

School Year:

2020-21

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
Address	7750 Linares Ave. 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 14, 2020
Schoolsite Council (SSC) Approval Date	May 14, 2020
Local Board Approval Date	June 22, 2020

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

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School Vision and Mission

Mission Statement:

We, the staff, families, students, and community members 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.

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 in order to provide to all of our children an exemplary education both in class and in distance learning. 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 distance learning 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 sixteen elementary schools in the Jurupa Unified School District, and is proud to be one of the few JUSD sites 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 660 students in grades TK-6, including 2 special day classes and two 4th-6th grade reading intervention classes. Approximately 52.5% of the students receive free or reduced lunch. Indian Hills' student enrollment is made of 64% Hispanic, 23% White, 10% Asian and 3% African American. English Learners make-up 25% of the student enrollment. Students have been provided with Chromebooks in grades TK through sixth grade. Students in grades second through sixth grade will take their Chromebooks home daily to do homework or to enhanced their learning.

There are 25 teachers, all of whom are fully credentialed. The school campus is comprised of 34 classrooms, a multipurpose room, library, and main office. Grade Span Adjustment (GSA) in 2017-2018 moves towards 24:1 based on LCFF requirements annually until 2020-2021, respectively. 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 2019-2020 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 grade level staff development, instructional coaches, school site math coaches, district principal meetings and SBCP meetings, site leadership and grade level meetings.

Teachers completed the 2019-2020 school year using distance learning as a result of CoVid19. Students were given chromebooks to connect with their teacher and to complete assignments that focused on common core standards in ELA, math and science. Teachers met with their students to provide academic and social emotional support on a weekly basis.

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 Units of Study for ELA and Math. In addition, the implementation of units for Next Generation Science Standards (NGSS). For ELD, the implementation of Integrated/designated ELD instruction.
- Professional development on Impact Teams for 2nd and 3rd grade which is a model that provides the processes to build teacher expertise and increase student

learning through formative assessments and collaborative inquiry.

- Inclusion model for K-6th SDC grade students, 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 with grades 4-6 intervention support moving from pull-out replacement model to a push-in differentiated model that focuses on guided reading instructional strategies.
- Implementation of distance learning to meet the academic needs of students in grades TK-6th. Powerschool School Learning and Google Classroom were used to present lessons, videos, and activities that focused on grade level standards.

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

Based on the SBAC Dashboard and Calpads data, Indian Hills is most proud of how students are performing on:

- Suspension Rate indicator – shows a Orange medium for all students. 1.1% of the students were suspended at least once. Even though Indian Hills was Orange overall, English Learners, Students with Disabilities and Hispanics subgroups were in the Blue category while the White and Socioeconomically Disadvantaged subgroups received a Orange status. There is a total of 149 English Learners and 0.0% were suspended at least once which is a decline of 0.7% from the previous school year. 0.0% of Students with Disabilities were suspended at least once. There is a total of

69 in this subgroup and the suspension rate was decreased by 2.6%. 3.3% of the White subgroup were suspended at least once which was an increase of 2.5%. There is a total of 123 students in this subgroup.

- English Learner Progress indicator show a declined of 18.5 points from the previous school year. Current English Learners were 94.5 points below standard in English Language Arts and this was a decrease of 18.5 points. Reclassified English Learners were 33.6 points above standard which was a decrease of 23.1 points. In math, English Learners were 99.8 points below standard which was an increase of 6.2 while Reclassified English Learners were 1.5 points above standard with a declined of 19.8 points.
- SBAC ELA and math rates – shows a slight increase in ELA with -6.3 distance from level 3 compared to -9.7 the prior year. In math, there was also an increase with 31.4 from level 3 as compared to -33.3 the previous school year. There was an increase overall in Math with an increase of 1.9 points. There was also an increase within the Students with Disabilities subgroup and the Hispanic subgroup with an increase of 30.9 for the Students with Disabilities subgroup and an increase of 3.3 within the Hispanic subgroup. For ELA, there was an increased overall with a 3.4 point increase. There was also an increased significantly for English Learners with a 1.1 point increase. There was a decreased of 1.1 in ELA for the Socioeconomically disadvantaged subgroup, 23.7 increased within the students with disabilities subgroup, a 23.1 increased within the Asian subgroup, a 4.6 increased within the Hispanic subgroup and a 5.9 decrease within the White subgroup.

Indian Hills attributes the current increases in ELA and math to the implementation of UOS in ELA/math and the primary intervention that is in place K-3. Guided reading is part of daily instruction in 4th grade with 5th and 6th jointing the guided reading implementation. Data indicates that Students with Disabilities are making progress as a result of the Inclusion model that is being implemented at site. Guided reading instruction needs to continue in all grades for students that need support in language arts. Even though there was a slight increase in math, there is a need to provide intervention support in math within the math block in all classrooms.

Second grade completed their second year with Impact team and third grade has completed its first year of implementation; analyzing student work and identifying best practices to meet the needs of students who were not showing mastery of a given standard. Impact Team implementation will continue in the 2020-2021 school with 2nd and 3rd grade.

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

Based on the SBAC and CALPADS data, Indian Hills will address the following indicators that reflect a need for improvement:

- English Language Arts (ELA) Assessment indicator shows an increased significantly for all students in ELA, Indian Hills is still in the yellow low level with at -6.3 points: English Learners -24.1, Socioeconomically Disadvantaged -23.1, Students with Disabilities -101.6, Hispanic -11.9. Even though Students with disabilities had an increase, they still show to be in the orange: very low level. With the continued implementation of inclusion for next year, this subgroup’s need to have access to the core in ELA at their grade level will continue to be addressed throughout the school year.
- Math Assessment indicator shows student to have maintained level of performance with an orange level. English Learners moved to the yellow low level with -44.2, socioeconomically disadvantaged maintained at the yellow low level also with -44.5, Students with a disability had an increased but

are still at the orange very low level with -121.3, Hispanic had an increased within the yellow low level with -37.5, White (71 students) subgroup had a decreased to yellow medium level with -7.3.

- Chronic Absenteeism Indicator shows that overall, all student were in the orange medium level, all students increased from the previous school year 1.4%. Students with disabilities had a decrease to medium green with a decrease of 5.4%. There was an increase with English learners of 3.1%, socioeconomically 1.8%. White subgroup and students with disabilities are in the medium green level even though there was a declined.

In response for the need to move forward in addressing the needs of student overall, Indian Hills will continue to implement UOS in ELA and math, Guided reading, impact team along with the implementation of an inclusion model in which SDC students will be placed in a general education setting with a special education specialist coming into the classroom and provide academic support. The goal is for all students including students with disabilities to have access to the core in ELA, math, science, and social studies. Staff development will continue to address effective instructional strategies across all grade levels.

This will be in collaboration with the district's integration of Inclusive Practices with attention to Social and Emotional Learning (SEL) strategies. A MTSS framework will be implement which includes a literacy platform that will integrate scaffolding and in-classroom support. The goal being that our students with needs are in the least restrictive environment for their learning.

With Distance learning, there is need for additional staff development for teachers so that they are able to deliver lessons and activities are address the needs of all their students using platforms that are accessible for all students.

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

Based on the Dashboard data, there is a performance gap in one subgroup that is significant. Students with disabilities scored very low in the orange level even though there was an increased in both ELA and math. Students with disabilities are at -101.6 in ELA compared to -6.3 overall for all students and in math, students with disabilities are at -121.3 compared to -31.4 overall for all students.

Indian Hills will take the following steps to address this performance gap:

- Special Education specialist role will be modified next year from a self-contained classroom to a more of an inclusive model. LRE will include all special education students being placed in general education classroom with the special education specialist coming into the classroom and providing academic and emotional support.
- Intervention teachers will provide intervention to students who are significantly below grade level including students with disabilities using Guided Reading level readers and monitoring with running records, dibels, and Istation.
- Impact Team model will be second and third grade. This model addresses a culture of efficacy through clarifying learning goals and setting criteria for success, utilizes evidence-based feedback, and maximizes peer and self-assessment in classroom practices. This models combines two existing practices, formative assessment and collaborative inquiry, and promotes a culture in which teachers and students are partners in learning.

Teachers and students will combine in-class instruction with distance learning across all grade levels using district approved resources and platforms such as Google classroom or Powschool learning.

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

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, we do a Comprehensive Needs Assessment annually, develop our SPSA with stakeholder involvement, include strategies that support state standards and address 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 and through distance learning. 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.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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, SBCP meetings, ELAC meetings, and Principal's meetings. There are representatives that participate in DAC and DELAC by attending district meetings and bringing information back to SSC and ELAC.

Resource Inequities

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

There is a need for additional professional development in distance learning for teachers to be able to deliver engaging lessons in ELA, math and science. District approved online resources need to be available for staff and students to utilize throughout the school year.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Mathematics



Orange

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Orange

Conclusions based on this data:

1. Under the Suspension Rate, all students scored in the Orange Level with an increase of .5% with overall rate of 1.1% suspended which is far below state average of 3.4%.
2. Indian Hills scored in the Orange level in chronic absenteeism with a slight increase of 1.4% bringing our rate to 7.3% which is still below state level data of 10.1%. Our English Learners had greatest increase of 3.1%, Hispanic 2.3% and Socioeconomically Disadvantaged at 1.8%. Our greatest decline was for Students with Disabilities with a decline of 5.4%.
3. Under ELA: All students scored in the Yellow Level with a 3.4 point increased performance to indicates we are 6.3 points below standard. Even though our Students with Disabilities are still orange they increased by 23.7 points with greatest growth in ELA. Under Math: All students scored in the Orange level

as well. This was an decrease from Yellow even though we increased by 1.8 points, we only maintained our performance level. Students with disabilities are making significant progress even though they are still in the very low Orange with 30.8 points of growth.

