p>Certificated, Hourly Extra hours data analysis, professional development, IEP meetings, parent meetings.<br/>1000-1999: Certificated Personnel Salaries<br/>LCFF Suppl/Conc -- 0707<br/>\$2000.00</p> <p>Substitute, Teacher Substitute time for supplemental grade level or teacher release time, IEPs, teacher PD, parent conferences, SST meetings, ELD, and science<br/>1000-1999: Certificated Personnel Salaries<br/>LCFF Suppl/Conc -- 0707<br/>\$1600.00</p> <p>Materials and Supplies Gap CCSS materials ELA/ELD, Math, Science<br/>4000-4999: Books And Supplies<br/>LCFF Suppl/Conc -- 0707<br/>\$2000.00</p> <p>Media Clerk Salary (1.0) (8 hours)<br/>2000-2999: Classified Personnel Salaries<br/>LCFF District -- 500 0707<br/>\$82262</p> <p>Bilingual Language Tutor Salary (1.0) (3 hours)<br/>2000-2999: Classified Personnel Salaries<br/>LCFF Suppl/Conc -- 0707</p> |

1E. Teachers will be provided with ELA/ELD/Math/science supplemental materials, supplies, incentives, library resources, technology, and other pertinent items so that they are able to provide supplementary instruction and support to EL/SDC/RSP/GATE students in an inclusive setting. Teachers will also be provided with supplemental support ELA/ELD, Mathematics, and science with materials (includes copy machines, printing, novel, leveled readers, manipulatives, software, and informational texts).

1F. Teachers will collaborate on strategies with the LSTs and MST to meet the needs of students struggling in either ELA or Math. LSTs will provide Early Literacy Intervention to students in 1-6 who are not at grade level in reading fluency and phonemic awareness. Teachers will utilize Universal Lesson Design to plan and implement instructional strategies that meet the needs of all students including RSP, SDC, and EL in an inclusive setting. The MST will collaborate with teachers to identify students who are struggling in math and need additional support. NWEA data will be utilize to identify students who are at-risk of not meeting grade level standards in both ELA and math.

A Multi-Tiered System of Supports will be put in place and will include a modification of services for SDC students in an inclusive intervention model. Targeted small group instruction in the general education classroom setting, with guided reading and differentiated independent practice activities.

During IEP meetings, discussions on how to assist them to have access to the core curriculum through the inclusion model will be a priority. Extended learning opportunities will focus on students with disabilities to ensure that they are included in this additional support. Intervention teachers will include students with disabilities when working with small groups who are below grade level.

General Education teachers will provide with additional supports in the classroom so that inclusion practices are more effective for students with disabilities. Education specialist will provide professional development and modeling of inclusion practices in the class so that students with disabilities are able to access the core curriculum.

1G. GATE facilitator will provide teachers who have GATE clusters resources that are of interest to GATE students and that are connected to grade level standards. The focus will be on topics that are extensions from the classroom or from common core standards in ELA, Math, Science, and Social Studies.

1H. The school will communicate to parents the board policies and other requirements of the Universal Pre-K program. Parents will also be provided with registration information.

\$13,125

Supplemental materials and supplies  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707  
\$2000.00

Materials and Supplies to support EL instruction  
4000-4999: Books And Supplies  
Title III LEP -- 4203  
\$106.00

Materials and Supplies to support ELA, Math, Science, and Social studies including technology  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707  
\$2500.00

Printing, Supplemental student materials  
5700-5799: Transfers Of Direct Costs  
LCFF Suppl/Conc -- 0707  
\$2000.00

Pre-school transitional meetings will be done for students entering TK/K with an IEP. Preschool teachers will communicate with the TK/kinder teachers to ensure a smooth transition for preschool students. Registration information for preschool will be made available in the front office.

## Action 1.2

Staff Development/Collaboration

Modified Action

### Planned Actions/Services

### Students to be served

### Budget and Source

#### 2.0 Staff Development/Collaboration

2A. The school will facilitate and support teacher grade level (TK-6) collaboration meetings in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data) for the adopted program in ELA/Math (e.g., use of regularly scheduled meetings focused on lesson delivery and data analysis). The principal will monitor collaboration planning for each grade level to ensure that best practices are being discussed and data is being used to drive classroom instruction through classroom walk-throughs and collaboration meeting minutes.

2B. Release time will be provided to special education specialists to plan instruction with general ed teacher on inclusion and how to address the needs of RSP and SDC students in the general class. Teachers will plan using best practices and focus on various instructional models for inclusion. Release time will also be provided for special education specialists and general ed teachers to attend IEP meetings, professional development, transitional meetings, and parent conferences.

Release time will also be provided to LSTs and MST to plan and collaborate with general ed teachers and education specialists on best practices in both ELA and Math.

2C. Teachers will continue to participate in staff development that will outline the use of effective teaching strategies for all students during ELD, strategic intervention support, and implementation of CCSS in ELA/Math and science. Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and paraprofessionals on

All Students  
 Other student  
 group(s) English Learners

Substitute, teacher, literacy support, technology staff development, collaboration release time, release time to plan for special education inclusion, IEP meetings, observations  
 1000-1999: Certificated Personnel Salaries  
 LCFF Suppl/Conc -- 0707  
 \$3500.00

Materials and Supplies, supplemental literacy and intervention support  
 4000-4999: Books And Supplies  
 Title I Basic -- 3010  
 \$2566.00

Materials and Supplies, meeting materials, copying, laminating, poster maker  
 4000-4999: Books And Supplies  
 LCFF Suppl/Conc -- 0707  
 \$3497.00

Substitute, Teacher, supplemental collaboration support for monitoring instruction and intervention, release time for teachers to plan instruction for inclusion and staff development  
 1000-1999: Certificated Personnel Salaries  
 Title I Basic -- 3010  
 \$3000.00

effective teaching strategies for all students, including EL, RSP, SDC, and GATE students.

2D. LSTs and MST teachers will participate in staff development that will focus on primary interventions and student monitoring. They will assist with administering the NWEA to identify those students who are in need of intervention in ELA and math. LSTs will continue to provide early literacy, primary and intensive intervention support. MST will provide additional math support to those students who are struggling in math including students with disabilities.

2E. Teachers will continue to participate in staff development on the ELD standards that focuses on integrated vs. designated ELD instruction. They will also continue to collaborate on strategies for increasing language acquisition for English learners and to work in grade-level teams for standards-based planning using NWEA data, ELPAC, and CAASPP results. The principal and teachers will continue to work together on minimum days to collaborate on strategies for producing cohesive program instruction and ensuring student achievement in language acquisition and reading/language arts.

2F. English Learners will receive daily designated and integrated ELD. Teachers will provide support using Ellevation which focuses on research based instructional strategies targeting English Learners. BLT will also provide additional support as well to EL students.

2G. Teachers will be provide with staff development on the Next Generation Science Standards (NGSS) and the new science adoption TWIGS. Release time and staff development will be provided for planning of lessons using these standards. Teachers will have a choice to use science notebooks as part of their instruction in science.

2H. Technology facilitator will provide technology staff development on topics such as GAFE, Common Sense Media, PEAR, Q communication, Second Step, Canvas, and Digital Citizenship. A technology plan will be developed by the site committee and implemented throughout the school year. Alludo, the district's virtual professional development platform, included sessions specifically for classroom teachers and paraprofessionals on technology and how to use it effectively in the classroom.

Certificated, Hourly, ELD Collaboration Support  
1000-1999: Certificated Personnel Salaries  
Title III LEP -- 4203  
\$516.00

## Action 1.3

Intensive Intervention



| Planned Actions/Services   | Students to be served  | Budget and Source   |
|--|--|---|
| <p>3.0 Intensive Intervention<br/>           3A. Students in grades 1st -6th who are below grade level in reading will be given instructional support through guided reading intervention during their ELA reading block. The guided reading materials are kits that have been purchased by the district as part of the adopted reading program. NWEA will be utilized to monitor ELA and math progress. LST teachers will support small group instruction in the classroom during ELA time block that includes students with disabilities.</p> <p>Students who are at-risk of not meeting grade level standards in Math will be given additional support from the math intervention teacher in a small group setting using research based strategies and materials. Students with disabilities will be included when creating small group intervention in math. MST will used student's IEPs to identify the areas that the student might be struggling in and also any modifications/accommodations that the student might need to have access to the core.</p> <p>3B. All students in 1st through 6th grade who are in need of reading intervention will participate in a predominantly inclusion model. Small group differentiated instruction will be provided to ensure that all students had access to cross-curricular integration opportunities in the classroom. Guided reading will be one of the vehicles by which differentiation will occur. All first through sixth grade teachers, LSTs, education specialists, and paraprofessionals will receive training in reading strategies and progress monitoring tools. Teachers will be provide with resources that they can use to support their ELA instruction.</p> <p>3C. LSTs and MST will continue to participate in staff development on intervention strategies, NWEA assessments, Ellevation, Panorama, and ELD strategies.</p> <p>3D. Teachers will continue to be provided with upgrades, computer replacements, and N-Computing system purchases on a computer enhancement and replacement cycle. In order to meet the Common Core State Standards needs of our students, teachers, and staff for now and in the future, we will continue to monitor and purchase the necessary equipment to provide CCSS-aligned tools.</p> | <p><u>X</u> All Students</p> <p><u>X</u> Other student group(s) Students with Disabilities</p> | <p>Materials and supplies to support intervention in ELA and Math<br/>           4000-4999: Books And Supplies<br/>           LCFF Suppl/Conc -- 0707<br/>           \$3000.00</p> <p>Materials and Supplies to support literacy and supplemental materials<br/>           4000-4999: Books And Supplies<br/>           LCFF Suppl/Conc -- 0707<br/>           \$3000.00</p> <p>Literacy Support Teacher Salaries<br/>           1000-1999: Certificated Personnel Salaries<br/>           LCFF District -- 500 0707<br/>           \$188704</p> <p>Literacy Support Teacher Salary<br/>           1000-1999: Certificated Personnel Salaries<br/>           Title I Basic -- 3010<br/>           \$101772</p> <p>Literacy Support Teacher Salary<br/>           1000-1999: Certificated Personnel Salaries<br/>           LCFF Suppl/Conc -- 0707<br/>           \$44101</p> <p>Maintenance Contracts (two copy machines)<br/>           5000-5999: Services And Other Operating Expenditures<br/>           LCFF Suppl/Conc -- 0707<br/>           \$6000.00</p> <p>Materials and supplies to support ELD, ELA, and Math<br/>           4000-4999: Books And Supplies<br/>           LCFF Suppl/Conc -- 0707<br/>           \$3000.00</p> <p>Materials and Supplies to supplement ELA, math, science, and social studies<br/>           4000-4999: Books And Supplies<br/>           LCFF Suppl/Conc -- 0707<br/>           \$3500.00</p> |

3E. Resources will be purchase to supplement classroom instruction to meet the rigor of the grade level standards and to meet the diverse needs of all students including RSP, SDC, GATE, and EL students in an inclusion classroom setting. All English Learners will have access to ELD curriculum, resources and assessments. Teachers will regularly assessed ELD progress with NWEA assessments and other formative assessments. These will also include anecdotal assessments, Ellevation, and publisher assessments.

Teachers will be were provide with English Language Arts (ELA), Math and English Language Development (ELD) instructional materials TK-6 with professional support from publisher and language services staff with materials in both print and digital formats. All English Learners students will receive instruction in the strands of Reading, Writing, Speaking and Listening, and Language as integrated ELD in addition to a minimum of 30 minutes of daily designated ELD. Integrated and designated ELD coaching and standards implementation support will also be provided through EL facilitators, BLTs, and LST/MST teachers.

3F. The Communication Enhancement Program (CEP) at Indian Hills is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students received differentiated instruction based upon a tiered pyramid of interventions.

## Action 1.4

AVID

X

Unchanged Action

| Planned Actions/Services   | Students to be served        | Budget and Source  |
|--|------------------------------|--|
| <p>4.0 AVID<br/>           4A. Students will be provide with lessons that focuses on college and career readiness as part of their curriculum. Growth mindset lessons through Second Step will be used to promote a positive mindset. Students will learn AVID skills that promote organization and college readiness.</p> <p>Parents will be given the opportunity to participate in trimester parent workshops that will focus on college and career readiness(Math Family</p> | <p><u>X</u> All Students</p> | <p>Materials and Supplies to support parent AVID meetings and additional AVID supplies.<br/>           4000-4999: Books And Supplies<br/>           LCFF Suppl/Conc -- 0707<br/>           \$2000.00</p> |



Night). The workshops will be given both in English and Spanish and babysitting will be provided if needed.

Teachers will participate in teacher meetings that focuses on college and career readiness highlighting areas that teachers could incorporate into their lesson planning to give students opportunities to think about their future.

## Action 1.5

Inclusion

Modified Action

| Planned Actions/Services  | Students to be served   | Budget and Source   |
|---|---|---|
| <p>5.0 Inclusion<br/>           5A. As part of our Inclusion model, students who were identified as RSP in grades Kinder through 6th grade will be placed in general education as their LRE. The education specialist will continue to go into the classrooms and provide instructional support to these students. Education specialists will continue to be given release time to meet and plan with the general education teacher to develop and place strategies in place to meet the IEP goals of any RSP students in the classroom. Education specialist and intervention teachers will work together to develop a schedule that will provide classroom support. The education specialist will ensure that students with disabilities are given the opportunity to participate in the extended learning opportunities offered throughout the school year. MST and LST will work with the education specialist to ensure that students with disabilities are included in small group interventions happening in the classroom in addition to the education specialist providing academic support.</p> | <p><input checked="" type="checkbox"/> All Students<br/><br/> <input checked="" type="checkbox"/> Other student group(s) SDC students</p> | <p>Substitute, Teacher: Planning time and IEP meetings for special education specialist and general education teachers.<br/>           1000-1999: Certificated Personnel Salaries<br/>           LCFF Suppl/Conc -- 0707<br/>           \$4000.00</p> |

# Goals, Strategies, & Proposed Expenditures

## Goal 2.0

Safe, Orderly and Inviting Learning Environment

### State and/or Local Priorities addressed by this goal:

State Priorities:        Priority 1: Basic (Conditions of Learning)  
                                 Priority 5: Pupil Engagement (Engagement)  
                                 Priority 6: School Climate (Engagement)

Local Priorities:        P1

### Identified Need from the Annual Evaluation and Needs Assessment:

Chronic absenteeism indicates a 30.7% of students who are chronically absent. The states shows a 30% of students who are chronically absent. This gives our school a status level of Very High. All subgroups have a very high status level in chronic absenteeism but English learners have the highest among the five subgroups. English learners have a rate of 36.5% chronically absent, while the Hispanic subgroup received a 30.6% absent rate, socioeconomically disadvantaged subgroup received a rate of 33.5% absent rate, students with disabilities received an absent rate of 23.6% and the White subgroup received an absent rate of 35.1%.