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)

Local Priorities: P2

Identified Need from the Annual Evaluation and Needs Assessment:

English Learner's needs will be addressed more closely. Teachers will collaborate to identify various interventions that will increase student achievement among EL students.

Under AVID section, section 4.1, states that five teachers attended the pathway training in AVID fundamentals.

Mental health intern expenditure was removed from plan and funding was placed under materials and supplies.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4 Statewide Assessments - CAASPP ELA	CAASPP 2018-2019 Actual – ELA % Standard Met/Exceeded Actual: 49.33% Gain of +1.88 points All Students; +1.0% EL; 23.7 points SWD which did not meet our expected outcome except for SWD students. All students had an increase of 3.4 points and falls within the Yellow level of performance.	2019-2020 Due to School Closure there will be no data. 2020-2021 Expected outcome: All students will have a 3 point increased in the Distance from Standard (DFS) in ELA as evident on the CAASPP test scores.
P4 Statewide Assessments - Data Dashboard ELA	ELA Indicator Data Dashboard, Fall 2019 -- Increased by +3.4 points All Students; LI: -1.1; EL +1 which did not meet our expected outcomes for all students including student groups. Actual: School: 6.3 points below standard - Yellow LI: 23.1 points below standard - Yellow EL: 24.1 points below standard - Orange SWD: 101.6 points below standard with 23.7 increase - Orange	2019-2020 Due to School Closure there will be no data. 2020-2021 Expected outcome: All students will have a 3 point increased in the Distance from Standard (DFS) in ELA as evident on the CAASPP test scores.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4 Statewide Assessments - CAASPP Math	CAASPP 2017-18 Actual – Math % Standard Met/Exceeded Actual: 32.44% Decreased: -4.56%	2019-2020 Due to School Closure there will be no data. 2020-2021 Expected outcome: All students will have a 3 point increased in the Distance from Standard (DFS) in math as evident on the CAASPP test scores.
P4 Statewide Assessments - Data Dashboard Math	Math Indicator Data Dashboard, Fall 2019 -- Increased.... Actual: School: -31.4 points below standard LI: -44.5 points below standard EL: -44.2 points below standard	2019-2020 Due to School Closure there will be no data. 2020-2021 Expected outcome: All students will have a 3 point increased in the Distance from Standard (DFS) in Math as evident on the CAASPP test scores.
P4 Assessments - ELPAC Data	P4 Percentage of English Learner pupils who make progress toward English proficiency as measured by ELPAC Actual: 2018-2019 ELPAC results: 4 Well Developed: 6.8.% 3 Moderately Developed: 41.75% 2 Somewhat Developed: 39.81% 1 Beginning Stage: 11.65%	2019-2020 Due to School Closure there will be no data. 2020-2021 Expected outcome: All students will have a 1% increased within levels 3 and 4 as evident on the ELPAC test scores.
P4 Statewide Assessment - Reclassification Rate	EL Reclassification Actual rate: 2019-2020: 97 Total students: 28.9% Redesignated	2020-2021 Due to School Closure there will be no data. 2021-2022 Expected outcome: English Learners will have an increase of 5% in the Redesignated percent as evident in the number of students that are redesignated the following school year.
P8 Other student outcomes - DIBELS	Other student outcomes -- 2019-2020 DIBELS Actual 2nd Assessment: All classrooms that completed the Dibels assessments scored above district expectation.	2020-2021 DIBELS The 3rd Dibels assessment was not given due to school closure. 1st Dibels assessment will be given during the 2020-2021 1st Trimester.
P8 Other student outcomes - SBAC Reading Claim #1	Actual: SBAC Reading Claim #1 School year 2018-2019 Actual 69.44%% Near or Above Standard which was an increase of 2.15%	2019-2020 Due to School Closure there will be no data. 2020-2021 Expected outcome: All students will have a 5% increased in the in the number of students Near or Above Standard.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Planned Strategies/Activities

Action 1.1

CCSS Implementation

X Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. Teachers will participate in professional development that focuses on the implementation of ELA/Math/Science CCSS within ELA/Math/Science UOS lessons across the curriculum.</p>	<p><u>X</u> All Students</p>	<p>Classified, Hourly Extra hours for processing supplemental gap materials</p>
<p>B. Teachers will utilize EADMS/IO monitoring system to monitor student progress in addition to the Units of Study (UOS) assessments, DIBELS, Istation assessments, running records, Read Naturally assessments, formative assessments and summative assessments including teacher observations to monitor student progress and to plan daily instruction. Second and third grade will analyze student work utilizing Impact Team strategies.</p>	<p><u>X</u> Other student group(s) English Learners, Students with Disabilities, Head Start/Preschool</p>	<p>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$2000.00</p>
<p>C. 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>Certificated, Hourly Extra hours for K-3 teachers to complete Dibels assessments or analysis, UoS planning 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$665.00</p>
<p>D. One bilingual language tutor will provide classroom support to English Learners, special education students through guided reading and Read Naturally. BLT has been trained in guided reading strategies and will provide support in classrooms as they do guided reading instruction with small groups.</p>		<p>Substitute, Teacher Substitute time for supplemental grade level or teacher release for UoS planning, release time for teacher to observe other teachers for balanced math, ELD, and science 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1000.00</p>
<p>E. 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</p>		<p>Materials and Supplies Gap CCSS materials ELA/ELD, Math, Science 4000-4999: Books And Supplies Title I Basic -- 3010 \$997.00 Media Clerk (1.0) (8 hours)</p>

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)

F. K-3 teachers will administer the DIBELS monitoring program to assess student's reading fluency. K-3 teachers will be given release time to administer the DIBELS assessment and enter data into VPort.

G. Teachers will collaborate on strategies with the CSR intervention teachers to meet the needs of students struggling with reading fluency. CSR Intervention teachers will provide Early Literacy Intervention to students in K-2 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. 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. Intervention teachers will provide support for distance learning needs.

H. 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.

I. The school will communicate to parents the board policies and other requirements of the Transitional Kindergarten program. Parents will be provided with registration packets, developmental activity packets for summer prep and transition meetings for parents (Transitional K/Kindergarten tea).

Pre-school age will be invited to visit the TK/Kinder classrooms, the office, and the cafeteria to become familiar with the rest of the campus. 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.

2000-2999: Classified Personnel Salaries
LCFF District -- 500 0707
\$67751

Bilingual Language Tutor (1.0) (3 hours)
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
\$27529

Technology Supplies and Equipment
4000-4999: Books And Supplies
Title I Basic -- 3010
\$374.00

Materials and Supplies EL/GATE support
materials
4000-4999: Books And Supplies
Title III LEP -- 4203
\$106.00

Technology Supplies ear plugs, mice, and
connectivity support
4000-4999: Books And Supplies
Title I Basic -- 3010
\$1687.00

Printing, Supplemental student materials
5700-5799: Transfers Of Direct Costs
Title I Basic -- 3010
\$1000.00

Action 1.2

Staff Development/Collaboration

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. 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>X All Students X Other student group(s) English Learners</p>	<p>Substitute, teacher, literacy support, technology staff development, collaboration release time, release time to plan for special education inclusion 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1514.00</p>
<p>B. 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.</p>		<p>Materials and Supplies, supplemental literacy and intervention support 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$560.00</p>
<p>C. Teachers will continue to participate in staff development that outlines effective teaching strategies for all students during math review, ELD, strategic intervention support, and implementation of CCSS in ELA/Math and science. Universal Design Lesson planning will be implemented; teachers received training in this mode of lesson planning before the school year and will start the implementation phase. Teachers will participate in staff development that focuses on distance learning and resources that are available to both teachers and students.</p>		<p>Materials and Supplies, meeting materials, copying, laminating, poster maker 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1497.00</p>
<p>D. CSR Intervention teachers will participate in staff development that focuses on primary interventions and student monitoring. They will assist with and administer district monitoring assessments (DIBELS) to identify those students who need primary intervention. CSR Intervention teachers will continue to provide early literacy, primary and intensive intervention support.</p>		<p>Substitute, Teacher, supplemental collaboration support for monitoring instruction and intervention, release time for teachers to plan instruction for inclusion 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1000.00</p>
<p>E. 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 common core standards and data analysis of UOS Post Assessments, ELPAC, and Smarter Balanced 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>Certificated, Hourly, ELD Collaboration Support 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 \$716.00</p>

F. Smarter Balanced Math continues to be part of math instruction. The math facilitator will continue to provide assistance with modeling and peer coaching. Teachers will be provided with release time to develop action plans, identify best practices, and observe other teachers.

G. Teachers will be provided staff development on the Next Generation Science Standards (NGSS) UOS and planning of lessons using these standards. Teachers will continue to use science notebooks as part of their instruction in science.

H. Technology facilitator will provide technology staff development on topics such as GAFE, Common Sense Media, PEAR, Q communication, and Digital Citizenship. A technology plan will be developed by site committee and implemented throughout the school year.

Action 1.3

Intensive Intervention

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

A. Students in grades 4-6 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.

X All Students
X Other student group(s) Students with Disabilities

Library Books, promote reading, Materials and Supplies
4000-4999: Books And Supplies
Title I Basic -- 3010
\$1826.00

B. All students in 4th 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 fourth through sixth grade teachers, Intervention teachers, education specialists, and paraprofessionals have received training in the online universal screener, guided reading and progress monitoring tools, small group differentiation. "The Next Step Forward in Guided Reading", will be some of the PD materials used.

CSR Intervention Teacher (.25)
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
\$35040.00
Materials and Supplies, intervention and early literacy materials
4000-4999: Books And Supplies
Title I Basic -- 3010
\$1000.00

C. CSR Intervention teachers will continue to participate in staff development on intervention, prevention, and course access software licenses to include V-Port(K-2), Reading Naturally, running records, I-Station, and VocabJourneys

CSR Intervention Teacher (.50), Intensive Intervention
1000-1999: Certificated Personnel Salaries
Title I District -- 500 3010

(5-6). Intervention teachers will support teachers and students who may be delivering instruction through distance learning.

D. 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. Both teacher and students will be provided with tools that facilitate distance learning.

E. 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.

F. 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.

\$72034

CSR Intervention Teacher (.75), Early Literacy and Primary Intervention
1000-1999: Certificated Personnel Salaries
Title I Basic -- 3010
\$105120.00

CSR Intervention Teacher (.50), Primary intervention for EL students
1000-1999: Certificated Personnel Salaries
Title III District -- 500 4203
\$72034

Maintenance Contracts (two copy machines)
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$6000.00

Technology Equipment
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$1000.00

Materials and Supplies, supplemental intervention and early literacy materials
4000-4999: Books And Supplies
Title I Basic -- 3010
\$2717.00

Action 1.4

AVID

	<u>X</u>	Unchanged Action
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. 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.</p> <p>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.</p>	<p><u>X</u> All Students</p>	<p>Materials and Supplies (Binders, dividers, color coded highlighters, and pencil pouches for three ring binder. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00</p>

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.

Action 1.5

Inclusion

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. Last year, students who were identified as SDC in grades Kinder through 6th grade were placed in general education as their LRE for every student. 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 students who are struggling in ELA or Math.</p>	<p><u>X</u> All Students <u>X</u> Other student group(s) SDC students</p>	<p>Substitute, Teacher: Planning time for special education specialist and general education teachers. 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1000.00</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:

As part of our continued improvement of the culture and environment of our school, we will be expanding inclusion among our SDC students so that they are with their age appropriate peers most of the day.

Students and staff will recognize learning structures and habits that support distance learning across all grade levels. Distance learning requires norms and structures that need to be in place so that distance learning can be successful.

PBIS coach will continue to work with small groups on social skills but will expand it by working with the supervisors on how to handle situations on the playground using PBIS skills. The parent/student handbook and the supervisor handbook will be reviewed to include information on how to handle both medical and behavior situations and to address changes in rules and procedures. The staff handbook will be reviewed to ensure that staff's concerns are address as it relates to policy and procedures

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P 5 School attendance rate:	Actual: 2018-2019 overall attendance rate was 96.52%. This was a decrease of 2% from previous school year. 2019-2020 overall attendance rate was 97.25%. This was an increase of .73% from previous school year.	2020-2021 expected outcome: There will be an increase of .25% in the attendance rate as evident in the end of the year attendance report.
P5 Chronic Absenteeism rate:	Actual: 2019-2020: 7.3% School wide District: % 9.7%	2020-2021 expected outcome: There will be a decreased in the chronic absenteeism rate school wide of .25%. Attendance is going to be a

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Students with disabilities declined from 13.0% to 7.6%, they are in the Green medium level of performance.	combination between in-class instruction and distance learning.
P6 Pupil Suspension rate:	Actual: 2018-2019: 1.1% School wide District: 3.6%	2019-2020 Due to school closure, there is no data for school year. 2020-2021 expected outcome: There will be a .1% decreased in the suspension rate as evident from the end of the year suspension report.
P6 Surveys of pupils, parents, teachers on sense of safety:	2018-2019 LCAP Survey, Parents: 94% Extremely Safe to Moderately Safe LCAP Survey, Students: 80% Extremely Safe to Moderately Safe LCAP Survey, Staff: 55.55% Extremely Safe to Moderately Safe Even though staff shows that only 55% feel safe, there were no comments that indicate specifics on areas that need to improve so that they feel safe on campus. Parent's results indicate that parents feel very much safe overall with a 94%.	2019-2020 Due to school closure, the LCAP survey was not completed with parents, staff, and students. 2020-2021 Expected outcome: There will be a 1% increase among the three groups that participate in the LCAP Survey that will show an increased in the percentage that Feel Extremely Safe to Moderately Safe.
P6 Surveys of pupils, parents, teachers on sense of safety:	Actual: 2018-2019: 90% percent of students feel safe most of the time/all the time.	2019-2020 Due to school closure, the survey was not completed. 2020-2021 Expected outcome: There will be an increased in the percent of students that feel safe most of the time/all the time of 1%.

Planned Strategies/Activities

Action 2.1

Safe and Healthy School Environment

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. 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)</p> <p>B. Supervisors will be participating in training that focuses on conflict resolution and positive reinforcement. Supervisors will supervise PTA sponsor events that may require additional supervision. Supervisors will also provide babysitting for parent training and meetings such as PTA, ELAC, and SSC.</p> <p>C. 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, and respectful emotional environment. The plan will be approved every year by the school site council.</p> <p>D. 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.</p> <p>E. Activity supervisors will provide appropriate campus supervision, enforce the school dress code, and enforce school rules and procedures.</p> <p>F. Students and staff will participate in monthly fire drills and practice disaster procedures.</p> <p>G. Staff will annually revise and distribute parent/student handbook.</p> <p>H. PBIS coordinator and staff will provide a schoolwide assertive discipline program.(PBIS Program). PBIS implementation will include training and materials for teaching social skills with social skills posters, class dojo, PAW Pride Parties, PAWS attendance rewards, monthly award assemblies and incentives.</p> <p>I. 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>X All Students</p>	<p>Certificated, Hourly Meetings, organizing 100 Mile Club events, updating the Safe School Plan</p> <p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1000.00</p> <p>Materials and Supplies: Red Ribbon Week materials, student incentives, PAWS snacks 4000-4999: Books And Supplies Title I Basic -- 3010 \$688.00</p> <p>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 \$200.00</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. 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$16139</p>

J. Students and staff will be recognized for successful distance learning structures and habits.

Action 2.2

Positive Behavior Intervention Support (PBIS)

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. The PBIS coach 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 PBIS coach 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><u>X</u> All Students</p>	<p>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 \$586.00</p>
<p>B. 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.</p>		
<p>C. PBIS coach will share with the staff discipline data and brainstorm schoolwide interventions that promote good citizenship inside and outside the classroom.</p>		
<p>D. Students will receive instruction from their teacher on norms that need to be followed when they participate in distance learning.</p>		

Action 2.3

Attendance and Leadership Support

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
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A. 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 with the class has four consecutive days with no tardies.

B. Students will be recognized for following norms when participating in distance learning.

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:

Increase parent communication through Peachjar; informed parents of this new way of communication. Office remodeling will increase parent connectedness; parents will feel welcome with the new countertops that make it easy to communicate with office staff.

As staff increases use of class dojo, parents engagement will increase as a result of parents being notified of what is going on in the classroom and at school. Parents are also informed of behavior in a promptly manner.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3 Parent Engagement	2018-2019 Percentage of parents that take advantage of parent engagement opportunities: Informed of school-wide activities: Actual: Extremely well informed/Moderately well informed: 94%	2019-2020 Due to school closure, this survey was not completed. 2020-2021 Expected outcome: There will be an increase of 1% of parents indicating that they are extremely well informed/moderately well informed of parent engagement opportunities.
P3 Parent Engagement	2018-2019 Informed of classroom activities: Actual: Extremely well informed/Moderately well informed: 88%	2019-2020 Due to school closure, this survey was not completed. 2020-2021 Expected outcome: There will be an increase of 1% of parents indicating that they are extremely well informed/moderately well informed of classroom activities.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3 Parent Engagement	2018-2019 Opportunities to be involved with school and district decision making: Actual: Yes 94%	2019-2020 Due to school closure, this survey was not completed. 2020-2021 Expected outcome: There will be an increase of 1% of parents indicating that they are involved in opportunities to be involved with school and district decision making.
P5 Student Engagement	2018-2019 Informed of school-wide activities: Actual: Extremely well informed/Moderately well informed: 79.29%	2019-2020 Due to school closure, this survey was not completed. 2020-2021 Expected outcome: There will be an increase of 1% of parents indicating that they are extremely well informed/moderately well informed of school wide activities.
P5 Student Engagement	2018-2019 Level of participation in school-wide activities (All the time/Most of the time 64.75%) Level of participation in classroom activities (All the time/Most of the time 79.14%)	2019-2020 Due to school closure, this survey was not completed. 2020-2021 Expected outcome: There will be an increase of 1% in the level of participation in school wide activities and classroom activities as evident in parent surveys.
P6 Surveys of pupils, parents, teachers on sense of school connectedness:	<p>2018-2019 School Connectedness Student Actual: Welcoming environment: Extremely well informed/Moderately well informed: 76.43% Student Actual: Positive learning environment: Extremely well informed/Moderately well informed: 86.33%</p> <p>2018-2019 Parent Actual: Welcoming environment: Extremely well informed/Moderately well informed: 91% Parent Actual: Satisfaction with Instruction: Extremely well informed/Moderately well informed: 88%</p> <p>2018-2019 Staff Actual: Welcoming environment: Extremely well informed/Moderately well informed: 100% Staff Actual: Collaborative Culture: Strongly Agree/Agree 88.89%</p>	<p>2019-2020 Due to school closure, this survey was not completed. 2020-2021 Expected outcome: There will be an increase of 1% of students who feel school has a welcoming environment as indicated in the extremely well informed/moderately well informed category.</p> <p>2019-2020 Due to school closure, this survey was not completed. 2020-2021 Expected outcome: There will be an increase of 1% of students who see school as a positive learning environment as indicated in the extremely well informed/moderately well informed category.</p> <p>2019-2020 Due to school closure, this survey was not completed. 2020-2021 Expected outcome: There will be an increase of 1% of parents and staff who see school as a welcoming environment as evident in</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		the extremely well informed/moderately well informed category.
P6 Surveys of pupils, parents, teachers on sense of school connectedness:	Actual:CHKS 2018-2019: 84% of our students feel connected to our school most of the time/all the time. 2018-2019: 88% of our students feel like they are part of this school most of the time/all the time.	2019-2020 Due to school closure, this survey was not completed. 2020-2021 Expected outcome: There will be an increase of 1% percent of students who feel connected to our school most of the time/all the time as evident in the CHKS survey. 2019-2020 Due to school closure, this survey was not completed. 2020-2021 Expected outcome: There will be an increase of 1% percent of students who feel like they are part of this school most of the time/all the time as evident in the CHKS survey.