Chronic Absenteeism is evident among all subgroups especially the English Learner subgroup which has a 36.5% absent rate. Additional resources will need to be put in place to reach out to these families to assist them to re-engaged to the school setting. A behavioral therapist will be in place at the school site to provide SEL support to students who may be experiencing anxiety at school. There is going to be more school communication on the importance of attending school including parent meetings, parent conferences, or parent workshops.

Parent workshops that include information on attendance will be included in this goal because it is clear that it is going to take more than one school year to get our attendance above the 96%. Attendance will continue to be a focus with classified staff making a connection with families on ways that the school can assist to improve student attendance.

Our students and staff will continue to have a need for counseling, wellness groups, and SEL activities. Student's sense of safety still needs to improve as evident on the LCAP survey. Staff will need staff development in implementing strategies that may focus on mental health and the effects of social media on student behavior. Second Step will continue to be used in the classroom to address a growth mindset. There is a need for a school wide behavior program that can address expectations along with socio-emotional well-being strategies.

## Expected Annual Measurable Outcomes

| Metric/Indicator  | Baseline/Actual Outcome  | Expected Outcome  |
|---|--|---|
| P 5 School attendance rate:                                 | For 2021-2022 School year: Attendance rate was 92.28%<br>Currently: for 2022-2023, Attendance rate is 92.50%   | 2023-2024 Expected Outcome: There will be a 1% increase in attendance rates across all grade levels.  |
| P5 Chronic Absenteeism rate:                                | For 2022:<br>Overall Chronic Absenteeism rate was 30.7%, status level: Very High<br>For English Learners: Chronic Absenteeism rate was 36.5%, status level:Very High<br>For Hispanic subgroup: Chronic Absenteeism rate was 30.6%, status level: Very High<br>For SES subgroup: Chronic Absenteeism rate was 33.5%, status level: Very High<br>For Students with Disabilities subgroup: Chronic Absenteeism rate was 23.6%, status level: Very High<br>For White subgroup: Chronic Absenteeism rate was 35.1%, status level: Very High | 2023-2024 Expected Outcome: There will be 2% decrease in the chronic absenteeism rate school wide including in the following groups: English Learners, Hispanic,, White, Students with disabilities, and socioeconomically disadvantaged.                               |
| P6 Pupil Suspension rate:                                   | For the 2021-2022 school year:<br>Suspension rate overall was .2% and was rated 'very low'<br>For Hispanic subgroup: suspension rate was .3% and was rated 'very low'<br>For SES subgroup: suspension rate was .3% and was rated 'very low'<br><br>There are no suspensions for the current school year of 2022-2023   | 2023-2024 Expected Outcome:<br>There will be a 1% or less suspension rate overall and for all Ethnic groups.  |
| P6 Surveys of pupils, parents, teachers on sense of safety: | LCAP Winter 2023 Results:<br>LCAP Student Survey, Winter 2023: "How often do you worry about violence at your school?" 52% responded favorably, 5% increase from Fall 2022.  | 2023-2024 Expected Outcome: There will be a 60% of students who will respond favorably on the LCAP Survey to the question, "How often do you worry about violence at your school?"  |
| P6 Surveys of pupils, parents, teachers on sense of safety: | LCAP Winter 2023 Results:<br>LCAP Teacher Survey, Winter 2023: "For students who need extra support, how difficult is it for them to get the support that they need?" 31% of teachers responded "Not at all difficult", 46% of teachers responded "Slightly difficult"   | 2023-2024 Expected Outcome: There will be a 80% of teachers who will respond, "Not at all difficult" or "Slightly difficult" on the LCAP Survey to the question, "For students who need extra support, how difficult is it for them to get the support that they need?" |

| Metric/Indicator  | Baseline/Actual Outcome   | Expected Outcome  |
|---|---|---|
| P6 Surveys of pupils, parents, teachers on sense of safety: | LCAP Winter 2023 Results :<br>Question: "For this school or district to be successful over the next three years, how important is it for us to focus on...Diversity and inclusion of all students?"<br>88% of parents responded "Extremely important"<br>12% of parents responded "Quite important" | 2023-2024 Expected Outcome:<br>Question: "For this school or district to be successful over the next three years, how important is it for us to focus on...Diversity and inclusion of all students?"<br>Parents will respond 100% either "Extremely important" or "Quite important" |
| P1: School Facilities are maintained in good repair         | The Facility Inspection Tool (FIT) indicates a rank of 'Good" and an overall school rating of 'Exemplary' in all categories such as cleanliness, electrical, and restrooms.   | 2023-2024 Expected Outcome: All school facility reports indicate 100% Good or Better on FIT reports (2023-2024 FIT Reports)   |

## Planned Strategies/Activities

### Action 2.1

Safe and Healthy School Environment

|  |                          |  |
|--|--------------------------|--|
|  | <u>X</u> Modified Action |  |
|--|--------------------------|--|

| Planned Actions/Services  | Students to be served | Budget and Source  |
|---|-----------------------|--|
| <p>2.0 Safe and Healthy School Environment</p> <p>1A. The school will continue to create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through various activities (red ribbon week, bullying assemblies, digital citizenship, common sense media, Second Step, and health awareness workshops). Teachers and staff will use a multi-tiered systems of support (MTSS) including social and emotional learning (SEL), academic interventions, PICO referrals, and inclusive practices. Students and families will be provided with supports including behavior, safety, and mental health services with a focus on student wellness.</p> <p>1B. Supervisors will participate in training that focuses on conflict resolution and positive reinforcement. Supervisors will supervise school events including PTA events that required additional supervision. Supervisors will</p> | <u>X</u> All Students | <p>Certificated, Hourly: Meetings, parent workshops, organizing 100 Mile Club events, updating the Safe School Plan, parent workshops<br/>1000-1999: Certificated Personnel Salaries<br/>LCFF Suppl/Conc -- 0707<br/>\$1842.00</p> <p>Materials and Supplies: Red Ribbon Week materials, student incentives, PAWS snacks<br/>4000-4999: Books And Supplies<br/>Title I Basic -- 3010<br/>\$2182.00</p> |

also provide babysitting for parent trainings and meetings such as PTA, ELAC, and SSC.

Activity supervisors will provide appropriate campus supervision, enforce the school dress code, support student SEL needs, and enforced school rules and procedures to promote a safe environment. Activity supervisors will support classrooms and school events as needed throughout the school year.

1C. Safety coordinator will revise the Safe School Plan to include these essential components: assuring each student a safe and healthy physical environment; assuring each student a safe, nurturing, social-emotional learning strategies, and respectful emotional environment. The plan will be approve by the school site council.

1D. Health aide will provide appropriate health care and nursing services. The health aide will also communicate with parents in regards to immunizations and allergies that might impact a student's school environment or student's education including attendance. Health aide will maintain student medications and follow doctor's orders when giving it to students.

1F. Students and staff will participate in monthly fire drills and practice disaster procedures.

1G. Staff will revise and distribute parent/student handbook through the school website. School rules and procedures are included in the handbook for parents and students to reference. SEL strategies were included in handbook for parents and students to use as needed. Parentsquare will be use to disseminate all school information to parents along with the school website.

1H. TSA and staff will be provided with strategies on Growth mindset. Second Step implementation will include training and materials for teaching growth mindset which includes making good choices. Communication with parents in regards to discipline is done through various channels such as phone, in person, email, class dojo, bloomz, agendas, and notes. Positive reinforcement for discipline is done through "Caught Being Good" tickets, monthly award assemblies and incentives.

Teachers will be provide with a new program, Panorama Education which provides student SEL survey data, and provides target strategies for addressing individual students' needs. Teachers will address their students' mental well-being through morning opening activities like 'check-ins' in addition to Second Step. Alludo, the district's virtual professional development platform, included sessions specifically for classroom teachers and paraprofessionals on evidenced based strategies for social emotional

Classified, Hourly: provide student supervision during 100 Mile Runs, Paw Pride Party, Fall Family Night, and student incentive events  
2000-2999: Classified Personnel Salaries  
Title I Basic -- 3010  
\$3000.00

Salary, Health Care Aide (HCA)(1.0): health aide will provide first aid services to students, maintain health files and communicate with parents in regards to medical concerns.  
2000-2999: Classified Personnel Salaries  
LCFF District -- 500 0707  
\$15059

learning for all students including English Learner students and students with disabilities.

1I. Indian Hills will operate the 100 Mile Club that will focus on student health and well being by having them participate in running and monitoring the number of miles they have ran. Students will develop self-monitoring strategies. Supervisors will provide additional student supervision to ensure student safety during Fun Runs.

## Action 2.2

Positive Behavior Intervention Support (PBIS)

X

Modified Action

### Planned Actions/Services

### Students to be served

### Budget and Source

2.0 Positive Behavior Intervention Support (PBIS)

2A. TSA-administrative along with a site committee will facilitate the implementation of the components of the PBIS model. Teachers will teach short lessons through Second Step that focuses on Growth Mindset. The TSA will provide staff development and support in planning these short lessons. Student incentives will be given in the classroom and schoolwide to reward positive behavior.

2B. Students will participate in monthly events that focuses on good behavior and good attendance. Students will be given a snack, prize, and allowed extra recess time with supervisors supervising.

2C. TSA will share with the staff discipline data and brainstorm school-wide interventions that will promote good citizenship inside and outside the classroom. Teachers will be provided with support on how to implement effective SEL strategies in the class.

2D. Teachers and staff will review the expectations for the library, chromebooks, cafeteria, hallway, and playground through discipline assemblies done twice a school year.

X All Students

Materials and Supplies: student incentives for PAWS, Paw Pride Parties, red ribbon week, attendance incentives, classroom skills posters  
4000-4999: Books And Supplies  
Title I Basic -- 3010  
\$1000.00

## Action 2.3

Attendance and Leadership Support

X

Modified Action

**Planned Actions/Services**

**Students to be served**

**Budget and Source**

3.0 Attendance and Leadership Support

3A. The staff will develop and implement attendance incentives such as classroom trophies, smoothies, special lunches, extra recess, snacks, attendance medals, and certificates to promote attendance. PAWS is a no-tardy program where classes get incentives when the class has four consecutive days with no tardies.

Students will also be refer for behavioral health services through the PICO office to address mental barriers to attendance and engagement. The school will work with the Pupil Personnel Services department in a non-punitive SART process. If needed, the student may be referred to the social services or the SARB process to address barriers to re-engage the student.

3B. The TSA will work with the behavioral therapist and psychologist to identify students who may be in need of counseling for bullying, depression, anxiety, and social skills.

X All Students

Materials and Supplies: perfect attendance medals, incentive snacks, attendance certificates, attendance incentives  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707  
\$2000.00

# Goals, Strategies, & Proposed Expenditures

## Goal 3.0

Parent, Student and Community Engagement

### State and/or Local Priorities addressed by this goal:

State Priorities:        Priority 3: Parental Involvement (Engagement)  
                                 Priority 5: Pupil Engagement (Engagement)  
                                 Priority 6: School Climate (Engagement)

Local Priorities:        P3 and P6

### Identified Need from the Annual Evaluation and Needs Assessment:

LCAP Student Survey, Winter 2023: "Overall, how much do you feel like you belong at your school?" 61% responded "Belong quite a bit" or "Completely belong"

LCAP Teacher Survey, Winter 2023: "On most days, how enthusiastic are the students about being at school?" 69% responded "Quite Enthusiastic" or "Extremely Enthusiastic"

LCAP Parent/Family Survey, Winter 2023: "For this school or district to be successful over the next three years, how important is it for us to focus on...Student activities and extracurricular activities?" 100% responded "Extremely Important" or "Quite Important"

LCAP Parent/Family Survey, Winter 2023: "For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?" 88% responded "Extremely Important" or "Quite Important"

Results indicate that 39% of students do not feel like they belong at school and teachers state that about 31% of the students do not seem enthusiastic at school. Creating a sense of belonging for students includes school events where students and their families can participate. With Covid restrictions being lifted, school events will include parents being on campus. Events such as site-based activities like the 100 Mile Club, Fall Festivals, College Day, Career Day, Pumpkin/College Readiness Parade, Spirit days, Book Fair, Bring Your Parent to Lunch, Moms and Muffins, Dads and Donuts. Parent volunteers will be welcome to return to helping teachers in the classroom. Office staff will continue to reach out to parents to provide assistance with attendance, technology, and teacher communication.

Translating will continue to be available for parents to participate in IEPs, parent/teacher conferences, and parent meetings. Classified staff will be needed for babysitting and to provide support during school wide events sponsored through PTA and school. Classified staff will continue to reach out to families to provide information of various resources that are available through the parent center. Classified staff will also support classroom teachers in the classroom by providing additional student support.

Teachers will be provided with release time to plan and delivered ELAC information through ELAC meetings. Release time will be provided to plan and arrange for materials for such meetings.



## Expected Annual Measurable Outcomes

| Metric/Indicator  | Baseline/Actual Outcome   | Expected Outcome  |
|---|---|---|
| P3: Survey of Parents/Families (including Unduplicated Pupils and Individuals with Exceptional Needs) on Family Involvement | LCAP Winter 2023 Results :<br>Question: "For this school or district to be successful over the next three years, how important is it for us to focus on .... community partnerships?"<br>62% of parents responded "Extremely important"<br>25% of parents responded "Quite important"<br>88% Favorable                            | 2023-2024 Expected Outcome: Parents will answer with a 90% favorable with either "Extremely Important" or "Quite Important" to the question "For this school or district to be successful over the next three years, how important is it for us to focus on .... community partnerships?" on the LCAP survey.                             |
| P5: Survey of Students, Teachers, and Parents on Student Engagement   | LCAP Winter 2023 Results :<br>Question: "For this school or district to be successful over the next three years, how important is it for us to focus on ... Student activities and extracurricular activities?"<br>62% of parents responded "Extremely important"<br>38% of parents responded "Quite important"<br>100% Favorable | 2023-2024 Expected Outcome: Parents will answer with a 100% favorable with either "Extremely Important" or "Quite Important" to the question " For this school or district to be successful over the next three years, how important is it for us to focus on ... Student activities and extracurricular activities?" on the LCAP survey. |
| P5: Survey of Students, Teachers, and Parents on Student Engagement   | LCAP Winter 2023 Results :<br>Question: "On most days, how enthusiastic are the students about being at school?"<br>15% of Teachers responded "Extremely enthusiastic"<br>54% of Teachers responded "Quite enthusiastic"<br>69% Favorable; 1% increase from Fall 2022   | 2023-2024 Expected Outcome: Teachers will answer with a 75% favorable with either "Quite Enthusiastic" or "Extremely Important" to the question "On most days, how enthusiastic are the students about being at school?" on the LCAP survey.  |
| P5: Survey of Students, Teachers, and Parents on Student Engagement   | LCAP Winter 2023 Results :<br>Question:"Overall, how much do you feel like you belong at your school?"<br>36% of Students responded "Completely belong"<br>25% of Students responded "Belong quite a bit"<br>61% Favorable; 6% decrease from Fall 2022  | 2023-2024 Expected Outcome: Students will answer with a 65% favorable with either "Belong quite a bit" or "Completely belong" to the question "Overall, how much do you feel like you belong at your school?" on the LCAP survey.   |

## Planned Strategies/Activities

### Action 3.1

Parent Engagement and Leadership

|  |                          |  |
|--|--------------------------|--|
|  | <u>X</u> Modified Action |  |
|--|--------------------------|--|

| Planned Actions/Services  | Students to be served        | Budget and Source   |
|---|------------------------------|---|
| <p>1.0 Parent Engagement and Leadership</p> <p>1A. The school will increase parent involvement in school/district advisory committees to review current school/district programs and make recommendations for this school year. The principal will provide regular updates to parents about classroom/school activities and programs through Q Communication, facebook, school website, daily announcements, enclosed bulletin board, monthly calendar and marquee.</p> <p>1B. School staff will provide all parents and staff, leadership opportunities through advisory committee: DELAC, ELAC, SSC, Leadership Team, attendance committee, 100 Mile committee, AVID committee, GATE advisory committee, and PTA. Parents will take on the role of educational partners with teachers so that as a team, they can be able to support the academic and emotional needs of their students.</p> <p>1C. Parents/educational partners will be invited to participate in workshops that focus a topics such as ELA, Math, SEL, mental wellness, technology, attendance, EL support, PICO, and AVID both at the district level and school level. Teachers will plan deliver parent workshops that will focus on ELA, Math, Science, or ELD. There is also going to be parent workshops on attendance that will be delivered by the school attendance team. Education specialist will provide parent workshops to provide parents with supports that they can have at home to support their student learning in ELA and math. This will include take-home activity packets to reinforce classroom instruction.</p> <p>1D. A community liaison will continue to be in place to established a bridge of communication between the school and the community so that the community can provide feedback on topics such as attendance, SSC, ELAC, DAC, AVID, Special Education, and other topics that may be related to student success.</p> | <p><u>X</u> All Students</p> | <p>Substitute, Teacher: ELAC Meetings, Parent involvement planning, parent training release time for teacher<br/>1000-1999: Certificated Personnel Salaries Title III LEP -- 4203<br/>\$966.00</p> <p>Classified Hourly: babysitting, supervision of students<br/>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707<br/>\$1655.00</p> <p>Materials and Supplies: parent involvement flyers, copying, laminating, binders for parents, pens for front desk, organizer for parent information flyers<br/>4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707<br/>\$2000.00</p> <p>Classified, Hourly: babysitting for ELAC, SSC, and PTA Meetings, Supervision during schoolwide events<br/>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707<br/>\$4000.00</p> <p>Classified, Hourly: babysitting for ELAC, SSC, and PTA Meetings<br/>2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902<br/>\$1071.00</p> |

**Action 3.2**

Parent Involvement Opportunities

|  |                          |  |
|--|--------------------------|--|
|  | <u>X</u> Modified Action |  |
|--|--------------------------|--|

| Planned Actions/Services  | Students to be served | Budget and Source   |
|---|-----------------------|---|
| <p>2.0 Parent Involvement Opportunities</p> <p>2A. Parent volunteers will continue to be welcome and PTA-sponsored events will be in place to increase parent opportunities to be part of their student's education. The goal is to engage parents in their children's education by helping them develop skills to use at home that will support their children's academic efforts at school. Information continues to be provided in both English and Spanish and is sent home in a timely manner. Parents will be contacted promptly by the attendance clerk if their student is absent to provide supports that can assist the parent to ensure their student's attendance at school.</p> <p>Home visits will be conducted to address attendance concerns with parents and to remove any barriers that may keep student from being at school.</p> <p>2B. The school staff will continue to invite parents to participate in site-based activities such as the 100 Mile Club, Fall Festivals, College Day, Pumpkin/College Readiness Parade, Spirit days, Bring Your Parent to Breakfast, Fun Runs, special craft events, Awards Assemblies, Math Family Night, Talent Show, Bring Your Parent to Lunch, Breakfast with a Parent. Parent information meetings were focused on how they can support their student at home. Teachers will be given planning time and teacher hourly for these site-based activities to be delivered to parents in the evenings. Activity supervisors will also be used to provide support during these after school activities.</p> | <p>X All Students</p> | <p>Materials and Supplies: flyers, tables and chairs for PTA events, grill, incentives for 100 Mile Club, copying of flyers for school events, supplies for volunteer tea<br/>4000-4999: Books And Supplies<br/>LCFF Suppl/Conc -- 0707<br/>\$4000.00</p> <p>Materials and Supplies: copying, supplies for Bring your parent to lunch, moms and muffins, and dads and donuts, certificates for parent volunteers, books for parents to check out to take home and read to their children<br/>4000-4999: Books And Supplies<br/>Title III LEP -- 4203<br/>\$841.00</p> |

### Action 3.3

Parent Communication and Connectivity

|  |                          |  |
|--|--------------------------|--|
|  | <p>X Modified Action</p> |  |
|--|--------------------------|--|

| Planned Actions/Services   | Students to be served | Budget and Source   |
|--|-----------------------|---|
| <p>3.0 Parent Communication and Connectivity</p> <p>3A. Parents are assisted in understanding academic Common Core State Standards, state and local academic assessments, requirements of Title I, and how to monitor a child's progress and work with educators to improve student achievement through parent conferences. School provides a parent</p> | <p>X All Students</p> | <p>Classified, Hourly; babysitting for parent training in technology, grade level standards, Avid. Supervision of students during parent meetings.<br/>2000-2999: Classified Personnel Salaries</p> |

station to ensure all parents have access to parent connect and other district resources. English Learner families having a primary language other than English will be provided with a translator clerk typist and a BLT to translate school information in an effort to engage with all families and EL students.

3B. Parents will be regularly informed of student progress through Back-to-School Night, parent conferences, progress reports, report cards, Parent Connect, parent phone system, Class Dojo App, bloomz App, google meet, zoom meeting, school agendas, behavior charts, home visits, and phone calls, emails, & notes home.

3C. Parent meetings, parent-teacher conferences, report cards, informational newsletters, calendars, flyers, office communication, and parent resources will be provided in both English and Spanish to meet the needs of our Spanish speaking population. Translators will be provided for parent meetings. Office staff will provide translating between teachers and spanish speaking parents to support and maintain a teacher/parent relationship that focuses on student achievement and well-being.

Title I Parent Involvement -- 3010 1902  
\$632.00

### Action 3.4

#### Parent Workshops

|  |                          |  |
|--|--------------------------|--|
|  | <u>X</u> Modified Action |  |
|--|--------------------------|--|

| Planned Actions/Services   | Students to be served        | Budget and Source   |
|--|------------------------------|---|
| <p>4.0 Parent Workshops</p> <p>4A. School will facilitate parent workshops that focuses on topics like technology, academics, social media, cyber bullying, nutrition, mental health, AVID Skills, and other topics that may affect their children's well-being both at the district level and site level. Teachers and classified staff will plan and deliver these parent workshops after school hours. Education specialist will participate to ensure that parents of students with disabilities participate and are able to take home materials that they use to support their student in ELA and math at home. Activity supervisors will provide supervision during these events.</p> <p>4B. Parents will be given opportunities to participate in workshops that focuses on social-emotional learning, nutrition, attendance, depression, and mental well-being at the district level and site level. Teachers and classified</p> | <p><u>X</u> All Students</p> | <p>Classified, Hourly: babysitting for parent informational meetings on various topics such as nutrition and mental health<br/>2000-2999: Classified Personnel Salaries<br/>LCFF Suppl/Conc -- 0707<br/>\$2000.00</p> <p>Materials and Supplies: refreshments and copying of flyers and materials for meetings, pens,<br/>4000-4999: Books And Supplies<br/>LCFF Suppl/Conc -- 0707<br/>\$3500.00</p> |

staff will plan and deliver these workshops after school hours. Activity supervisors will provide supervision during these events.

# Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

## Goal 1

College and Career Readiness

### Annual Measurable Outcomes

| Metric/Indicator  | Expected Outcomes  | Actual Outcomes  |
|---|--|--|
| <p>P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)</p>   | <p>Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.</p>  | <p>Overall Distance from Standard: 38.3 points below standard<br/>           Students with Disabilities: 94.5 points below standard<br/>           English Learners: 56.9 points below standard<br/>           Hispanic: 44.7 points below standard<br/>           Socioeconomically Disadvantaged: 48.7 points below standard<br/>           White: 24.1 points below standard</p>  |
| <p>P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)</p>  | <p>Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.</p>  | <p>Overall Distance from Standard: 62.1 points below standard<br/>           Students with Disabilities: 108.2 points below standard<br/>           English Learners: 78.3 points below standard<br/>           Hispanic: 67.8 points below standard<br/>           Socioeconomically Disadvantaged: 71.8 points below standard<br/>           White: 50.2 points below standard</p> |
| <p>P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)</p> | <p>Expected Outcome for 2022-2023:<br/>           10% of EL students will be Proficient as indicated on the ELPAC<br/>           Level 3 and Level 4 will have an increased while Level 1 and Level 2 will have a decreased.</p> | <p>For the 2021-2022 school year: 15.57% of EL students scored at Level 4(Well Developed) on the summative ELPAC, 35.23% of EL students scored at Level 3(Moderately Developed) on the summative ELPAC, 30.73% of EL students scored at Level 2(Somewhat Developed) on the summative ELPAC, 18.47% of EL students scored at Level 1(Minimally Developed) on the summative ELPAC.</p> |

| Metric/Indicator  | Expected Outcomes   | Actual Outcomes   |
|---|---|---|
| P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest | Expected Outcome for 2022-2023:<br>14% of EL students will be classified as Fluent English Proficient as indicated on the ELPAC                                     | 7.2% of EL students were redesignated during the 2022-2023 school year.   |
| P8: Other Student Outcomes - NWEA ELA                                       | Expected Outcome for 2022-2023:<br>All grade levels K-6th will have an increase of 2% in the number of students who score average to high average on the NWEA ELA.  | For Grade 1: There was no changed: 26% of students scored higher than the 61st percentile from the Fall to Winter NWEA<br>For Grade 2: There was a decreased of 5% of students who scored below the 61st percentile from the Fall to Winter NWEA<br>For Grade 3: There was a decreased of 18% of students who scored below the 61st percentile from the Fall to Winter NWEA<br>For Grade 4: There was a decreased of 6% of students who scored below the 61st percentile from the Fall to Winter NWEA<br>For Grade 5: There was no changed: 20% of students scored higher than the 61st percentile from the Fall to Winter NWEA<br>For Grade 6: There was a decreased of 5% of students who scored below the 61st percentile from the Fall to Winter NWEA       |
| P8: Other Student Outcomes - NWEA Math                                      | Expected Outcome for 2022-2023:<br>All grade levels K-6th will have an increase of 2% in the number of students who score average to high average on the NWEA Math. | For Grade 1: There was a decreased of 3% of students who scored below the 61st percentile from the Fall to Winter NWEA<br>For Grade 2: There was a decreased of 8% of students who scored below the 61st percentile from the Fall to Winter NWEA<br>For Grade 3: There was a decreased of 10% of students who scored below the 61st percentile from the Fall to Winter NWEA<br>For Grade 4: There was no changed: 12% of students scored higher than the 61st percentile from the Fall to Winter NWEA<br>For Grade 5: There was an increased of 3% of students who scored higher than the 61st percentile from the Fall to Winter NWEA<br>For Grade 6: There was no changed: 9% of students scored higher than the 61st percentile from the Fall to Winter NWEA |

**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

P8: HMH Reading Inventory for ELA

Expected Outcome for 2022-2023:  
6th grader will have an increase of 2% in the HMH Reading Inventory for ELA overall. SED and EL students will have an increase of 2% increase in the HMH Reading Inventory for ELA.

10% of 6th graders scored Advanced in the HMH Reading Inventory for ELA  
16% of 6th graders scored Proficient in the HMH Reading Inventory for ELA  
41% of 6th graders scored Basic in the HMH Reading Inventory for ELA  
33% of 6th graders scored Below Basic in the HMH Reading Inventory for ELA

A total of 86 6th graders were assessed with the HMH Reading Inventory for ELA

P8: Other Student Outcomes - MDTP for Math

Expected Outcome for 2022-2023:  
6th grader will have an increase of 2% in the MDTP for math overall. SED and EL students will have an increase of 2% increase in the MDTP for math.

88 sixth graders completed the MDTP for Math.

Seven mathematical concepts were assessed: DAST, DECM, FRAC, GEOM, INTG, LTEQ, PROP.

The results are as followed:  
27.27% of 6th graders showed no mastery in these mathematical concepts  
25% of 6th graders showed mastery in one of these mathematical concepts  
15.91% of 6th graders showed mastery in two of these mathematical concepts  
10.23% of 6th graders showed mastery in three of these mathematical concepts  
9.09% of 6th graders showed mastery in four of these mathematical concepts  
5.68% of 6th graders showed mastery in five of these mathematical concepts  
3.41% of 6th graders showed mastery in six of these mathematical concepts  
3.41% of 6th graders showed mastery in all seven of these mathematical concepts



# Strategies/Activities for Goal 1

| Planned Actions/Services  | Actual Actions/Services  | Budgeted Expenditures   | Estimated Actual Expenditures  |
|---|--|---|--|
| <p>1.0 CCSS Implementation<br/>1A. Teachers will participate in professional development that focuses on the implementation of ELA/Math/Science CCSS across the curriculum.</p> <p>Teachers are provided with professional development that focuses on second language acquisition, ELD, culturally responsive teaching, and the EL roadmap. Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and paraprofessionals on ELD instruction and strategies targeting English Learners.</p> <p>1B. Teachers will utilize NWEA, running records, formative assessments and summative assessments including teacher observations to monitor student progress and to plan daily instruction.</p> <p>1C. Media Clerk will coordinate availability of materials for teachers to implement the grade level common core standards and other supplemental materials to support the implementation and assessments of ELA/Math CCSS. EMCC will also provide Technology support with Chromebooks, digital citizenship, Ebooks and other software to teachers. Makerspace will also be monitored by EMCC.</p> | <p>1.0 CCSS Implementation<br/>1A. Teachers participated in professional development that focused on the implementation of ELA/Math/Science CCSS across the curriculum.</p> <p>Teachers were provided with professional development that focused on second language acquisition, ELD, culturally responsive teaching, and the EL roadmap. Alludo, the district's virtual professional development platform, included sessions specifically for classroom teachers and paraprofessionals on ELD instruction and strategies targeting English Learners.</p> <p>1B. Teachers utilized NWEA, running records, formative assessments and summative assessments including teacher observations to monitor student progress and to plan daily instruction.</p> <p>1C. Media Clerk coordinated availability of materials for teachers to implement the grade level common core standards and other supplemental materials to support the implementation and assessments of ELA/Math CCSS. EMCC also provided Technology support with Chromebooks, Second Step, digital citizenship and other software to</p> | <p>Classified, Hourly Extra hours to disseminate materials, additional support in the classroom<br/>2000-2999: Classified Personnel Salaries<br/>LCFF Suppl/Conc -- 0707<br/>\$2000.00</p> <p>Certificated, Hourly Extra hours data analysis, professional development, IEP meetings, parent meetings.<br/>1000-1999: Certificated Personnel Salaries<br/>LCFF Suppl/Conc -- 0707<br/>\$2000.00</p> <p>Substitute, Teacher Substitute time for supplemental grade level or teacher release time, IEPs, teacher PD, parent conferences, SST meetings, ELD, and science<br/>1000-1999: Certificated Personnel Salaries<br/>LCFF Suppl/Conc -- 0707<br/>\$4600.00</p> <p>Materials and Supplies Gap<br/>CCSS materials ELA/ELD, Math, Science<br/>4000-4999: Books And Supplies<br/>LCFF Suppl/Conc -- 0707<br/>\$4000.00</p> <p>Media Clerk (1.0) (8 hours)<br/>2000-2999: Classified Personnel Salaries<br/>LCFF District -- 500 0707<br/>\$70,073</p> | <p>Classified, Hourly Extra hours to disseminate materials, additional support in the classroom<br/>2000-2999: Classified Personnel Salaries<br/>LCFF Suppl/Conc -- 0707<br/>\$3500.00</p> <p>Certificated, Hourly Extra hours data analysis, professional development, IEP meetings, parent meetings.<br/>1000-1999: Certificated Personnel Salaries<br/>LCFF Suppl/Conc -- 0707<br/>\$500.00</p> <p>Substitute, Teacher Substitute time for supplemental grade level or teacher release time, IEPs, teacher PD, parent conferences, SST meetings, ELD, and science<br/>1000-1999: Certificated Personnel Salaries<br/>LCFF Suppl/Conc -- 0707<br/>\$2600.00</p> <p>Materials and Supplies Gap<br/>CCSS materials ELA/ELD, Math, Science<br/>4000-4999: Books And Supplies<br/>LCFF Suppl/Conc -- 0707<br/>\$4000.00</p> <p>Media Clerk (1.0) (8 hours)<br/>2000-2999: Classified Personnel Salaries<br/>LCFF District -- 500 0707<br/>\$83,790</p> |