Planned Strategies/Activities

Action 3.1

Parent Engagement and Leadership

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. 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.	<u>X</u> All Students	Substitute, Teacher: ELAC Meetings, Parent involvement planning, parent training release time for teacher 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 \$1059.00
B. School staff will provide all parents and staff leadership opportunities through advisory committee: DELAC, ELAC, SSC, Gate advisory committee, and PTA.		Classified Hourly: babysitting, supervision of students 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707

<p>C. Parents will be given to participate in workshops that focus on how they can support their student at home with distance learning.</p>	<p>\$900.00</p> <p>Materials and Supplies: parent involvement flyers, copying, laminating, binders for parents, pens for front desk, organizer for parent information flyers 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000.00</p> <p>Classified, Hourly: babysitting for ELAC, SSC, and PTA Meetings, supervision of students 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$2000.00</p> <p>Classified, Hourly: babysitting for ELAC, SSC, and PTA Meetings 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$965.00</p>
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Action 3.2

Parent Involvement Opportunities

	<input checked="" type="checkbox"/> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. 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.</p> <p>B. 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, Spirit days, Book Fair, Bring Your Parent to Lunch, Moms and Muffins, Dads and Donuts.</p>	<input checked="" type="checkbox"/> All Students	<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 4000-4999: Books And Supplies Title I Basic -- 3010 \$100.00</p> <p>Materials and Supplies: copying, supplies for Bring your parent to lunch, moms and muffins, and dads and donuts, certificates for parent volunteers 4000-4999: Books And Supplies Title III LEP -- 4203 \$850.00</p>

Action 3.3

Parent Communication and Connectivity

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. 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 Parent Phone System. School will provide a parent station to ensure all parents have access to parent connect and other district resources.</p> <p>B. 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, google meet, zoom meeting and phone calls, emails, & notes home.</p> <p>C. 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. Support on how to support students with distance learning will be provided.</p>	<u>X</u> All Students	<p>Classified, Hourly; babysitting for parent training in technology and CCSS 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$458.00</p>

Action 3.4

Parent Workshops

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. 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>	<u>X</u> All Students	<p>Classified, Hourly: babysitting for parent informational meetings on various topics such as nutrition and mental health 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$200.00</p>

Materials and Supplies: refreshments and copying of flyers and materials for meetings, pens,
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$1500.00

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4 Statewide Assessments - CAASPP ELA	2018-2019 Expected outcome: All students will have a 3 point increased in the Distance from Standard (DFS) in ELA as evident on the CAASPP test scores.	2018-2019 Actual Outcome: All students had an increase of 2.2 points in the Distance from Standard (DFS) in ELA as evident on the CAASPP test scores. The increased changed from -9.7 to -7.5 in ELA. The goal of increasing by 3 points was not met.
P4 Statewide Assessments - Data Dashboard ELA	2018-2019 Expected outcome: All students will have a 3 point increased in the Distance from Standard (DFS) in ELA as evident on the CAASPP test scores.	2018-2019 Actual Outcome: All students had an increase of 2.2 points in the Distance from Standard (DFS) in ELA as evident on the CAASPP test scores. The increased changed from -9.7 to -7.5 in ELA. The goal of increasing by 3 points was not met.
P4 Statewide Assessments - CAASPP Math	2018-2019 Expected outcome: All students will have a 3 point increased in the Distance from Standard (DFS) in math as evident on the CAASPP test scores.	2018-2019 Actual Outcome: All students had an increase of 1.9 points in the Distance from Standard (DFS) in Math as evident on the CAASPP test scores. The increased changed from -33.3 to -31.4 in Math. The goal of increasing by 3 points was not met.
P4 Statewide Assessments - Data Dashboard Math	2018-2019 Expected outcome: All students will have a 3 point increased in the Distance from Standard (DFS) in Math as evident on the CAASPP test scores.	2018-2019 Actual Outcome: All students had an increase of 1.9 points in the Distance from Standard (DFS) in Math as evident on the CAASPP test scores. The increased changed from -33.3 to -31.4 in Math. The goal of increasing by 3 points was not met.
P4 Assessments - ELPAC Data	2018-2019 Expected outcome: All students will have a 1% increased within levels 3 and 4 as evident on the ELPAC test scores.	2018-2019 Actual Outcome: All students had a decreased of 23. 76% within levels 3 and 4 as evident on the ELPAC test scores. The change seems to be mostly between level 3 and level 2