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures   | Estimated Actual<br>Expenditures   |
|---|---|--|--|
| <p>1D. One bilingual language tutor will provide classroom support to English Learners, special education students through guided reading using Guided leveled reading readers. BLT has been trained in guided reading strategies and will provide support in classrooms as they do guided reading instruction with small groups. BLTs have LMS shadowing permissions that enables them to provide direct support to students with classroom assignments, projects, and assessments.</p>                                  | <p>teachers. Makerspace was also be monitored by EMCC.</p>  | <p>Bilingual Language Tutor (1.0) (3 hours)<br/>2000-2999: Classified Personnel Salaries<br/>LCFF Suppl/Conc -- 0707<br/>\$19,761</p>  | <p>Bilingual Language Tutor (1.0) (3 hours)<br/>2000-2999: Classified Personnel Salaries<br/>LCFF Suppl/Conc -- 0707<br/>\$0</p>   |
| <p>1E. Teachers will be provided with ELA/ELD/Math/science supplemental materials, supplies, incentives, library resources, technology, and other pertinent items so that they are available to provide supplementary instruction and support to EL/SDC/RSP/GATE students in an inclusion setting. Teachers will also be provided with supplemental support ELA/ELD, Mathematics, and science materials (includes copy machines, printing, novel, leveled readers, manipulatives, software, and informational texts).</p> | <p>1D. One bilingual language tutor provided classroom support to English Learners, special education students through guided reading using Guided leveled reading readers. BLT has been trained in guided reading strategies and was able to provide support in classrooms as they did guided reading instruction with small groups. BLTs have LMS shadowing permissions that enables them to provide direct support to students with classroom assignments, projects, and assessments.</p>  | <p>Supplemental materials and supplies<br/>4000-4999: Books And Supplies<br/>LCFF Suppl/Conc -- 0707<br/>\$4000.00</p>   | <p>Supplemental materials and supplies<br/>4000-4999: Books And Supplies<br/>LCFF Suppl/Conc -- 0707<br/>\$4000.00</p>   |
| <p>1F. Teachers will collaborate on strategies with the Literacy intervention teachers to meet the needs of students struggling with reading fluency. Literacy Intervention teachers will provide Early Literacy Intervention to students in 1-6 who are not at grade level in reading fluency and phonemic awareness. Teachers will utilize Universal Lesson Design to plan and implement</p>  | <p>1E. Teachers were provided with ELA/ELD/Math/science supplemental materials, supplies, incentives, library resources, technology, and other pertinent items so that they were available to provide supplementary instruction and support to EL/SDC/RSP/GATE students in an inclusion setting. Teachers were also provided with supplemental support ELA/ELD, Mathematics, and science with materials (includes copy machines, printing, novel, leveled readers, manipulatives, software, and informational texts).</p> <p>1F. Teachers collaborated on strategies with the Literacy Support Teachers to meet the needs of students struggling with reading fluency. LSTs provided Early Literacy Intervention to students in 1-6 who</p> | <p>Materials and Supplies to support EL instruction<br/>4000-4999: Books And Supplies<br/>Title III LEP -- 4203<br/>\$106.00</p>   | <p>Materials and Supplies to support EL instruction<br/>4000-4999: Books And Supplies<br/>Title III LEP -- 4203<br/>\$2106.00</p>  |
|   |   | <p>Materials and Supplies to support ELA, Math, Science, and Social studies including technology<br/>4000-4999: Books And Supplies<br/>LCFF Suppl/Conc -- 0707<br/>\$3500.00</p> | <p>Materials and Supplies to support ELA, Math, Science, and Social studies including technology<br/>4000-4999: Books And Supplies<br/>LCFF Suppl/Conc -- 0707<br/>\$3500.00</p> |
|   |   | <p>Printing, Supplemental student materials<br/>5700-5799: Transfers Of Direct Costs<br/>LCFF Suppl/Conc -- 0707<br/>\$2000.00</p>   | <p>Printing, Supplemental student materials<br/>5700-5799: Transfers Of Direct Costs<br/>LCFF Suppl/Conc -- 0707<br/>\$2000.00</p>   |

**Planned  
Actions/Services**

instructional strategies that meet the needs of all students including RSP, SDC, and EL in an inclusive setting. A math intervention teacher will collaborate with teachers to identify students who are struggling in math and need additional support. NWEA data will be utilized to identify students who are at-risk of not meeting grade level standards in both ELA and math.

A Multi-Tiered System of Supports will be put in place and will include a modification of services for SDC students in a inclusive intervention model. Targeted small group instruction in the general education classroom setting, with guided reading and differentiated independent practice activities.

1G. GATE facilitator will provide teachers who have GATE clusters resources that may be of interest to GATE students and that are connected to grade level standards. The focus is on topics that extend from the classroom or from common core standards in ELA, Math, Science, and Social Studies.

1H. The school will communicate to parents the board policies and other requirements of the Universal Pre-K program. Parents will be provided with registration information.

Pre-school transitional meetings will be done for students entering TK with an IEP. Preschool teachers will

**Actual  
Actions/Services**

were not at grade level in reading fluency and phonemic awareness. Teachers utilized Universal Lesson Design to plan and implement instructional strategies that met the needs of all students including RSP, SDC, and EL in an inclusive setting. A Math Support Teacher collaborated with teachers to identify students who were struggling in math and needed additional support. NWEA data was utilized to identify students who were at-risk of not meeting grade level standards in both ELA and math.

A Multi-Tiered System of Supports was put in place and included a modification of services for SDC students in an inclusive intervention model. Targeted small group instruction in the general education classroom setting, with guided reading and differentiated independent practice activities.

1G. GATE facilitator provided teachers who have GATE clusters resources that were of interest to GATE students and that were connected to grade level standards. The focus was on topics that extended from the classroom or from common core standards in ELA, Math, Science, and Social Studies.

1H. The school communicated to parents the board policies and other requirements of the Universal Pre-K program. Parents were be provided with registration information.

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

| Planned Actions/Services  | Actual Actions/Services   | Budgeted Expenditures   | Estimated Actual Expenditures   |
|---|---|---|---|
| <p>communicate with the TK/kinder teachers to ensure a smooth transition for preschool students. Registration information for preschool will be made available in the front office.</p>   | <p>Pre-school transitional meetings were done for students entering TK with an IEP. Preschool teachers communicated with the TK/kinder teachers to ensure a smooth transition for preschool students. Registration information for preschool was made available in the front office.</p>  |   |   |
| <p>2.0 Staff Development/Collaboration<br/>2A. The school will facilitate and support teacher grade level (TK-6) collaboration meetings in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data) for the adopted program in ELA/Math (e.g., use of regularly scheduled meetings focused on lesson delivery and data analysis). The principal will monitor collaboration planning for each grade level to ensure that best practices are being discussed and data is being used to drive classroom instruction through classroom walk-throughs and collaboration meeting minutes.</p> <p>2B. Release time will be provided to special education specialists to plan instruction with general ed teacher on inclusion and how to address the needs of RSP and SDC students in the general class. Teachers will plan using best practices and focus on various instructional models for inclusion. Release time will also be provided for special education specialists and general ed teachers to attend IEP</p> | <p>2.0 Staff Development/Collaboration<br/>2A. The school facilitated and supported teacher grade level (TK-6) collaboration meetings in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data) for the adopted program in ELA/Math (e.g., use of regularly scheduled meetings focused on lesson delivery and data analysis). The principal monitored collaboration planning for each grade level to ensure that best practices were being discussed and data was being used to drive classroom instruction through classroom walk-throughs and collaboration meeting minutes.</p> <p>2B. Release time was provided to special education specialists to plan instruction with general ed teacher on inclusion and how to address the needs of RSP and SDC students in the general class. Teachers planned using best practices and focused on various instructional models for inclusion. Release time was also provided for special education specialists and general ed teachers to</p> | <p>Substitute, teacher, literacy support, technology staff development, collaboration release time, release time to plan for special education inclusion, IEP meetings, observations<br/>1000-1999: Certificated Personnel Salaries<br/>LCFF Suppl/Conc -- 0707<br/>\$3500.00</p> <p>Materials and Supplies, supplemental literacy and intervention support<br/>4000-4999: Books And Supplies<br/>Title I Basic -- 3010<br/>\$3066.00</p> <p>Materials and Supplies, meeting materials, copying, laminating, poster maker<br/>4000-4999: Books And Supplies<br/>LCFF Suppl/Conc -- 0707<br/>\$1497.00</p> <p>Substitute, Teacher, supplemental collaboration support for monitoring instruction and intervention, release time for teachers to plan instruction for inclusion and staff development</p> | <p>Substitute, teacher, literacy support, technology staff development, collaboration release time, release time to plan for special education inclusion, IEP meetings, observations<br/>1000-1999: Certificated Personnel Salaries<br/>LCFF Suppl/Conc -- 0707<br/>\$3500.00</p> <p>Materials and Supplies, supplemental literacy and intervention support<br/>4000-4999: Books And Supplies<br/>Title I Basic -- 3010<br/>\$3066.00</p> <p>Materials and Supplies, meeting materials, copying, laminating, poster maker<br/>4000-4999: Books And Supplies<br/>LCFF Suppl/Conc -- 0707<br/>\$1497.00</p> <p>Substitute, Teacher, supplemental collaboration support for monitoring instruction and intervention, release time for teachers to plan instruction for inclusion and staff development</p> |

| Planned<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures  | Estimated Actual<br>Expenditures  |
|--|--|---|---|
| <p>meetings, transitional meetings, and parent conferences.</p> <p>2C. Teachers will continue to participate in staff development that outlines the use of effective teaching strategies for all students during ELD, strategic intervention support, and implementation of CCSS in ELA/Math and science. Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and paraprofessionals on effective teaching strategies for all students, including EL, RSP, SDC, and GATE students.</p> <p>2D. Literacy and math Intervention teachers will participate in staff development that focuses on primary interventions and student monitoring. They will assist with administering the NWEA to identify those students who need intervention in ELA and math. Literacy Intervention teachers will continue to provide early literacy, primary and intensive intervention support. Math intervention teacher will provide additional math support to those students who may be struggling in math.</p> <p>2E. Teachers will continue in staff development on the ELD standards that focuses on integrated vs. designated ELD instruction. They will also continue to collaborate on strategies for increasing language acquisition for English learners and to work in grade-level teams for standards-based planning using NWEA data, ELPAC,</p> | <p>attend IEP meetings, transitional meetings, and parent conferences.</p> <p>2C. Teachers continued to participate in staff development that outlined the use of effective teaching strategies for all students during ELD, strategic intervention support, and implementation of CCSS in ELA/Math and science. Alludo, the district's virtual professional development platform, included sessions specifically for classroom teachers and paraprofessionals on effective teaching strategies for all students, including EL, RSP, SDC, and GATE students.</p> <p>2D. LSTs and MST teachers participated in staff development that focused on primary interventions and student monitoring. They assisted with administering the NWEA to identify those students who were in need of intervention in ELA and math. LSTs continued to provide early literacy, primary and intensive intervention support. MST provided additional math support to those students who were struggling in math.</p> <p>2E. Teachers continued to participate in staff development on the ELD standards that focused on integrated vs. designated ELD instruction. They also continued to collaborate on strategies for increasing language acquisition for English learners and to work in grade-level teams for standards-based planning using</p> | <p>1000-1999: Certificated Personnel Salaries<br/>Title I Basic -- 3010<br/>\$2000.00</p> <p>Certificated,Hourly, ELD Collaboration Support<br/>1000-1999: Certificated Personnel Salaries<br/>Title III LEP -- 4203<br/>\$516.00</p> | <p>1000-1999: Certificated Personnel Salaries<br/>Title I Basic -- 3010<br/>\$2000.00</p> <p>Certificated,Hourly, ELD Collaboration Support<br/>1000-1999: Certificated Personnel Salaries<br/>Title III LEP -- 4203<br/>\$516.00</p> |



| Planned<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|--|---|--------------------------|----------------------------------|
| <p>and CAASPP results. The principal and teachers will continue to work together on minimum days to collaborate on strategies for producing cohesive program instruction and ensuring student achievement in language acquisition and reading/language arts.</p> <p>2F. English Learners receive daily designated and integrated ELD. Teachers are provided support using Ellevation from the Alludo platform which focuses on research based instructional strategies targeting English Learners. BLT provides additional support as well to EL students.</p> <p>2G. Teachers will be provided staff development on the Next Generation Science Standards (NGSS) and the new science adoption TWIGS. Release time and staff development will be provided for planning of lessons using these standards. Teachers will have a choice to use science notebooks as part of their instruction in science.</p> <p>2H. Technology facilitator will provide technology staff development on topics such as GAFE, Common Sense Media, PEAR, Q communication, Canvas, and Digital Citizenship. A technology plan will be developed by the site committee and implemented throughout the school year. Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and paraprofessionals on technology and</p> | <p>NWEA data, ELPAC, and CAASPP results. The principal and teachers continued to work together on minimum days to collaborate on strategies for producing cohesive program instruction and ensuring student achievement in language acquisition and reading/language arts.</p> <p>2F. English Learners received daily designated and integrated ELD. Teachers provided support using Ellevation from the Alludo platform which focused on research based instructional strategies targeting English Learners. BLT provided additional support as well to EL students.</p> <p>2G. Teachers were provided with staff development on the Next Generation Science Standards (NGSS) and the new science adoption TWIGS. Release time and staff development were provided for planning of lessons using these standards. Teachers will have a choice to use science notebooks as part of their instruction in science.</p> <p>2H. Technology facilitator provided technology staff development on topics such as GAFE, Common Sense Media, PEAR, Q communication, Second Step, Canvas, and Digital Citizenship. A technology plan was developed by the site committee and implemented throughout the school year. Alludo, the district's virtual professional development platform,</p> |                          |                                  |