Metric/Indicator	Expected Outcomes	Actual Outcomes
		with students moving from level 3 to level 2 in most of the grades.
P4 Statewide Assessment - Reclassification Rate	2018-2019 Expected outcome: English Learners will have an increase of 5% in the Redesignated percent as evident in the number of students that are redesignated the following school year.	2018-2019 Actual Outcome: English Learners had a decrease of 4.9% in the Redesignated percent as evident in the number of students that were redesignated in 2018 versus 2019.
P8 Other student outcomes - DIBELS	2018-2019 Expected outcome: Students will have an increase of 5% in student's composite score in grades K through 3rd grade from 2018 to 2019.	2018-2019 Actual Outcome: Students had an increase/decrease in student's composite score as follows: Kindergarten: Increase of 11% in student's composite score from 2018 to 2019 end of the year overall score. First Grade: Increase of 10% in student's composite score from 2018 to 2019 end of the year overall score. Second Grade: Decrease of 12% in student's composite score from 2018 to 2019 end of the year overall score. Third Grade: Decrease of 10% in student's composite score from 2018 to 2019 end of the year overall score.
P8 Other student outcomes - SBAC Reading Claim #1	2018-2019 Expected outcome: All students will have a 5% increased in the in the number of students Near or Above Standard.	2018-2019 Expected Outcome: All students had an increase of .8% in the number of students Near or Above Standard. Students did not meet the goal of 5% increased in SBAC Reading Claim #1.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CCSS Implementation A. Teachers will participate in professional development that focuses on the implementation of ELA/Math CCSS within ELA/Math UOS lessons across the curriculum.	1.0 CCSS Implementation 1.1 Ongoing Professional Development provided for research strategies below in order to support teachers in implementation of CSS standards and to meet student needs. <ul style="list-style-type: none"> Teachers participated in refinement, and printing of 	Classified, Hourly Extra hours for processing supplemental gap materials 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$2000.00	Classified, Hourly Extra hours for processing supplemental gap materials 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$2000.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>B. Teachers will utilize EADMS/Key Data monitoring system to monitor student progress in addition to the Units of Study (UOS) assessments, DIBELS, Language! assessments, Read Naturally assessments, formative assessments and summative assessments including teacher observations to monitor student progress and to plan daily instruction. Second and third grade will analyze student work utilizing Impact Team strategies.</p>	<p>modifications for Math, ELA/ELD</p> <ul style="list-style-type: none"> Balanced Math: continued support for Poster Method and Math Fun 	<p>Certificated, Hourly Extra hours for K-3 teachers to complete Dibels assessments or analysis, UoS planning 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1000.00</p>	<p>Certificated, Hourly Extra hours for K-2 teachers to complete Dibels assessments or analysis, UoS planning 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000.00</p>
<p>C. 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, Ebooks, Accelerated Reader, and other software to teachers. Makerspace will also be monitored by EMCC.</p>	<p>1.2 Data Driven Decision support provided for data management system and analysis services for both formative and summative assessments</p> <ul style="list-style-type: none"> EADMS is utilized to monitor student progress towards mastery of CSS VPORT is utilized to monitor student progress through DIBELS and IStation. 	<p>Substitute, Teacher Substitute time for supplemental grade level or teacher release for UoS planning, release time for teacher to observe other teachers for balanced math, ELD, and science 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1000.00</p>	<p>Substitute, Teacher Substitute time for supplemental grade level or teacher release for UoS planning, release time for teacher to observe other teachers for balanced math, ELD, and science 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000.00</p>
<p>D. One bilingual language tutor will provide classroom support to English Learners, special education students through guided reading and Read Naturally. BLT has been trained in guided reading strategies and will provide support in classrooms as they do guided reading instruction with small groups.</p>	<p>1.3 Media clerk coordinates availability of materials for teachers to implement CSS and other supplemental materials to support the implementation and assessments of ELA/Math CSS.</p> <ul style="list-style-type: none"> Media clerk also supports technology implementation by providing assistance with Chromebooks, Digital Citizenship, EBooks, Accelerated Reader, and research. 	<p>Materials and Supplies Gap CCSS materials ELA/ELD, Math, Science 4000-4999: Books And Supplies Title I Basic -- 3010 \$1997.00</p>	<p>Materials and Supplies Gap CCSS materials ELA/ELD, Math, Science 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1997.00</p>
<p>E. Teachers will be provided with ELA/ELD/Math/science supplemental materials, supplies, incentives, library resources, technology, and other</p>	<p>1.4 Bilingual language tutor continues to provide increased primary intervention and Guided Reading support in ELA across all grade levels.</p>	<p>Media Clerk (1.0) (8 hours) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$63198.00</p>	<p>Media Clerk (1.0) (8 hours) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$63198.00</p>
		<p>Bilingual Language Tutor (1.0) (3 hours) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$24402.00</p>	<p>Bilingual Language Tutor (1.0) (3 hours) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$24402.00</p>
		<p>Technology Supplies and Equipment 4000-4999: Books And Supplies Title I Basic -- 3010</p>	<p>\$</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>pertinent items so that they are available to provide supplementary instruction and support to EL/SDC/RSP/GATE students. Teachers will also be provided with supplemental support ELA/ELD, Mathematics, and science materials (includes copy machines, printing, graphing calculators, novel, leveled readers, manipulatives, software, and informational texts)</p> <p>F. K-3 teachers will administer the DIBELS monitoring program to assess student's reading fluency. K-3 teachers will be given release time to administer the DIBELS assessment and enter data into VPort.</p> <p>G. Teachers will collaborate on strategies with the CSR intervention teachers to meet the needs of students struggling with reading fluency. CSR Intervention teachers will provide Early Literacy Intervention to students in K-2 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. 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.</p>	<ul style="list-style-type: none"> Bilingual tutor has been trained in guided reading strategies. <p>1.5 Teachers are being given support in ELA/ELD, math, and science with supplemental support materials:</p> <ul style="list-style-type: none"> Copy machines, printing, novels, materials and supplies, leveled readers, manipulatives, informational texts and software. <p>1.6 K-3 teachers administer the DIBELS assessment to monitor student's fluency. K-3 teachers are given release time to administer the DIBELS assessment and enter data into VPort.</p> <ul style="list-style-type: none"> Teachers participate with release time to monitor student progress in reading fluency and to plan classroom interventions using this data in collaboration with the intervention teachers. <p>1.7 Teachers are given release time to prepare and collaborate to analyze data, design intervention support, and lesson planning for standards implementation.</p> <p>Intervention teachers are provided systematic support in the early literacy foundations skills and intensive</p>	<p>\$374.00</p> <p>Materials and Supplies EL/GATE support materials 4000-4999: Books And Supplies Title III LEP -- 4203 \$106.00</p> <p>Technology Supplies ear plugs, mice, and connectivity support 4000-4999: Books And Supplies Title I Basic -- 3010 \$2000.00</p> <p>Printing, Supplemental student materials 5700-5799: Transfers Of Direct Costs Title I Basic -- 3010 \$1000.00</p>	<p>Materials and Supplies EL/GATE support materials 4000-4999: Books And Supplies Title III LEP -- 4203 \$106.00</p> <p>Technology Supplies ear plugs, mice, and connectivity support 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000.00</p> <p>Printing, Supplemental student materials 5700-5799: Transfers Of Direct Costs Title I Basic -- 3010 \$1000.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>H. GATE facilitator will coordinate classes that will be offered after school for GATE students to participate. These classes will focus on topics that extend from the classroom or from common core standards in ELA, Math, Science, and Social Studies.</p> <p>I. The school will communicate to parents the board policies and other requirements of the Transitional Kindergarten program. Parents will be provided with registration packets, developmental activity packets for summer prep and transition meetings for parents (Transitional K/Kindergarten tea).</p> <p>Pre-school age will be invited to visit the TK/Kinder classrooms, the office, and the cafeteria to become familiar with the rest of the campus. 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.</p>	<p>support. Using this information, intervention teachers collaborate with grade level teachers to plan interventions that will meet the needs of their students.</p> <p>1.8 GATE are identified and clustered in classrooms where the teacher provides opportunities to enhance their learning beyond the classroom.</p> <p>1.9 Office staff communicates with parents policies and requirements for transitional kinder program. Information on how to register is provided for TK and for preschool as well.</p> <ul style="list-style-type: none"> TK/Kinder teachers do a tea before the school year starts to meet the students and their parents. Parents and students are given a tour of the playground and the classroom. Preschool information is available in the office. 		
<p>Staff Development/Collaboration</p> <p>A. 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</p>	<p>2.0 Staff Development/Collaboration</p> <p>2.1 The school facilitates 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. Collaboration focuses on analyze data, design intervention</p>	<p>Substitute, teacher, literacy support, technology staff development, collaboration release time, release time to plan for special education inclusion 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1514.00</p>	<p>Substitute, teacher, literacy support, technology staff development, collaboration release time, release time to plan for special education inclusion 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1514.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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>support and lesson planning for standards implementation. Monitoring of collaboration is done through walk-throughs and participation in collaboration meetings by the administrator.</p>	<p>Materials and Supplies, supplemental literacy and intervention support 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000.00</p>	<p>Materials and Supplies, supplemental literacy and intervention support 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000.00</p>
<p>B. 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.</p>	<p>2nd and 3rd grade teachers participate in Impact Team training that focuses on data analyzes and peer editing. These teachers participate in meetings with district and a professional consultant to plan instruction based on data analyzes, rubric development and peer editing methods to use in the classroom.</p>	<p>Materials and Supplies, meeting materials, copying, laminating, poster maker 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1497.00</p>	<p>Materials and Supplies, meeting materials, copying, laminating, poster maker 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1497.00</p>
<p>C. Teachers will continue to participate in staff development that outlines effective teaching strategies for all students during math review, ELD, strategic intervention support, and implementation of CCSS in ELA/Math and science.</p>	<p>2.2 Inclusion is being implemented school wide during this school year. Education Specialist teachers are provided release time to plan instruction with gen ed teachers on strategies to implement in the classroom and to address the needs of special education students in the classroom. Education Specialist teachers will identify length of time and best practices based on student's IEPs so that special ed students are successful in the gen ed classroom.</p>	<p>Substitute, Teacher, supplemental collaboration support for monitoring instruction and intervention, release time for teachers to plan instruction for inclusion 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1000.00</p>	<p>Substitute, Teacher, supplemental collaboration support for monitoring instruction and intervention, release time for teachers to plan instruction for inclusion 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000.00</p>
<p>D. CSR Intervention teachers will participate in staff development that focuses on primary interventions and student monitoring. They will assist with and administer district monitoring assessments (DIBELS) to identify those students who need primary intervention. CSR Intervention teachers will continue to provide early literacy, primary and intensive intervention support.</p>	<p>2.3 Teachers continue to participate in staff development that outlines effective teaching strategies to meet the needs of all students during math review, ELD, strategic intervention support, and implementation of CCSS in ELA/Math and science. Math and science coordinators along with</p>	<p>Certificated, Hourly, ELD Collaboration Support 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 \$1187.00</p>	<p>Professional Consulting 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$1187.00</p>
<p>E. Teachers will continue in staff development on the ELD standards that focuses on integrated vs. designated ELD instruction. They will also continue</p>	<p>2.3 Teachers continue to participate in staff development that outlines effective teaching strategies to meet the needs of all students during math review, ELD, strategic intervention support, and implementation of CCSS in ELA/Math and science. Math and science coordinators along with</p>	<p>\$</p>	<p>Printing of materials to support implementation of ELA/Math 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1000.00</p>
<p>E. Teachers will continue in staff development on the ELD standards that focuses on integrated vs. designated ELD instruction. They will also continue</p>	<p>2.3 Teachers continue to participate in staff development that outlines effective teaching strategies to meet the needs of all students during math review, ELD, strategic intervention support, and implementation of CCSS in ELA/Math and science. Math and science coordinators along with</p>	<p>\$</p>	<p>Material and Supplies to support the implementation of guided reading and reading intervention 4000-4999: Books And Supplies Title I Basic -- 3010 \$1000.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>to collaborate on strategies for increasing language acquisition for English learners and to work in grade-level teams for standards-based planning using common core standards and data analysis of UOS Post Assessments and Smarter Balanced 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>F. Smarter Balanced Math continues to be part of math instruction. The math facilitator will continue to provide assistance with modeling and peer coaching. Teachers will be provided with release time to develop action plans, identify best practices, and observe other teachers.</p> <p>G. Teachers will be provided staff development on the Next Generation Science Standards (NGSS) UOS and planning of lessons using these standards.</p> <p>H. Technology facilitator will provide technology staff development on topics such as GAFE, Common Sense Media, and Digital Citizenship. A technology plan will be developed my site committee and implemented throughout the school year.</p>	<p>intervention teachers provide this support during Wednesday minimum day.</p> <p>2.4 CSR intervention teachers attend district trainings that cover Istation, Dibels, primary intervention and guided reading. Intervention teachers monitor student progress using Dibels data and Istation. Running records are also utilized to monitor student progress in reading fluency.</p> <p>2.5 Teachers have participated in staff development on ELD standards specifically on integrated vs. designated ELD instruction. During collaboration, teachers identify best practices for EL students in the classroom. ELD time is protected from interruptions and it is part of the daily schedule. Teachers are aware of the requirements for re-designation and monitor EL student's progress towards meeting these requirements.</p> <p>Teachers also participated in BELIEF professional learning modules on ELD research. Teachers were given strategies that they can use in the classroom to address the needs of their EL students.</p> <p>2.6 The math facilitator continues to provide site support in Smarter Balanced, math review, and poster method. In addition, teachers both new and veteran were given the opportunity to participate in district math trainings that also cover these</p>	<p>\$</p> <p>\$</p>	<p>Books: purchase library books to replace outdated books and to provide books of high interest to students 4000-4999: Books And Supplies Title I Basic -- 3010 \$1000.00</p> <p>Printing of Materials to support early literacy and intervention 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$500.00</p>