| Planned Actions/Services  | Actual Actions/Services  | Budgeted Expenditures   | Estimated Actual Expenditures   |
|---|--|---|---|
| <p>how to use it effectively in the classroom.</p>  | <p>included sessions specifically for classroom teachers and paraprofessionals on technology and how to use it effectively in the classroom.</p>   |   |   |
| <p>3.0 Intensive Intervention<br/>3A. Students in grades 1st -6th who are below grade level in reading will be given instructional support through guided reading intervention during their ELA reading block. The guided reading materials are kits that have been purchased by the district as part of the adopted reading program. NWEA will be utilized to monitor ELA and math progress. ELT teachers will support small group instruction in the classroom during ELA time block.</p> <p>Students who are at-risk of not meeting grade level standards in Math will be given additional support from the math intervention teacher in a small group setting using research based strategies and materials.</p> <p>3B. All students in 1st through 6th grade who are in need of reading intervention will participate in a predominantly inclusion model. Small group differentiated instruction will be provided to ensure that all students have access to cross-curricular integration opportunities in the classroom. Guided reading will be one of the vehicles by which differentiation will occur. All first through sixth grade teachers, Intervention teachers, education</p> | <p>3.0 Intensive Intervention<br/>3A. Students in grades 1st -6th who were below grade level in reading were given instructional support through guided reading intervention during their ELA reading block. The guided reading materials are kits that have been purchased by the district as part of the adopted reading program. NWEA was utilized to monitor ELA and math progress. ELT teachers supported small group instruction in the classroom during ELA time block.</p> <p>Students who were at-risk of not meeting grade level standards in Math were given additional support from the math intervention teacher in a small group setting using research based strategies and materials.</p> <p>3B. All students in 1st through 6th grade who were in need of reading intervention participated in a predominantly inclusion model. Small group differentiated instruction was provided to ensure that all students had access to cross-curricular integration opportunities in the classroom. Guided reading was one of the vehicles by which differentiation occurred. All first through sixth grade teachers, LSTs, education specialists,</p> | <p>Materials and supplies to support intervention in ELA and Math<br/>4000-4999: Books And Supplies<br/>LCFF Suppl/Conc -- 0707<br/>\$2000.00</p> <p>Literacy Support Teacher<br/>1000-1999: Certificated<br/>Personnel Salaries<br/>LCFF Suppl/Conc -- 0707<br/>\$12,120</p> <p>Materials and Supplies to support literacy and supplemental materials<br/>4000-4999: Books And Supplies<br/>LCFF Suppl/Conc -- 0707<br/>\$3000.00</p> <p>Literacy Support Teacher<br/>1000-1999: Certificated<br/>Personnel Salaries<br/>LCFF District -- 500 0707<br/>\$108,151</p> <p>Literacy Support Teacher<br/>1000-1999: Certificated<br/>Personnel Salaries<br/>Title I Basic -- 3010<br/>\$106,054</p> <p>Literacy Support Teacher<br/>1000-1999: Certificated<br/>Personnel Salaries<br/>Title I District -- 500 3010<br/>\$74,820</p> | <p>Materials and supplies to support intervention in ELA and Math<br/>4000-4999: Books And Supplies<br/>LCFF Suppl/Conc -- 0707<br/>\$2000.00</p> <p>Literacy Support Teacher<br/>1000-1999: Certificated<br/>Personnel Salaries<br/>LCFF Suppl/Conc -- 0707<br/>\$14,158</p> <p>Materials and Supplies to support literacy and supplemental materials<br/>4000-4999: Books And Supplies<br/>LCFF Suppl/Conc -- 0707<br/>\$3000.00</p> <p>Literacy Support Teacher<br/>1000-1999: Certificated<br/>Personnel Salaries<br/>LCFF District -- 500 0707<br/>\$124,978</p> <p>Literacy Support Teacher<br/>1000-1999: Certificated<br/>Personnel Salaries<br/>Title I Basic -- 3010<br/>\$123,880</p> <p>Literacy Support Teacher<br/>1000-1999: Certificated<br/>Personnel Salaries<br/>Title I District -- 500 3010<br/>\$86,045</p> |

| <b>Planned<br/>Actions/Services</b>  | <b>Actual<br/>Actions/Services</b>   | <b>Budgeted<br/>Expenditures</b>   | <b>Estimated Actual<br/>Expenditures</b>   |
|--|--|--|--|
| <p>specialists, and paraprofessionals have received training in the guided reading and progress monitoring tools. Teachers will be provided with resources that they can use to support their ELA instruction.</p>   | <p>and paraprofessionals have received training in the guided reading and progress monitoring tools. Teachers were provided with resources that they could use to support their ELA instruction.</p>   | <p>Maintenance Contracts (two copy machines)<br/>5000-5999: Services And Other Operating Expenditures<br/>LCFF Suppl/Conc -- 0707<br/>\$6000.00</p>            | <p>Maintenance Contracts (two copy machines)<br/>5000-5999: Services And Other Operating Expenditures<br/>LCFF Suppl/Conc -- 0707<br/>\$6000.00</p>            |
| <p>3C. Literacy Intervention teachers and math intervention teacher will continue to participate in staff development on intervention strategies, NWEA assessments, Ellevation, ELD strategies.</p>  | <p>3C. LSTs and MST continued to participate in staff development on intervention strategies, NWEA assessments, Ellevation, ELD strategies.</p>  | <p>Materials and supplies to support ELD, ELA, and Math<br/>4000-4999: Books And Supplies<br/>LCFF Suppl/Conc -- 0707<br/>\$3000.00</p>                        | <p>Materials and supplies to support ELD, ELA, and Math<br/>4000-4999: Books And Supplies<br/>LCFF Suppl/Conc -- 0707<br/>\$3000.00</p>                        |
| <p>3D. Teachers will continue to be provided with upgrades, computer replacements, and N-Computing system purchases on a computer enhancement and replacement cycle. In order to meet the Common Core State Standards needs of our students, teachers, and staff for now and in the future, we will monitor and purchase the necessary equipment to provide CCSS-aligned tools.</p>  | <p>3D. Teachers continued to be provided with upgrades, computer replacements, and N-Computing system purchases on a computer enhancement and replacement cycle. In order to meet the Common Core State Standards needs of our students, teachers, and staff for now and in the future, we will continue to monitor and purchase the necessary equipment to provide CCSS-aligned tools.</p>  | <p>Materials and Supplies to supplement ELA, math, science, and social studies<br/>4000-4999: Books And Supplies<br/>LCFF Suppl/Conc -- 0707<br/>\$3500.00</p> | <p>Materials and Supplies to supplement ELA, math, science, and social studies<br/>4000-4999: Books And Supplies<br/>LCFF Suppl/Conc -- 0707<br/>\$3500.00</p> |
| <p>3E. Resources will be purchased to supplement classroom instruction to meet the rigor of the grade level standards and to meet the diverse needs of all students including RSP, SDC, and EL students in an inclusion classroom setting. All English Learners will have access to ELD curriculum, resources and assessments. Teachers regularly assess ELD progress with NWEA assessments. These include anecdotal assessments, Ellevation, and publisher assessments.</p> | <p>3E. Resources were purchased to supplement classroom instruction to meet the rigor of the grade level standards and to meet the diverse needs of all students including RSP, SDC, GATE, and EL students in an inclusion classroom setting. All English Learners had access to ELD curriculum, resources and assessments. Teachers regularly assessed ELD progress with NWEA assessments. These included anecdotal assessments, Ellevation, and publisher assessments.</p> |  |  |



**Planned  
Actions/Services**

Teachers have been provided with English Language Arts (ELA), Math and English Language Development (ELD) instructional materials TK-6 with professional support from publisher and language services staff with materials in both print and digital formats. All English Learners students receive instruction in the strands of Reading, Writing, Speaking and Listening, and Language as integrated ELD in addition to a minimum of 30 minutes of daily designated ELD. Integrated and designated ELD coaching and standards implementation support is also provided through EL facilitators, BLTs, and Literacy Intervention Teachers.

3F. The Communication Enhancement Program (CEP) at Indian Hills is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.

**4.0 AVID**

4A. Students will be provided with lessons that focus on college and career readiness. Students will be learning AVID skills that promote organization and college readiness.

**Actual  
Actions/Services**

Teachers were provided with English Language Arts (ELA), Math and English Language Development (ELD) instructional materials TK-6 with professional support from publisher and language services staff with materials in both print and digital formats. All English Learners students received instruction in the strands of Reading, Writing, Speaking and Listening, and Language as integrated ELD in addition to a minimum of 30 minutes of daily designated ELD. Integrated and designated ELD coaching and standards implementation support was also provided through EL facilitators, BLTs, and LST teachers.

3F. The Communication Enhancement Program (CEP) at Indian Hills is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students received differentiated instruction based upon a tiered pyramid of interventions.

**4.0 AVID**

4A. Students were provided with lessons that focused on college and career readiness. Students learned AVID skills that promoted organization and college readiness.

**Budgeted  
Expenditures**

Materials and Supplies to support parent AVID meetings and additional AVID supplies.  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707  
\$2000.00

**Estimated Actual  
Expenditures**

Materials and Supplies to support parent AVID meetings and additional AVID supplies.  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707  
\$5000.00

**Planned  
Actions/Services**

Parents will be given the opportunity to participate in trimester parent workshops that focus on college and career readiness. The workshops will be given both in English and Spanish and babysitting will be provided.

Teachers will participate in teacher meeting that focuses on college and career readiness highlighting areas that teachers can incorporate into their lesson planning to give students opportunities to think about their future.

**Actual  
Actions/Services**

Parents were given the opportunity to participate in trimester parent workshops that focused on college and career readiness(Math Family Night). The workshops were given both in English and Spanish and babysitting was provided.

Teachers participated in teacher meetings that focused on college and career readiness highlighting areas that teachers could incorporate into their lesson planning to give students opportunities to think about their future.

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

**5.0 Inclusion**

5A. As part of our Inclusion model, students who are identified as SDC in grades Kinder through 6th grade are placed in general education as their LRE. The education specialist will continue to go into the classrooms and provide instructional support to these students. Education specialists will continue to be given release time to meet and plan with the general education teacher to develop and place strategies in place to meet the IEP goals of any SDC students in the classroom as stated in the student's IEP. Education specialist and intervention teachers will work together to develop a schedule that will provide classroom support and distance learning support for all teachers who have students with IEPs and/or

**5.0 Inclusion**

5A. As part of our Inclusion model, students who were identified as SDC in grades Kinder through 6th grade were placed in general education as their LRE. The education specialist continued to go into the classrooms and provided instructional support to these students. Education specialists continued to be given release time to meet and plan with the general education teacher to develop and place strategies in place to meet the IEP goals of any SDC students in the classroom as stated in the student's IEP. Education specialist and intervention teachers worked together to develop a schedule that provided classroom support and distance learning support for all teachers who have students with IEPs and/or

Substitute, Teacher: Planning time and IEP meetings for special education specialist and general education teachers.  
1000-1999: Certificated Personnel Salaries  
LCFF Suppl/Conc -- 0707  
\$4000.00

Substitute, Teacher: Planning time and IEP meetings for special education specialist and general education teachers.  
1000-1999: Certificated Personnel Salaries  
LCFF Suppl/Conc -- 0707  
\$1000.00

| Planned<br>Actions/Services                 | Actual<br>Actions/Services                   | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|---|--|--------------------------|----------------------------------|
| students who are struggling in ELA or Math. | students who were struggling in ELA or Math. |                          |                                  |

## Analysis

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

Students who were at-risk of not meeting grade level standards were provided additional support through the LSTs, MST, resident subs, tk/k teachers, and student volunteers. Priority was given to 3rd and 6th grade students who were struggling in math and reading. Teachers provided organization and structure, including clearly defined goals and standards for performance through AVID Modeling of academic language and providing authentic activities. Scholastic News and/or StoryWorks were purchased in conjunction with the adopted curriculum to provide connections to students' culture and real world experiences. Additional supplies (student whiteboards/markers) were purchased to support classroom instruction. Primary grades focused on using the writing, inquiry, collaboration, organization and reading (WICOR) strategies across the grade level.

Collaboration happened every Wednesday after students are released at 1:10 pm. Grade levels meet and discuss grade level data (NWEA) to identify students who need intervention and in what core area; math or ELA. LSTs and MST join this collaboration meetings to ensure that best practices are occurring in classrooms through small group instruction.

Education specialists have been given release days to meet with general ed teachers and discuss student's progress towards their IEP goals in addition to providing strategies to address students behaviors in the general classroom. New teachers were given release days to observe veteran teachers and collaborate with them on best practices.

Teachers were also encouraged to attend district training in math, Ellevation, science or/and ELA. Site LST provided PD on site on Wednesdays on topics such as math, writing and guided reading. Site LSTs also provided PD on how to do data analysis with NWEA and how to do progress monitoring. Teachers in grades 3rd through 6th grade were given PD that focused on fractions from the MST and LST. The LSTs and MST attended RCOE training on how to delivered this PD to the classroom teachers. Teachers were also given opportunities to observe colleagues teaching writing and guided reading.

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

NWEA ELA: Fall 2022 to Winter 2022:

For Grade 1: There was no changed: 26% of students scored higher than the 61st percentile from the Fall to Winter NWEA

For Grade 2: There was a decreased of 5% of students who scored below the 61st percentile from the Fall to Winter NWEA

For Grade 3: There was a decreased of 18% of students who scored below the 61st percentile from the Fall to Winter NWEA

For Grade 4: There was a decreased of 6% of students who scored below the 61st percentile from the Fall to Winter NWEA

For Grade 5: There was no changed: 20% of students scored higher than the 61st percentile from the Fall to Winter NWEA

Fore Grade 6: There was a decreased of 5% of students who scored below the 61st percentile from the Fall to Winter NWEA

There was a decreased in the number of students who scored below the 61st percentile from the Fall to Winter NWEA in grades 2nd, 3rd, 4th, 6th. Grade 3 has the highest decreased with 18% more students who were below the 61st percentile between the Fall and the Winter NWEA. There was no change in Grade 1 and Grade 5 between the Fall and Winter NWEA.

NWEA Math: Fall 2022 to Winter 2022:

For Grade 1: There was a decreased of 3% of students who scored below the 61st percentile from the Fall to Winter NWEA  
For Grade 2: There was a decreased of 8% of students who scored below the 61st percentile from the Fall to Winter NWEA  
For Grade 3: There was a decreased of 10% of students who scored below the 61st percentile from the Fall to Winter NWEA  
For Grade 4: There was no changed: 12% of students scored higher than the 61st percentile from the Fall to Winter NWEA  
For Grade 5: There was an increased of 3% of students who scored higher than the 61st percentile from the Fall to Winter NWEA  
Fore Grade 6: There was no changed: 9% of students scored higher than the 61st percentile from the Fall to Winter NWEA

There was a decreased in the number of students who scored below the 61st percentile from the Fall to Winter NWEA in grades 1st, 2nd, and 3rd. Grade 3 has the highest decreased with 10% more students who were below the 61st percentile between the Fall and the Winter NWEA. There was no change in Grade 4 and Grade 6 between the Fall and Winter NWEA. Grade 5 had an increased of 3% of students who scored higher than the 61st percentile between the Fall and Winter NWEA.

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

There was a need to address students learning loss in writing and in math. Additional resources to support writing across all grade levels were purchased to supplement and/or enhanced classroom instruction. Also, additional manipulatives were purchased to support math in primary grades. For the NWEA assessments, effective headphones were purchased for students to utilized during district assessments and for site assessments. Additional laptops were purchased for the resident subs to used when subbing so that they could assess online resources for students or for themselves. New teachers were given opportunities to attend PDs outside the district that focused on student behavior and SEL.

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.

Learning loss will continue to be address through intervention and assessments. Teachers will continue to assess students needs through NWEA, formative/summative assessments, running records, and teacher assessments to identify the needs of their students and plan accordingly. Collaboration with LST and MST will continue to be key when addressing the needs of students who may be at-risk of not meeting grade level standards. MST will continue to work with teachers on how to teach mathematical concepts at a deeper level. PD will continue in this area next school year.

There was a change from teacher hourly to classified staff hourly. This change was due to a need for staff to support students in class and for additional staff for supervision on the playground and school events. There was also an increase to student incentives to support school attendance. Student incentives and school wide activities to promote attendance has been a focus this school year. Having four resident substitutes on campus daily reduced the need to use site funds to pay for teacher substitutes or teacher hourly.

With TK/K going to a full day format, LST and MST will collaborate with TK/K teachers to address the needs of their students. Paraprofessionals will need to be trained on how they can support whole day TK/K classrooms in letter recognition and mathematical concepts. This will written in goal 1: Collaboration in the school plan.

For next school year, writing will an additional focus to the site PD Plan. Students show that they are lacking writing writing skills through writing assessments and the quality of writing in classrooms. This seems to be evident across all grade levels. This will be written under goal 1: staff development in the school plan.

# Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

## Goal 2

Safe, Orderly and Inviting Learning Environment

### Annual Measurable Outcomes

| Metric/Indicator             | Expected Outcomes   | Actual Outcomes   |
|------------------------------|---|---|
| P 5 School attendance rate:  | 2022 Expected Outcome: There will be a 2% increase in attendance rates across all grade levels.   | For 2021-2022 School year: Attendance rate was 92.28%<br>Currently: for 2022-2023, Attendance rate is 92.24%  |
| P5 Chronic Absenteeism rate: | 2022-2023 Expected Outcome: There will be 1% decrease in the chronic absenteeism rate school wide including in the following groups: English Learners, Students with disabilities, and socioeconomically disadvantaged. | For 2022:<br>Overall Chronic Absenteeism rate was 30.7%, status level: Very High<br>For English Learners: Chronic Absenteeism rate was 36.5%, status level: Very High<br>For Hispanic subgroup: Chronic Absenteeism rate was 30.6%, status level: Very High<br>For SES subgroup: Chronic Absenteeism rate was 33.5%, status level: Very High<br>For Students with Disabilities subgroup: Chronic Absenteeism rate was 23.6%, status level: Very High<br>For White subgroup: Chronic Absenteeism rate was 35.1%, status level: Very High |
| P6 Pupil Suspension rate:    | 2022-2023 Expected Outcome: There will be a 0% Overall and for all Ethnic groups.   | For the 2021-2022 school year:<br>Suspension rate overall was .2% and was rated 'very low'<br>For Hispanic subgroup: suspension rate was .3% and was rated 'very low'<br>For SES subgroup: suspension rate was .3% and was rated 'very low'<br><br>There are no suspensions for the current school year of 2022-2023.   |

| Metric/Indicator  | Expected Outcomes  | Actual Outcomes   |
|---|--|---|
| P6 Surveys of pupils, parents, teachers on sense of safety: | 2022-2023 Expected Outcome: There will be a 60% of students who will respond "Almost Never" or "Once in a while" on the LCAP Survey to the question, "How often do you worry about violence at your school?"   | LCAP Winter 2023 Results:<br>LCAP Student Survey, Winter 2023: "How often do you worry about violence at your school?" 52% responded favorably, 5% increase from Fall 2022.   |
| P6 Surveys of pupils, parents, teachers on sense of safety: | 2022-2023 Expected Outcome: There will be a 90% of teachers who will respond, "Not at all difficult" or "Slightly difficult" on the LCAP Survey to the question, "For students who need extra support, how difficult is it for them to get the support that they need?"              | LCAP Winter 2023 Results:<br>LCAP Teacher Survey, Winter 2023: "For students who need extra support, how difficult is it for them to get the support that they need?" 31% of teachers responded "Not at all difficult", 46% of teachers responded "Slightly difficult"                        |
| P6 Surveys of pupils, parents, teachers on sense of safety: | 2022-2023 Expected Outcome: There will be a 70% of parents who will respond, "Quite Well" or "Extremely Well" on the LCAP Survey to the question, "How well do feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" | LCAP Winter 2023 Results :<br>Question: "For this school or district to be successful over the next three years, how important is it for us to focus on...Diversity and inclusion of all students?" 88% of parents responded "Extremely important" 12% of parents responded "Quite important" |
| P1: School Facilities are maintained in good repair         | 2022-2023 Expected Outcome: All school facility reports indicate 100% Good or Better on FIT reports (2022-2023 FIT Reports)  | The Facility Inspection Tool (FIT) indicates a rank of 'Good" and an overall school rating of 'Exemplary' in all categories such as cleanliness, electrical, and restrooms.   |

## Strategies/Activities for Goal 2

| Planned Actions/Services  | Actual Actions/Services  | Budgeted Expenditures  | Estimated Actual Expenditures   |
|---|--|--|---|
| 1.0 Safe and Healthy School Environment<br>1A. The school will create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through various activities (red ribbon week, bullying assemblies, digital citizenship, common sense media, health awareness workshops). | 2.0 Safe and Healthy School Environment<br>1A. The school continues to create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through various activities (red ribbon week, bullying assemblies, digital citizenship, common sense media, | Certificated, Hourly: Meetings, organizing 100 Mile Club events, updating the Safe School Plan, parent workshops<br>1000-1999: Certificated Personnel Salaries<br>LCFF Suppl/Conc -- 0707<br>\$2742.00 | Certificated, Hourly: Meetings, organizing 100 Mile Club events, updating the Safe School Plan, parent workshops<br>1000-1999: Certificated Personnel Salaries<br>LCFF Suppl/Conc -- 0707<br>\$742.00 |



| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures   | Estimated Actual<br>Expenditures   |
|---|---|--|--|
| <p>Teachers and staff will use a multi-tiered systems of support (MTSS) including social and emotional learning (SEL), academic interventions, PICO referrals, and inclusive practices. Students and families will be provided with support including behavior, safety, and mental health services with a focus on student wellness.</p>                            | <p>health awareness workshops). Teachers and staff used a multi-tiered systems of support (MTSS) including social and emotional learning (SEL), academic interventions, PICO referrals, and inclusive practices. Students and families were provided with supports including behavior, safety, and mental health services with a focus on student wellness.</p> | <p>Materials and Supplies: Red Ribbon Week materials, student incentives, PAWS snacks<br/>4000-4999: Books And Supplies<br/>Title I Basic -- 3010<br/>\$2700.00</p>  | <p>Materials and Supplies: Red Ribbon Week materials, student incentives, PAWS snacks<br/>4000-4999: Books And Supplies<br/>Title I Basic -- 3010<br/>\$3700.00</p>  |
| <p>1B. Supervisors will be participating in training that focuses on conflict resolution and positive reinforcement. Supervisors will supervise PTA sponsored events that may require additional supervision. Supervisors will also provide babysitting for parent training and meetings such as PTA, ELAC, and SSC.</p>  | <p>1B. Supervisors participated in training that focused on conflict resolution and positive reinforcement. Supervisors supervise school events including PTA events that required additional supervision. Supervisors also provided babysitting for parent trainings and meetings such as PTA, ELAC, and SSC.</p>  | <p>Classified, Hourly: provide student supervision during 100 Mile Runs, Paw Pride Party, Fall Family Night, and student incentive events<br/>2000-2999: Classified<br/>Personnel Salaries<br/>Title I Basic -- 3010<br/>\$1000.00</p>   | <p>Classified, Hourly: provide student supervision during 100 Mile Runs, Paw Pride Party, Fall Family Night, and student incentive events<br/>2000-2999: Classified<br/>Personnel Salaries<br/>Title I Basic -- 3010<br/>\$2000.00</p>   |
| <p>Activity supervisors will provide appropriate campus supervision, enforce the school dress code, support student SEL needs, and enforce school rules and procedures.</p>   | <p>Activity supervisors provided appropriate campus supervision, enforce the school dress code, support student SEL needs, and enforced school rules and procedures to promote a safe environment.</p>  | <p>Salary, Health Care Aide (HCA)(1.0): health aide will provide first aide services to students, maintain health files and communicate with parents in regards to medical concerns.<br/>2000-2999: Classified<br/>Personnel Salaries<br/>LCFF District -- 500 0707<br/>\$15,314</p> | <p>Salary, Health Care Aide (HCA)(1.0): health aide will provide first aide services to students, maintain health files and communicate with parents in regards to medical concerns.<br/>2000-2999: Classified<br/>Personnel Salaries<br/>LCFF District -- 500 0707<br/>\$15,027</p> |
| <p>1C. Safety coordinator will annually revise the Safe School Plan to include these essential components: assuring each student a safe and healthy physical environment; assuring each student a safe, nurturing, social-emotional learning strategies, and respectful emotional environment. The plan will be approved every year by the school site council.</p> | <p>1C. Safety coordinator revised the Safe School Plan to include these essential components: assuring each student a safe and healthy physical environment; assuring each student a safe, nurturing, social-emotional learning strategies, and respectful emotional environment. The plan was approved by the school site council.</p>                         |  |  |
| <p>1D. Health aide will provide appropriate health care and nursing services. The health aide will also communicate with</p>  | <p>1D. Health aide provided appropriate health care and nursing services. The</p>   |  |  |

**Planned  
Actions/Services**

parents in regards to immunizations and allergies that might impact a student's school environment or student's education including attendance. Health aide will maintain student medications and follow doctor's orders when giving it to students.

1F. Students and staff will participate in monthly fire drills and practice disaster procedures.

1G. Staff will annually revise and distribute parent/student handbook. School rules and procedures are included in the handbook for parents and students to reference. SEL strategies will be included in handbook for parents and students to use as needed.

1H. BSEL coordinator and staff will provide a schoolwide assertive discipline program. PBIS implementation will include training and materials for teaching social skills with social skills posters, SEL strategies, class dojo, bloomz, PAW Pride Parties, PAWS attendance rewards, monthly award assemblies and incentives.

Teachers will be provided with Sanford Harmony online SEL (Social Emotional learning) portal for TK-6. Teachers will address their student's of SEL daily during morning opening activities. Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and

**Actual  
Actions/Services**

health aide also communicated with parents in regards to immunizations and allergies that might impact a student's school environment or student's education including attendance. Health aide maintained student medications and follow doctor's orders when giving it to students.

1F. Students and staff participated in monthly fire drills and practice disaster procedures.

1G. Staff revised and distribute parent/student handbook through the school website. School rules and procedures are included in the handbook for parents and students to reference. SEL strategies were included in handbook for parents and students to use as needed.

1H. BSEL coordinator and staff provided a schoolwide assertive discipline program. Second Step implementation included training and materials for teaching social skills and SEL. Communication with parents in regards to discipline is done through various channels such as phone, email, class dojo, bloomz, agendas, and notes. Positive reinforcement for discipline is done through PAW Pride Parties, PAWS attendance rewards, monthly award assemblies and incentives.

Teachers provided with Sanford Harmony online SEL (Social

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**



| Planned<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures  | Estimated Actual<br>Expenditures  |
|--|--|---|---|
| <p>paraprofessionals on evidenced based strategies for social emotional learning for all students including English Learner students.</p> <p>11. Indian Hills will operate the 100 Mile Club that focuses on student health and well being by having them participate in running and monitoring the number of miles they have run. Students will develop self-monitoring strategies. Supervisors will provide additional student supervision to ensure student safety.</p> | <p>Emotional learning portal for TK-6. Teachers addressed their student's of SEL daily during morning opening activities in addition to Second Step. Alludo, the district's virtual professional development platform, included sessions specifically for classroom teachers and paraprofessionals on evidenced based strategies for social emotional learning for all students including English Learner students and students with disabilities.</p> <p>11. Indian Hills operated the 100 Mile Club that focused on student health and well being by having them participate in running and monitoring the number of miles they have run. Students developed self-monitoring strategies. Supervisors provided additional student supervision to ensure student safety.</p> |   |   |
| <p>2.0 Positive Behavior Intervention Support (PBIS)<br/>2A. The BSEL Coordinator along with the PBIS committee will facilitate the implementation of the components of the PBIS model. Teachers will teach short lessons that focus on the sixteen character traits. The BSEL coordinator will provide staff development and support in planning these short lessons. Student incentives will be given in the classroom and schoolwide to reward positive behavior.</p>   | <p>2.0 Positive Behavior Intervention Support (PBIS)<br/>2A. The BSEL Coordinator along with the site committee facilitated the implementation of the components of the PBIS model. Teachers taught short lessons through Second Step that focus on SEL and Growth Mindset. The BSEL coordinator provided staff development and support in planning these short lessons. Student incentives were given in the classroom and schoolwide to reward positive behavior.</p>  | <p>Materials and Supplies: student incentives for PAWS, Paw Pride Parties, red ribbon week, attendance incentives, classroom skills posters<br/>4000-4999: Books And Supplies<br/>Title I Basic -- 3010<br/>\$2000.00</p> | <p>Materials and Supplies: student incentives for PAWS, Paw Pride Parties, red ribbon week, attendance incentives, classroom skills posters<br/>4000-4999: Books And Supplies<br/>Title I Basic -- 3010<br/>\$2000.00</p> |

**Planned  
Actions/Services**

2B. Students will participate in trimester Paw Pride Parties where a teacher will choose those students who demonstrated PBIS behavior throughout the trimester. Students will be given a snack, prize, and allowed extra recess time with supervisors supervising.

2C. BSEL coordinator will share with the staff discipline data and brainstorm schoolwide interventions that promote good citizenship inside and outside the classroom. Teachers will be provided with support on how to implement effective SEL strategies in the class.

2D. Teachers and staff will review the expectations for the library, chromebooks, cafeteria, hallway, and playground.