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

areas of focus in math. All site teachers have been given the opportunity through release time to observe peers and to develop lessons with best practices in mind. The math facilitator has also been given release time to meet with grade levels during collaboration to provide support.

2.7 Teachers continue to participate in ongoing professional development in order to support the implementation of NGSS. Site NGSS coordinator provides site support with handouts and staff development.

2.8 Site technology facilitator provides staff development on topics such as Google, GAFE, Common Sense Media, PEAR, Digital Citizenship and UOS Platform. A site technology plan has been developed to address site needs and strategies to meet these needs as related to technology.

Library Books, promote reading and AR books, Materials and Supplies
4000-4999: Books And Supplies
Title I Basic -- 3010
\$2826.00

Library Books, promote reading and AR books
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$2826.00

Intensive Intervention
A. Students in grades 4-6 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.

B. All students in 4th through 6th grade who are in need of reading intervention

3.0 Intensive Intervention
3.1 Students who are two grade levels behind participate in guided reading in the classroom as part of the intensive intervention reading program at site. Students are identified using various assessment tools such as running records, Istation, and Dibels.

3.2 Students in K-6th grade who are not at grade level in reading are

CSR Intervention Teacher (.25)
1000-1999: Certificated
Personnel Salaries
LCFF Suppl/Conc -- 0707
\$35040.00

CSR Intervention Teacher (.25)
1000-1999: Certificated
Personnel Salaries
LCFF Suppl/Conc -- 0707
\$35040.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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. Fourth-grade teachers, Intervention teachers, special education specialists, and paraprofessionals will receive training in the online universal screener, guided reading and progress monitoring tools, small group differentiation. "The Next Step Forward in Guided Reading", will be some of the PD materials used.</p>	<p>participating in a guided reading model where the intervention teacher is coming into the gen ed classroom and provide small group instruction in guided reading, phonemic awareness and language circles to meet the needs of the students in the classroom as oppose to a pull-out method. All teachers have been given professional development in guided reading as part of the inclusion plan that is being implemented school wide. Istation which has a universal screener is being utilized to monitor student progress and the "The Next Step Forward in Guided Reading" is being used as a resource tool.</p>	<p>Materials and Supplies, intervention and early literacy materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$2000.00</p>	<p>Materials and Supplies, intervention and early literacy materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000.00</p>
<p>C. CSR Intervention teachers will continue to participate in staff development on intervention, prevention, and course access software licenses to include V-Port(K-2), Reading Naturally, I-Station, and VocabJourneys (5-6).</p>	<p>3.3 Intervention teachers continue to participate in staff development on intervention, prevention, and course software licenses that include V-Port, Istation, Dibels, and VocabJourneys.</p>	<p>CSR Intervention Teacher (.50), Intensive Intervention 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$70080.00</p>	<p>CSR Intervention Teacher (.50), Intensive Intervention 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$70080.00</p>
<p>D. 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>3.4 Teachers are provided with upgrades and computer replacements in order to meet the Common Core Standards. Equipment is purchased to replace outdated equipment.</p>	<p>CSR Intervention Teacher (.75), Early Literacy and Primary Intervention 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$105120.00</p>	<p>CSR Intervention Teacher (.75), Early Literacy and Primary Intervention 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$105120.00</p>
<p>E. Resources will be purchased to supplement classroom instruction to meet the rigor of the grade level standards and to meet the diverse</p>	<p>3.5 Resources continue to be purchased to supplement classroom instruction to meet the rigor of the grade level standards. Supplies and materials are purchase to support guided reading and math intervention.</p>	<p>CSR Intervention Teacher (.50), Primary intervention for EL students 1000-1999: Certificated Personnel Salaries Title III District -- 500 4203 \$70080.00</p>	<p>CSR Intervention Teacher (.50), Primary intervention for EL students 1000-1999: Certificated Personnel Salaries Title III District -- 500 4203 \$70080.00</p>
	<p>3.6 The Communication Enhancement Program (CEP) at Indian Hills is designed to provide voice, fluency</p>	<p>Software License (Accelerated Reader) 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$7313.00</p>	<p>Software License (Accelerated Reader) 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$7313.00</p>
		<p>Maintenance Contracts (two copy machines) 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$6000.00</p>	<p>Maintenance Contracts (two copy machines) 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$6000.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>needs of all students including RSP, SDC, and EL students.</p> <p>F. 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.</p>	<p>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.</p>	<p>Technology Equipment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000.00</p> <p>Materials and Supplies, supplemental intervention and early literacy materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$1404.00</p>	<p>Technology Equipment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000.00</p> <p>Materials and Supplies, supplemental intervention and early literacy materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$1404.00</p>
<p>AVID</p> <p>A. Students will be provided with binders to keep their agendas and classwork using dividers. Students will be learning AVID skills that promote organization and college readiness.</p>	<p>4.0 AVID</p> <p>4.1 Students have been provided with binders and all needed materials in grades TK-6 to support AVID implementation. Teachers participated in staff development in the three-column note taking with county AVID representative. Grade levels continue to focus on three elements of AVID: focused note-taking, agenda and binder organization.</p> <p>Six teachers attended the Pathway training, which is a requirement to the implementation of AVID in their classrooms. Eighty percent of teachers are trained in AVID Implementation.</p> <p>Teachers participate in trimester College and Career Readiness workshop that includes topics such as College, vocational education, and</p>	<p>Materials and Supplies (Binders, dividers, color coded highlighters, and pencil pouches for three ring binder. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00</p> <p>\$</p>	<p>Materials and Supplies (Binders, dividers, color coded highlighters, and pencil pouches for three ring binder. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00</p> <p>Maintenance Contracts 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$500.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>skills that students can learn at the elementary school level to get ready after high school graduation.</p> <p>Students participate in classroom lessons that focus on college and career readiness skills such as effective communication, career exploration, and their interests.</p>		
<p>Inclusion A. Students who have been identified as SDC in grades Kinder through 6th grade will be placed in general education as the LRE for every student. The special education specialist will be going into the classrooms and provide instructional support to these students. Special education specialist will be provided with 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.</p>	<p>Inclusion: Students who have an IEP in grades Kinder through sixth grade are placed in general education as part of their IEP and LRE. Education Specialists are going into classrooms and providing instructional support to these students using grade level materials modified to meet their needs. Education Specialists are provided release time to meet with general ed teachers to develop/modified learning goals for students with IEPs.</p>	<p>Substitute, Teacher: Planning time for special education specialist and general education teachers. 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1000.00</p>	<p>\$</p>

Analysis

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

School has a UOS representative Science who continues to revise and refine OUS units in science. Grade level team leaders work with their grade level to implement the UOS and follow the pacing guide. Grade levels teams meet weekly and work collaboratively to plan, discuss instructional strategies that embrace UDL methodology, analyze student work, and plan instruction.

Teachers will be implementing the UDL approach in their lesson planning. Training and support will be provided throughout the school year along with planning time for the teachers. Our school has implemented an inclusion model last year and will continue to implement it this school year. Education specialists meet with gen ed teachers to plan instruction that will meet the needs of students with IEPs using grade level standards.

Second and third grade are part of the Impact Team at the site. Teachers participated in staff development that focused on analyzing student work and having the students be peer editors. Rubrics are also part of this training. There is follow up with district staff and consultant to provide additional guidance in implementing this model of having students edit each others work using a rubric.

Students continue to utilize their chromebook as a tool to supplement and enhance classroom instruction within all subjects. Student's technology skills have greatly improved because of the usage of chromebook on a daily basis. Teachers utilize applications like Pear to increase student responses and student engagement.

There has been an increase in reading fluency among our primary grades as evident by DIBELS assessment data and running records. Primary intervention continues in grades first through third grade and kindergarteners are being provided ELO from their regular teacher.