3.0 Attendance and Leadership Support  
3A. The staff will develop and implement attendance incentives such as classroom trophies, attendance medals, and certificates to promote attendance. PAWS is a no-tardy program where classes get incentives when the class has four consecutive days with no tardies.

Students may also be referred for behavioral health services through the PICO office to address mental barriers to attendance and engagement. The school will work with the Pupil Personnel Services department in a non-punitive SART process. If needed, the student

**Actual  
Actions/Services**

2B. Students participated in monthly events that focused on good behavior and good attendance. Students were given a snack, prize, and allowed extra recess time with supervisors supervising.

2C. BSEL coordinator shared with the staff discipline data and brainstorm schoolwide interventions that promoted good citizenship inside and outside the classroom. Teachers were provided with support on how to implement effective SEL strategies in the class.

2D. Teachers and staff reviewed the expectations for the library, chromebooks, cafeteria, hallway, and playground through discipline assemblies.

3.0 Attendance and Leadership Support  
3A. The staff developed and implemented attendance incentives such as classroom trophies, smoothies, special lunches, extra recess, snacks, attendance medals, and certificates to promote attendance. PAWS is a no-tardy program where classes get incentives when the class has four consecutive days with no tardies.

Students were also referred for behavioral health services through the PICO office to address mental barriers to attendance and engagement. The

**Budgeted  
Expenditures**

Materials and Supplies: perfect attendance medals, incentive snacks, attendance certificates, attendance incentives  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707  
\$4000.00

**Estimated Actual  
Expenditures**

Materials and Supplies: perfect attendance medals, incentive snacks, attendance certificates, attendance incentives  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707  
\$4000.00

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|---|---|--------------------------|----------------------------------|
| <p>may be referred to the social services or the SARB process to address barriers to re-engage the student.</p> <p>3B. BSEL coordinator will work with the behavioral therapist to identify students who may be in need of counseling for bullying, depression, anxiety, and social skills.</p> | <p>school worked with the Pupil Personnel Services department in a non-punitive SART process. If needed, the student may be referred to the social services or the SARB process to address barriers to re-engage the student.</p> <p>3B. BSEL coordinator worked with the behavioral therapist and psychologist to identify students who may be in need of counseling for bullying, depression, anxiety, and social skills.</p> |                          |                                  |

## Analysis

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

Creating a learning environment that is safe, inviting and orderly continues to be a focus at our school. The staff has made it a priority to greet each child personally as they enter the room. Second step has provided teachers with short lessons on growth mindset and SEL. Kindness and friendship has been a focus monthly with spirit weeks that focuses on these two concepts. Using fun activities such as dress up to promote a positive environment for students and staff.

Staff has established supportive relationships and recognizes that not every student learns in the same way or at the same pace. Students' interests, abilities, and general understanding are used to deepen their natural curiosity to want to discover and learn more.

Our Administrative Teacher on Special Assignment (TSA) uses different tiers of action depending on the behavior. We reinforce effective academic behaviors across the grade level, by using classroom behavior management systems, making parent contact, referring to counseling or to the Student Success Team (SST). There is collaboration through dedicated collaboration time weekly that may focus on behavior modifications and SEL.

There is open communication through district or other platforms (Parent Square or Class Dojo), meetings, or phone calls to parents to keep them informed about their student's well-being and behavior. There are regular updates to Q so parents are aware of their child's progress.

Involving families with PTA-sponsored activities such as fund-raisers, Awards Assemblies, Young Author's Day, and Family Nights increases the community feel of the school and encourages a feeling of Indian Hills' family. District cleared parent volunteers support a safe expedition during an approved field trip and also support classroom instruction by volunteering in the classroom.

There is still a focus on SEL for students and staff. The trauma among our students and staff is something that still needs to be addressed this school year. Teachers continue to spend class time to talk to students and discuss their feelings, anxiety, and their current state of mind using Second Step. The school psychologist has had an increase number of students that need assistance with anxiety and depression.

An additional supervisor provided additional supervision on the playground and another person that students can go to for assistance. The Teacher On Special Assignment continues to build positive relationships with students and parents. The TOSA is also the BSEL coordinator for our school site. She has attended the BSEL district meetings to discuss SEL strategies and interventions that can be implemented at the school site. After each of these meetings, the BSEL coordinator meets with teachers to discuss and share SEL strategies and interventions that could be implemented. The focus is to support the students instead of punishing them for behaviors that may still be a result of the trauma that some of them went through during Covid.

Afterschool ELO focuses on both academics and SEL. Teachers were given the opportunity to work with their students or with a particular grade level. Materials were purchased for teachers to delivered high quality SEL lessons in addition to academics in either ELA or math. GATE student's needs have been addressed during ELO with STEAM activities. Participation from staff has been satisfactory. Saturday school has also had a focus on Academics/SEL and participation has also been satisfactory. Student lunches and breakfasts have been provided to all students free of charge this school year.

The health aide continues to support staff, students, and parents with health related issues such as covid exposure, immunizations, covid symptoms, and student well-being. The EMCC continues to be given additional hours to provide teachers and students with additional support with resources and materials needed to implement effective SEL strategies.

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

For 2021-2022 School year: Attendance rate was 92.28%  
Currently: for 2022-2023, Attendance rate is 92.24%

For 2022:

Overall Chronic Absenteeism rate was 30.7%, status level: Very High

For English Learners: Chronic Absenteeism rate was 36.5%, status level:Very High

For Hispanic subgroup: Chronic Absenteeism rate was 30.6%, status level: Very High

For SES subgroup: Chronic Absenteeism rate was 33.5%, status level: Very High

For Students with Disabilities subgroup: Chronic Absenteeism rate was 23.6%, status level: Very High

For White subgroup: Chronic Absenteeism rate was 35.1%, status level: Very High

For the 2021-2022 school year:

Suspension rate overall was .2% and was rated 'very low'

For Hispanic subgroup: suspension rate was .3% and was rated 'very low'

For SES subgroup: suspension rate was .3% and was rated 'very low'

There are no suspensions for the current school year of 2022-2023.

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

Additional supervision on the playground has had a positive impact on student behavior and eliminating situations where student conflict may arise. Supervisors have also been given additional hours to support the teacher in the classroom where there may be students who need behavior modifications. The need for SEL support is still a need at our school. There is a need for additional student incentives to promote attendance and behavior.

SART meetings have increased at our school to address attendance barriers for some of our families. Attendance clerk follows up with families when attendance becomes an issue. Student incentives to promote attendance has increased this year in an effort to increase attendance across all grade levels. Informing parents on how attendance affects their students presently and in the future has been a focus for our attendance clerk.

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.

Parent workshops that include information on attendance will be included in this goal because it is clear that it is going to take more than one school year to get our attendance above the 96%. Attendance will continue to be a focus with classified staff making a connection with families on ways that the school can assist to improve student attendance.

Having four resident substitutes on campus reduced the need for teacher substitute pay and teacher hourly. Teachers are able to take time off for planning and for school trainings without using site funds. There was an increase for materials and supplies to increase student incentives for behavior and attendance.

Our students and staff will continue to have a need for counseling, wellness groups, and SEL activities. Staff will need staff development in implementing strategies that may focus on mental health and the effects of social media on student behavior. There is a need for a school wide behavior program that can address expectations along with socio-emotional well-being strategies.

# Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

## Goal 3

Parent, Student and Community Engagement

### Annual Measurable Outcomes

| Metric/Indicator   | Expected Outcomes   | Actual Outcomes  |
|--|---|--|
| <p>P3: Survey of Parents/Families (including Unduplicated Pupils and Individuals with Exceptional Needs) on Family Involvement</p> | <p>2022-2023 Expected Outcome: Parents will answer with a 70% "Extremely Important" or "Quite Important" to the question "For this school or district to be successful over the next three years, how important is it for us to focus on .... community partnerships?" on the LCAP survey.</p>                            | <p>LCAP Winter 2023 Results :<br/>Question: "For this school or district to be successful over the next three years, how important is it for us to focus on .... community partnerships?"<br/>62% of parents responded "Extremely important"<br/>25% of parents responded "Quite important"<br/>88% Favorable</p>                            |
| <p>P5: Survey of Students, Teachers, and Parents on Student Engagement</p>   | <p>2022-2023 Expected Outcome: Parents will answer with a 90% "Extremely Important" or "Quite Important" to the question " For this school or district to be successful over the next three years, how important is it for us to focus on ... Student activities and extracurricular activities?" on the LCAP survey.</p> | <p>LCAP Winter 2023 Results :<br/>Question: "For this school or district to be successful over the next three years, how important is it for us to focus on ... Student activities and extracurricular activities?"<br/>62% of parents responded "Extremely important"<br/>38% of parents responded "Quite important"<br/>100% Favorable</p> |
| <p>P5: Survey of Students, Teachers, and Parents on Student Engagement</p>   | <p>2022-2023 Expected Outcome: Teachers will answer with a 75% "Quite Enthusiastic" or "Extremely Important" to the question "On most days, how enthusiastic are the students about being at school?" on the LCAP survey.</p>   | <p>LCAP Winter 2023 Results :<br/>Question: "On most days, how enthusiastic are the students about being at school?"<br/>15% of Teachers responded "Extremely enthusiastic"<br/>54% of Teachers responded "Quite enthusiastic"<br/>69% Favorable; 1% increase from Fall 2022</p>   |
| <p>P5: Survey of Students, Teachers, and Parents on Student Engagement</p>   | <p>2022-2023 Expected Outcome: Students will answer with a 65% "Belong quite a bit" or "Completely belong" to the question "Overall, how</p>  | <p>LCAP Winter 2023 Results :<br/>Question:"Overall, how much do you feel like you belong at your school?"</p>   |

| Metric/Indicator | Expected Outcomes   | Actual Outcomes  |
|------------------|---|--|
|                  | much do you feel like you belong at your school?" on the LCAP survey. | 36% of Students responded "Completely belong"<br>25% of Students responded "Belong quite a bit"<br>61% Favorable; 6% decrease from Fall 2022 |

### Strategies/Activities for Goal 3

| Planned Actions/Services   | Actual Actions/Services   | Budgeted Expenditures   | Estimated Actual Expenditures   |
|--|---|---|---|
| <p>1.0 Parent Engagement and Leadership<br/>1A. Increase parent involvement in school/district advisory committees to review current school/district programs and make recommendations. The principal will provide regular updates to parents about classroom/school activities and programs through Q Communication, facebook, school website, daily announcements, enclosed bulletin board, monthly calendar and marquee.</p> <p>1B. School staff will provide all parents and staff leadership opportunities through advisory committee: DELAC, ELAC, SSC, Leadership Team, AVID committee, Gate advisory committee, and PTA. Parents will take on the role of educational partners with teachers so that as a team, they will be able to support the academic and emotional needs of their students.</p> <p>1C. Parents/educational partners will be invited opportunities to participate in workshops that focus a topics such as SEL, mental wellness, technology, attendance, EL support, PICO, and AVID.</p> | <p>1.0 Parent Engagement and Leadership<br/>1A. Increase parent involvement in school/district advisory committees to review current school/district programs and make recommendations was a focus for this school year. The principal has provided regular updates to parents about classroom/school activities and programs through Q Communication, facebook, school website, daily announcements, enclosed bulletin board, monthly calendar and marquee.</p> <p>1B. School staff provided all parents and staff leadership opportunities through advisory committee: DELAC, ELAC, SSC, Leadership Team, attendance committee, 100 Mile committee, AVID committee, Gate advisory committee, and PTA. Parents have also taken on the role of educational partners with teachers so that as a team, they can be able to support the academic and emotional needs of their students.</p> <p>1C. Parents/educational partners are invited to participate in workshops that</p> | <p>Substitute, Teacher: ELAC Meetings, Parent involvement planning, parent training release time for teacher<br/>1000-1999: Certificated Personnel Salaries<br/>Title III LEP -- 4203<br/>\$966.00</p> <p>Classified Hourly: babysitting, supervision of students<br/>2000-2999: Classified Personnel Salaries<br/>LCFF Suppl/Conc -- 0707<br/>\$3000.00</p> <p>Materials and Supplies: parent involvement flyers, copying, laminating, binders for parents, pens for front desk, organizer for parent information flyers<br/>4000-4999: Books And Supplies<br/>LCFF Suppl/Conc -- 0707<br/>\$4000.00</p> <p>Classified, Hourly: babysitting for ELAC, SSC, and PTA Meetings, Supervision during schoolwide events<br/>2000-2999: Classified Personnel Salaries<br/>LCFF Suppl/Conc -- 0707<br/>\$2000.00</p> | <p>Substitute, Teacher: ELAC Meetings, Parent involvement planning, parent training release time for teacher<br/>1000-1999: Certificated Personnel Salaries<br/>Title III LEP -- 4203<br/>\$966.00</p> <p>Classified Hourly: babysitting, supervision of students<br/>2000-2999: Classified Personnel Salaries<br/>LCFF Suppl/Conc -- 0707<br/>\$3000.00</p> <p>Materials and Supplies: parent involvement flyers, copying, laminating, binders for parents, pens for front desk, organizer for parent information flyers<br/>4000-4999: Books And Supplies<br/>LCFF Suppl/Conc -- 0707<br/>\$4000.00</p> <p>Classified, Hourly: babysitting for ELAC, SSC, and PTA Meetings, Supervision during schoolwide events<br/>2000-2999: Classified Personnel Salaries<br/>LCFF Suppl/Conc -- 0707<br/>\$2000.00</p> |



| Planned<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures  | Estimated Actual<br>Expenditures  |
|--|---|---|---|
| <p>1D. A community liaison will establish a bridge of communication between the school and the community so that the community can provide feedback on topics such as attendance, SSC, ELAC, DAC, AVID, and other topics that may be related to student success.</p>   | <p>focus a topics such as SEL, mental wellness, technology, attendance, EL support, PICO, and AVID both at the district level and school level.</p> <p>1D. A community liaison has established a bridge of communication between the school and the community so that the community can provide feedback on topics such as attendance, SSC, ELAC, DAC, AVID, and other topics that may be related to student success.</p>   | <p>Classified, Hourly: babysitting for ELAC, SSC, and PTA Meetings<br/>2000-2999: Classified Personnel Salaries<br/>Title I Parent Involvement -- 3010 1902<br/>\$887.00</p>  | <p>Classified, Hourly: babysitting for ELAC, SSC, and PTA Meetings<br/>2000-2999: Classified Personnel Salaries<br/>Title I Parent Involvement -- 3010 1902<br/>\$887.00</p>  |
| <p>2.0 Parent Involvement Opportunities<br/>2A. Increase parent involvement by providing the opportunity to participate in PTA-sponsored events and as classroom volunteers. The goal is to engage parents in their children's education by helping them develop skills to use at home that support their children's academic efforts at school. Information will be provided in both English and Spanish and will be sent home in a timely manner. Parents will be communicated with daily if their student is absent by office staff.</p> <p>Home visits will be conducted to address attendance concerns with parents and to remove any barriers that may keep student from being successful.</p> <p>2B. The school staff will invite parents to participate in site-based activities such as the 100 Mile Club, Fall Festivals, College Day, Career Day, Pumpkin/College Readiness Parade,</p> | <p>2.0 Parent Involvement Opportunities<br/>2A. Parent volunteers has increased and participation in PTA-sponsored events has also increased as well. The goal was to engage parents in their children's education by helping them develop skills to use at home that support their children's academic efforts at school. Information has been provided in both English and Spanish and was sent home in a timely manner. Parents were contacted promptly if their student was absent by office staff.</p> <p>Home visits were conducted to address attendance concerns with parents and to remove any barriers that may keep student from being successful.</p> <p>2B. The school staff invited parents to participate in site-based activities such as the 100 Mile Club, Fall Festivals, College Day, Pumpkin/College</p> | <p>Materials and Supplies: flyers, tables and chairs for PTA events, grill, incentives for 100 Mile Club, copying of flyers for school events, supplies for volunteer tea<br/>4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707<br/>\$3000.00</p> <p>Materials and Supplies: copying, supplies for Bring your parent to lunch, moms and muffins, and dads and donuts, certificates for parent volunteers, books for parents to check out to take home and read to their children<br/>4000-4999: Books And Supplies Title III LEP -- 4203<br/>\$886.00</p> | <p>Materials and Supplies: flyers, tables and chairs for PTA events, grill, incentives for 100 Mile Club, copying of flyers for school events, supplies for volunteer tea<br/>4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707<br/>\$1000.00</p> <p>Materials and Supplies: copying, supplies for Bring your parent to lunch, moms and muffins, and dads and donuts, certificates for parent volunteers, books for parents to check out to take home and read to their children<br/>4000-4999: Books And Supplies Title III LEP -- 4203<br/>\$886.00</p> |



| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures   | Estimated Actual<br>Expenditures  |
|---|---|--|---|
| <p>Spirit days, Book Fair, Bring Your Parent to Lunch, Moms and Muffins, Dads and Donuts. Parent information meetings will focused on how they can support their student at home.</p>   | <p>Readiness Parade, Spirit days, Bring Your Parent to Breakfast, Fun Runs, special craft events, Awards Assemblies, Math Family Night, Talent Show, Bring Your Parent to Lunch, Moms and Muffins, Dads and Donuts. Parent information meetings were focused on how they can support their student at home.</p>   |  |   |
| <p>3.0 Parent Communication and Connectivity<br/>3A. Assist parents in understanding academic common core state standards, state and local academic assessments, requirements of Title I, and how to monitor a child's progress and work with educators to improve student achievement using Parent Connect and Q Communications. School will provide a parent station to ensure all parents have access to parent connect and other district resources. English Learner families having a primary language other than English indicates a need to maintain translator clerk typist and BLTs to engage with all families and EL students.</p> <p>3B. Parents will regularly be informed of student progress through Back-to-School Night, parent conferences, progress reports, report cards, Parent Connect, parent phone system, Class Dojo App, bloomz App, google meet, zoom meeting, home visits, and phone calls, emails, &amp; notes home.</p> | <p>3.0 Parent Communication and Connectivity<br/>3A. Parents were assisted in understanding academic common core state standards, state and local academic assessments, requirements of Title I, and how to monitor a child's progress and work with educators to improve student achievement using Parent Connect and Q Communications. School provided a parent station to ensure all parents have access to parent connect and other district resources. English Learner families having a primary language other than English indicated a need to maintain translator clerk typist and BLTs to engage with all families and EL students.</p> <p>3B. Parents were regularly informed of student progress through Back-to-School Night, parent conferences, progress reports, report cards, Parent Connect, parent phone system, Class Dojo App, bloomz App, google meet, zoom meeting, home visits, and phone calls, emails, &amp; notes home.</p> | <p>Classified, Hourly; babysitting for parent training in technology, grade level standards, Avid. Supervision of students during parent meetings.<br/>2000-2999: Classified Personnel Salaries<br/>Title I Parent Involvement --<br/>3010 1902<br/>\$632.00</p> | <p>Classified, Hourly; babysitting for parent training in technology, grade level standards, Avid. Supervision of students during parent meetings.<br/>2000-2999: Classified Personnel Salaries<br/>Title I Parent Involvement --<br/>3010 1902<br/>\$2632.00</p> |

| Planned Actions/Services   | Actual Actions/Services   | Budgeted Expenditures   | Estimated Actual Expenditures   |
|--|---|---|---|
| <p>3C. Parent meetings, parent-teacher conferences, report cards, informational newsletters, flyers, office communication, and parent resources will be provided in both English and Spanish to meet the needs of our Spanish speaking population. Translators will be provided for parent meetings. Office staff provides translating between teachers and spanish speaking parents to support and maintain a teacher/parent relationship that focuses on student achievement and well-being.</p> | <p>3C. Parent meetings, parent-teacher conferences, report cards, informational newsletters, calendars, flyers, office communication, and parent resources were provided in both English and Spanish to meet the needs of our Spanish speaking population. Translators were provided for parent meetings. Office staff provided translating between teachers and spanish speaking parents to support and maintain a teacher/parent relationship that focused on student achievement and well-being.</p>                 |   |   |
| <p>4.0 Parent Workshops<br/>4A. School will facilitate parent workshops that may focus on topics like technology, cyber bullying, nutrition, mental health, AVID Skills, and other topics that may affect their children's well-being.</p> <p>4B. Parents will be given opportunities to participate in workshops that focus on social-emotional learning, nutrition, attendance, depression, and mental well-being.</p>   | <p>4.0 Parent Workshops<br/>4A. School facilitated parent workshops that focused on topics like technology, academics, social media, cyber bullying, nutrition, mental health, AVID Skills, and other topics that may affect their children's well-being both at the district level and site level.</p> <p>4B. Parents were given opportunities to participate in workshops that focus on social-emotional learning, nutrition, attendance, depression, and mental well-being at the district level and site level.</p> | <p>Classified, Hourly: babysitting for parent informational meetings on various topics such as nutrition and mental health<br/>2000-2999: Classified Personnel Salaries<br/>LCFF Suppl/Conc -- 0707<br/>\$2000.00</p> <p>Materials and Supplies: refreshments and copying of flyers and materials for meetings, pens,<br/>4000-4999: Books And Supplies<br/>LCFF Suppl/Conc -- 0707<br/>\$3500.00</p> | <p>Classified, Hourly: babysitting for parent informational meetings on various topics such as nutrition and mental health<br/>2000-2999: Classified Personnel Salaries<br/>LCFF Suppl/Conc -- 0707<br/>\$2000.00</p> <p>Materials and Supplies: refreshments and copying of flyers and materials for meetings and trainings.<br/>4000-4999: Books And Supplies<br/>LCFF Suppl/Conc -- 0707<br/>\$3500.00</p> |

## Analysis

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

With Covid restrictions lifted, parents were again welcome to be on school grounds. School events have seen an increased of parents participation creating a positive culture for our students and staff. There is still a need to reach out to families that may be in need of mental health through our psychologist. Even though there has been an increased in parent involvement in informal school events, there is still a need to increase parent involvement in school committees. There is also a need to educate parents on the negative effects of social-media and their students' mental well-being.

Parents were kept informed on what was happening at school through the school website, teacher's powerschool page, marquee, calendar, flyers, parentsquare, Q Communication, and outdoor bulletin. Parents were provided this information in both English and Spanish. Parent conferences were in person unless a parent requested a virtual meeting. Parents were kept informed on their student's progress through parent connect and teacher communication. Translating services were provided throughout the school year for various purposes like parent/teacher meetings, parent conferences, and IEPs.

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

LCAP Parent/Family Survey, Winter 2023: 50% of Parents responded "Extremely Well" and 38% responded "Quite Well" to the questions "How well do you feel like this school or district is currently doing in the following area: Classroom instruction?"

LCAP Winter 2023 Results :

Question: "For this school or district to be successful over the next three years, how important is it for us to focus on .... community partnerships?"

62% of parents responded "Extremely important"

25% of parents responded "Quite important"

88% Favorable

LCAP Winter 2023 Results :

Question: "For this school or district to be successful over the next three years, how important is it for us to focus on ... Student activities and extracurricular activities?"

62% of parents responded "Extremely important"

38% of parents responded "Quite important"

100% Favorable

LCAP Winter 2023 Results :

Question: "On most days, how enthusiastic are the students about being at school?"

15% of Teachers responded "Extremely enthusiastic"

54% of Teachers responded "Quite enthusiastic"

69% Favorable; 1% increase from Fall 2022

LCAP Winter 2023 Results :

Question: "Overall, how much do you feel like you belong at your school?"

36% of Students responded "Completely belong"

25% of Students responded "Belong quite a bit"

61% Favorable; 6% decrease from Fall 2022

Attendance has increased positively towards the end of the school year but there is still room for growth. There was an increase of SART meetings and there were also several SARB meetings for students whose attendance still did not improve after the site SART meeting. There is still a need to increase parent participation in workshops that focus on how to help their student with math or reading. School site did not have a behavioral therapist for the most of the school year because of staffing. This made it somewhat difficult for our students to access mental health services at school and parents were only given a list of where they could take their student for services.

There was an increase of school wide events that focused on bringing families on campus. Parents were appreciative of this opportunity to spend time with their student at a school setting. Information continues to be sent home in both English and Spanish and translating services are provided when requested for meetings. During SART meetings, parents shared barriers that might be keeping their student from attending school and the school representative provided

possible solutions to remove these barriers. Barriers that were discussed were clothing, housing, mental health, eye glasses, and parenting. Parents were provided with a list of resources that they could turn to for assistance.

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

Funds were moved for classified staff; instead of babysitting for meetings, they were supervising students activities that were occurring outside of recesses. There was also an increase of school events that happened in the evening that needed supervision and support; classified staff provided this type of support the entire school year. They were also supporting students in the classroom giving the teacher another set of eyes in the classroom. Attendance was a focused this school year and the need for student incentives increased to support activities that focused on student attendance. With the addition of a MST, there was a need to purchase additional math materials and resources to be used when working with students and staff. Additional classify hourly was also needed to support teachers prep materials for students in classroom where parent volunteers were not available.

Classified staff also provided translating support for parent conferences and IEPs as needed. Materials and supplies were provided to students to use at home when parents requested them. This included crayons, scissors, notebooks, and paper.

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.

With Tk/Kindergarten going to a full day status next school year, there is going to be a need for additional supervisors and for an increase in hours to the existing supervisors. There is going to be additional training for teachers and staff on how to address mental health in the classroom and in the playground. This needs to be done at the beginning of the school year and there needs to be monitoring and further training if needed.

Attendance will continue to be a focus next school year and funding will be somewhat focus on student incentives as well. Parent workshops will be made available to parents on how to support their student at home with homework or with behavior issues.

# 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 | 117652     |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | 526,497.00 |

## Allocations by Funding Source

| Funding Source                          | Amount  | Balance |
|---|---------|---------|
| Title I Basic -- 3010                   | 113,520 | 0.00    |
| Title I Parent Involvement -- 3010 1902 | 1,703   | 0.00    |
| Title III LEP -- 4203                   | 2,429   | 0.00    |
| LCFF Suppl/Conc -- 0707                 | 122,820 | 0.00    |
| LCFF District -- 500 0707               | 286,025 | 0.00    |

# Expenditures by Funding Source

| Funding Source                          | Amount     |
|---|------------|
| LCFF District -- 500 0707               | 286,025.00 |
| LCFF Suppl/Conc -- 0707                 | 122,820.00 |
| Title I Basic -- 3010                   | 113,520.00 |
| Title I Parent Involvement -- 3010 1902 | 1,703.00   |
| Title III LEP -- 4203                   | 2,429.00   |

## Expenditures by Budget Reference

| Budget Reference                                     | Amount     |
|--|------------|
| 1000-1999: Certificated Personnel Salaries           | 352,001.00 |
| 2000-2999: Classified Personnel Salaries             | 123,804.00 |
| 4000-4999: Books And Supplies                        | 42,692.00  |
| 5000-5999: Services And Other Operating Expenditures | 6,000.00   |
| 5700-5799: Transfers Of Direct Costs                 | 2,000.00   |

## Expenditures by Budget Reference and Funding Source

| Budget Reference                                     | Funding Source                          | Amount     |
|--|---|------------|
| 1000-1999: Certificated Personnel Salaries           | LCFF District -- 500 0707               | 188,704.00 |
| 2000-2999: Classified Personnel Salaries             | LCFF District -- 500 0707               | 97,321.00  |
| 1000-1999: Certificated Personnel Salaries           | LCFF Suppl/Conc -- 0707                 | 57,043.00  |
| 2000-2999: Classified Personnel Salaries             | LCFF Suppl/Conc -- 0707                 | 21,780.00  |
| 4000-4999: Books And Supplies                        | LCFF Suppl/Conc -- 0707                 | 35,997.00  |
| 5000-5999: Services And Other Operating Expenditures | LCFF Suppl/Conc -- 0707                 | 6,000.00   |
| 5700-5799: Transfers Of Direct Costs                 | LCFF Suppl/Conc -- 0707                 | 2,000.00   |
| 1000-1999: Certificated Personnel Salaries           | Title I Basic -- 3010                   | 104,772.00 |
| 2000-2999: Classified Personnel Salaries             | Title I Basic -- 3010                   | 3,000.00   |
| 4000-4999: Books And Supplies                        | Title I Basic -- 3010                   | 5,748.00   |
| 2000-2999: Classified Personnel Salaries             | Title I Parent Involvement -- 3010 1902 | 1,703.00   |
| 1000-1999: Certificated Personnel Salaries           | Title III LEP -- 4203                   | 1,482.00   |
| 4000-4999: Books And Supplies                        | Title III LEP -- 4203                   | 947.00     |



# School Site Council Membership

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

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

| Name of Members  | Role                       |
|------------------|----------------------------|
| Victoria Jobe    | Principal                  |
| John Allen       | Classroom Teacher          |
| Nancy Velasquez  | Classroom Teacher          |
| Bertha Fletes    | Classroom Teacher          |
| Ruth Hermosillo  | Other School Staff         |
| Carmen Herrera   | Parent or Community Member |
| Martha Cervantes | Parent or Community Member |
| Juliana Urbina   | Parent or Community Member |
| Karla Tiscareno  | Parent or Community Member |
| Zoe Ortiz        | Parent or Community Member |

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

# Recommendations and Assurances

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

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

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

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



| Signature   | Committee or Advisory Group Name                                |
|---|---|
|  | English Learner Advisory Committee                              |
|  | Special Education Advisory Committee                            |
|  | Gifted and Talented Education Program Advisory Committee        |
|   | District/School Liaison Team for schools in Program Improvement |

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 5/17/2023.

Attested:

|   |  |
|---|--|
|  | Principal, Victoria Jobe on 5/17/23    |
|  | SSC Chairperson, John Allen on 5/17/23 |



# Addendum

---

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

## Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Evaluation 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](mailto:TITLEI@cde.ca.gov).

## Educational Partner 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 Evaluation 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 Evaluation 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 Evaluation 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 Evaluation 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 Educational Partner 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