SST team works closely with teachers to ensure that students are given best first instruction and interventions in the classroom. Primary intervention teachers are part of this team and are essential when identifying additional support systems for given students. PBIS coach provide support for those students who are in need of social skills awareness. Students participate in small group role-playing and group discussion on the needed social skill.

Students in grades TK-6th participate in AVID. Students have access to all necessary supplies to cover the three goals set by the AVID committee; agenda, binder, and three column note-taking.

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

SBAC results are showing growth in ELA and Math overall among all subgroups except special education subgroup.

ELA

2016-2017 School Year

CAASPP – ELA % Standard Met/Exceeded

Baseline: School: -25.7 points below standard

LI: -34.5 points below standard

EL: -44.2 points below standard

2017-2018 School Year

CAASPP Actual – ELA % Standard Met/Exceeded

School: -9.7 points below standard

LI: -22 points below standard

EL: -25.2 points below standard

2018-2019 School Year

CAASPP Actual - ELA % Standard Met/Exceeded

School: -7.5 points below standard

LI: -24.3 points below standard

EL: -24.9 points below standard

MATH

2016-2017 School Year

CAASPP – Math % Standard Met/Exceeded
Baseline: School: -41.6 points below standard
LI: -51.2 points below standard
EL: -59.6 points below standard

2017-2018 School Year
CAASPP Actual – Math % Standard Met/Exceeded
School: -33.3 points below standard
LI: -49.7 points below standard
EL: -57.2 points below standard

2018-2019 School Year
CAASPP Actual - Math % Standard Met/Exceeded
School: -31.4 points below standard
LI: -44.5 points below standard
EL: -44.2 points below standard

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

Funding was utilized to purchase additional guided reading materials to support primary intervention in grades first and second grade. School has K-6 Guided Reading sets to support guided reading school wide. Additional reading materials were purchased to support monitoring in reading fluency and inclusion.

Six teachers were sent to AVID training during the school year using site and district funding as a result of them not attending summer institute.

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.

English Learner's needs will be addressed more closely. Teachers will collaborate to identify various interventions that will increase student achievement among EL students. Intervention teachers and BLT are working with teachers to identify times throughout the day that EL students can be pulled to receive ESL support. The additional guided reading materials are being utilized to provide additional instructional support to the EL students.

Additional planning time will be provided to teachers to plan as a grade level using UDL methods.

Under AVID section, section 4.1, states that five teachers attended the pathway training in AVID fundamentals.

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P 5 School attendance rate:	2019-2020 expected outcome: There will be an increase of .25% in the attendance rate as evident in the end of the year attendance report.	2018-2019 Actual outcome: There was a decreased of .50% in the attendance rate as evident in the end of the year attendance report: 2017-2018: 96.58% attendance rate 2018-2019: 96.08% attendance rate
P5 Chronic Absenteeism rate:	2019-2020 expected outcome: There will be a decreased in the chronic absenteeism rate school wide of .25%.	2018-2019 Actual outcome: There was an increased in the chronic absenteeism rate school wide of 1.4%. 2018: Chronic Absenteeism rate was 5.9% 2019: Chronic Absenteeism rate was 7.3%
P6 Pupil Suspension rate:	2019-2020 expected outcome: There will be a .1% decreased in the suspension rate as evident from the end of the year suspension report.	2018-2019 Actual outcome: There was an increase of .5% in the suspension rate as evident from the end of the year CAASPP report. 2017: .6% suspension rate 2018: .6% suspension rate 2019: 1.1% suspension rate
P6 Surveys of pupils, parents, teachers on sense of safety:	2019-2020 expected outcome: There will be a 1% increase among the three groups that participate in the LCAP Survey that will show an increased in the percentage that Feel Extremely Safe to Moderately Safe.	2018-2019 Actual outcome: There was an increase among the three groups that participated in the LCAP Survey within the Feel Extremely Safe to Moderately Safe categories. Staff 2018: Feel Extremely Safe to Moderately Safe: 55.55% Staff 2019: Feel Extremely Safe to Moderately Safe: 87.50% Student 2018: Feel Extremely Safe to Moderately Safe: 80.0%

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Student 2019: Feel Extremely Safe to Moderately Safe: 100.0% Parent 2018: Feel Extremely Safe to Moderately Safe: 94% Parent 2019: Feel Extremely Safe to Moderately Safe: 100%
P6 Surveys of pupils, parents, teachers on sense of safety:	2019-2020 expected outcome: There will be an increased in the percent of students that feel safe most of the time/all the time of 1%.	2018-2019 Actual outcome: There was an increase of 7% percent of students that feel safe most of the time/all the time: 2018: 83% of students feel safe most of the time/all the time 2019: 90% of students feel safe most of the time/all the time

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Safe and Healthy School Environment</p> <p>A. 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)</p> <p>B. Supervisors will be participating in training that focuses on conflict resolution and positive reinforcement. Supervisors will supervise PTA sponsor events that may require additional supervision. Supervisors will also provide babysitting for parent training and meetings such as PTA, ELAC, and SSC.</p>	<p>1.0 Safe and Healthy School Environment</p> <p>1.1 School maintains a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment with participation in the following activities: Red Ribbon week, digital citizenship lessons, common sense media, PBIS skill of the week, health awareness workshops, AVID lessons, Spirit Days, PTA sponsored events.</p> <p>1.2 Supervisors have participated in trainings that focus on conflict resolution and positive reinforcement on the on the playground. Supervisors get paid for additional supervisors during PTA sponsored events in the evenings. There is also babysitting</p>	<p>Certificated, Hourly Meetings, organizing 100 Mile Club events, updating the Safe School Plan</p> <p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1000.00</p> <p>Materials and Supplies: Red Ribbon Week materials, student incentives, PAWS snacks 4000-4999: Books And Supplies Title I Basic -- 3010 \$1688.00</p> <p>Classified, Hourly: provide student supervision during 100 Mile Runs, Paw Pride Party, Fall Family Night, and student incentive events</p>	<p>Certificated, Hourly Meetings, organizing 100 Mile Club events, updating the Safe School Plan</p> <p>1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000.00</p> <p>Materials and Supplies: Red Ribbon Week materials, student incentives, PAWS snacks 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1688.00</p> <p>Classified, Hourly: provide student supervision during 100 Mile Runs, Paw Pride Party, Fall Family Night, and student incentive events</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>C. 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, and respectful emotional environment. The plan will be approved every year by the school site council.</p>	<p>available for parents meetings such as Parent College and Career Readiness workshops, PTA, ELAC, and SSC.</p>	<p>2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$200.00</p>	<p>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$200.00</p>
<p>D. Health aide will provide appropriate health care and nursing services.</p>	<p>1.3 The Safe School Plan was reviewed and revised to include changes in classrooms, or a change in policy. The plan includes the essential components: assuring each student a safe and healthy physical environment; assuring each student a safe, nurturing, and respectful emotional environment. The school safe plan will be approved by SSC in February.</p>	<p>Salary, Health Care Aide (HCA)(.50): health aide will provide first aide services to students, maintain health files and communicate with parents in regards to medical concerns. 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$7854.00</p>	<p>Salary, Health Care Aide (HCA)(.50): health aide will provide first aide services to students, maintain health files and communicate with parents in regards to medical concerns. 2000-2999: Classified Personnel Salaries LCFF Sec Int -- 0046 \$7854.00</p>
<p>E. Activity supervisors will provide appropriate campus supervision, enforce the school dress code, and enforce school rules and procedures.</p>	<p>1.4 A health aide provides appropriate health care and nursing services to students on a daily basis during recesses and lunch time. Health Aide also monitor's to ensure all students have immunizations on record, follows up on student allergies, and communicates with parents about health concerns.</p>	<p>Salary, Health Care Aide (HCA)(.50) 3hrs. 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$7855.00</p>	<p>Salary, Health Care Aide (HCA)(.50) 3hrs. 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$7855.00</p>
<p>F. Students and staff will participate in monthly fire drills and practice disaster procedures.</p>	<p>1.5 Activity supervisors provide campus supervision, enforce dress code in addition to school rules and procedures. Students are reminded of safety procedures. Supervisors are kept up to date on mandated child abuse reporting and sexual harassment.</p>		
<p>G. Staff will annually revise and distribute parent/student handbook.</p>	<p>1.6 There is a fire drill every month at various times to ensure that students and staff are familiar with the procedures that need to be followed in case there is a fire or earthquake.</p>		
<p>H. PBIS coordinator and staff will provide a schoolwide assertive discipline program.(PBIS Program). PBIS implementation will include training and materials for teaching social skills with social skills posters, class dojo, PAW Pride Parties, PAWS attendance rewards, and incentives.</p>			
<p>I. 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.</p>			

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Supervisors will provide additional student supervision to ensure student safety.</p>	<p>1.7 A parent/student handbook was distributed to every student at the beginning of the school year in both English and Spanish. Handbook contains information on rules, procedures and schedules.</p> <p>1.8 Social Emotional Strategies are being implemented to address discipline issues in both the classroom and in the playground. Teachers received materials for classroom social skills along with posters. Student incentives include PAW pride parties, PAWS attendance rewards, attendance trophies, attendance medals at the end of the school year. Parent communication is emphasized using email, phone calls, class dojo, Q Communication, Bloom, and notes in student agenda.</p> <p>1.9 100 mile club is implemented across all grade levels to promote healthy habits. Each classroom tracks their students miles and gives the students incentives with each 25 miles they reached. Students learned ways to self monitor their progress in reaching their goals.</p>		
<p>Positive Behavior Intervention Support (PBIS) A. The PBIS coach along with the PBIS committee will facilitate the implementation of the components of the</p>	<p>2.0 Positive Behavior Intervention Support (PBIS) 2.1 The PBIS coach facilitates implementation of the social skills that</p>	<p>Materials and Supplies: student incentives for PAWS, Paw Pride Parties, red ribbon week, attendance incentives, classroom skills posters</p>	<p>Materials and Supplies: student incentives for PAWS, Paw Pride Parties, red ribbon week, attendance incentives, classroom skills posters</p>

**Planned
Actions/Services**

PBIS model. Teachers will teach short lessons that focus on the sixteen character traits. The PBIS coach 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.

B. 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 and allowed extra recess time with supervisors supervising.

C. PBIS coach will share with the staff discipline data and brainstorm schoolwide interventions that promote good citizenship inside and outside the classroom.

**Actual
Actions/Services**

are essential in this program. The sixteen character traits are embedded in short lessons that the teacher delivers in the classroom. The PBIS coach provided training to new staff on how to deliver these short lessons in the classroom. There is school wide student incentives for both classroom and playground behavior. Students are given "Caught Being Good" tickets by both the activity supervisors and the classroom teachers. There are daily announcements that includes the Classroom Skill of the Week.

School spirit is encourage with "college wear on Wednesdays" and "spirit wear on Fridays" along with other designated spirit days. Staff participate in these activities as well.

2.2 At the end of each trimester there is a Paw Pride Party where teachers give a golden ticket to each student who demonstrated PBIS behavior throughout the given trimester. Students are rewarded with a special treat, a prize, and extra play time.

2.3 PBIS coach meets with grade levels to identify those students who are in need of additional support in the PBIS social skills. Small group intervention is done with these students with the PBIS coach doing role-playing and discussion on the given skill.

**Budgeted
Expenditures**

4000-4999: Books And Supplies
Title I Basic -- 3010
\$2586.00

**Estimated Actual
Expenditures**

4000-4999: Books And Supplies
Title I Basic -- 3010
\$2586.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Attendance and Leadership Support A. 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 with the class has four consecutive days with no tardies.</p>	<p>3.0 Attendance and Leadership Support</p> <p>3.1 Attendance incentives are in place with awards, student incentives, classroom incentives that promote attendance. At the end of the year, students are awarded with medals and trophies for perfect attendance. Tardies are also targeted with PAWS; four consecutive days without tardies gives the class a snack from PTA.</p> <p>Bilingual-clerk typist makes every effort to communicate with parents when a student is absent to find out the reason and to inform parents of excused absences versus unexcused absences.</p>	<p>Materials and Supplies: perfect attendance medals, incentive snacks, attendance certificates, attendance incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000.00</p> <p>\$</p> <p>\$</p>	<p>Materials and Supplies: perfect attendance medals, incentive snacks, attendance certificates, attendance incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000.00</p> <p>Food Services: Student Incentives for positive behavior 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$500.00</p> <p>Professional Consulting: Imagination Machine for Young Author's Day 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$1200.00</p>

Analysis

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

PBIS social skill's implementation is ongoing throughout the school year. Teachers teach each of the social skills on a weekly basis. Students work on conflict resolution whenever they encounter conflict with peers. The attendance incentives are showing to be effective as evident in attendance percentages. Office staff and health aide monitor student absences by contacting guardians and identifying the reasons for the given absences.

Students continue to be encouraged to participate in 100 Mile Club and band. Student behavior has improved in the playground as a result of effective feedback from the supervisors and teachers.

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

Effectiveness is measured by increase in attendance rates, decrease in chronic absenteeism rate, and maintained a low suspension rate.

Staff safety concerns continue to be address and implemented in the Safe school plan. Work orders are submitted on a timely manner and safe concerns are addressed promptly. The office uses Raptor to identify visitors before they entered the site. The SRO visits occasionally to ensure to talk to students or to just make sure that there is no questions or concern that they might have to address.

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

Mental health services are being offered through PICO. Interns were not able to be placed at site, but students and parents are given information through PICO. SST chairperson follows up to ensure that students are getting needed services.

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.

As part of our continued improvement of the culture and environment of our school, inclusion will continue to be implemented school wide and education specialist will work closely with the gen ed teacher to ensure that students' IEPs are in compliance and the support exists in the gen ed classroom using grade level standards.

PBIS coach will continue to work with small groups on social skills but will expand it by working with the supervisors on how to handle situations on the playground using PBIS skills. The parent/student handbook and the supervisor handbook will be reviewed to include information on how to handle both medical and behavior situations and to address changes in rules and procedures. The staff handbook will be reviewed to ensure that staff's concerns are address as it relates to policy and procedures.

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P3 Parent Engagement	2019-2020 expected outcome: There will be an increase of 1% of parents indicating that they are extremely well informed/moderately well informed of parent engagement opportunities.	2018-2019 Actual outcome: There was a decrease of 1% of parents indicating that they are extremely well informed/moderately well informed of student's school wide activities. 2018: 94% of parents indicated that they were extremely well informed/moderately well informed of student's school wide activities 2019: 93% of parents indicated that they were extremely well informed/moderately well informed of student's school wide activities
P3 Parent Engagement	2019-2020 expected outcome: There will be an increase of 1% of parents indicating that they are extremely well informed/moderately well informed of classroom activities.	2018-2019 Actual outcome: There was a decrease of 2% of parents indicating that they are extremely well informed/moderately well informed of classroom activities. 2018: 88% of parents indicated that they were extremely well informed/moderately well informed of student's classroom activities. 2019: 86% of parents indicated that they were extremely well informed/moderately well informed of student's classroom activities.
P3 Parent Engagement	2019-2020 expected outcome: There will be an increase of 1% of parents indicating that they are involved in opportunities to be involved with school and district decision making.	2018-2019 Actual outcome: There was a decrease of 9% of parents indicating that they are involved in opportunities to be involved with school and district decision making. 2018: 94% of parents indicated that they were involved with school and district decision making. 2019: 85% of parents indicated that they were involved with school and district decision making.

Metric/Indicator	Expected Outcomes	Actual Outcomes
P5 Student Engagement	2019-2020 expected outcome: There will be an increase of 1% of parents indicating that they are extremely well informed/moderately well informed of school wide activities.	2018-2019 Actual outcome: There was a decrease of 1% of parents indicating that they are extremely well informed/moderately well informed of student's school wide activities. 2018: 94% of parents indicated that they were extremely well informed/moderately well informed of student's school wide activities 2019: 93% of parents indicated that they were extremely well informed/moderately well informed of student's school wide activities
P5 Student Engagement	2019-2020 expected outcome: There will be an increase of 1% in the level of participation in school wide activities and classroom activities as evident in parent surveys.	2018-2019 Actual outcome: There was a decrease of 16% of parents indicating that they participate sometimes/most of the time/all the time in school wide activities. 2018: 94% of parents indicated that they participate sometimes/most of the time/all the time in school wide activities. 2019: 78% of parents indicated that they participate sometimes/most of the time/all the time in school wide activities.
P6 Surveys of pupils, parents, teachers on sense of school connectedness:	<p>2019-2020 expected outcome: There will be an increase of 1% of students who feel school has a welcoming environment as indicated in the extremely agree/moderately agree category.</p> <p>2019-2020 expected outcome: There will be an increase of 1% of students who see school as a positive learning environment as indicated in the extremely positive/moderately positive category.</p> <p>2019-2020 expected outcome: There will be an increase of 1% of parents and staff who see school as a welcoming environment as evident in the extremely/moderately welcome category.</p>	<p>2018-2019 Actual outcome: There was an increase of 23.57% of students who feel school has a welcoming environment as indicated in the extremely agree/moderately agree category. 2018: 76.43% of students indicated that they feel school has a welcoming environment as indicated in the extremely agree/moderately agree category. 2019: 100% of students indicated that they feel school has a welcoming environment as indicated in the extremely agree/moderately agree category.</p> <p>2018-2019 Actual outcome: There was an increase of 13.67% of students who see school as a positive learning environment as indicated in the extremely positive/moderately positive category. 2018: 86.33% of students indicated that they see school as a positive learning environment as indicated in the extremely positive/moderately positive category.</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		<p>2019: 100% of students indicated that they see school as a positive learning environment as indicated in the extremely positive/moderately positive category.</p> <p>2018-2019 Actual outcome: There was a decrease of 2% of parents and staff see school as a welcoming environment as evident in the extremely/moderately welcome category.</p> <p>2018: 91% of parents and staff see school as a welcoming environment as evident in the extremely/moderately welcome category.</p> <p>2019: 89% of parents and staff see school as a welcoming environment as evident in the extremely/moderately welcome category.</p>
<p>P6 Surveys of pupils, parents, teachers on sense of school connectedness:</p>	<p>2019-2020 expected outcome: There will be an increase of 1% percent of students who feel connected to our school most of the time/all the time as evident in the CHKS survey.</p> <p>2019-2020 expected outcome: There will be an increase of 1% percent of students who feel like they are part of this school most of the time/all the time as evident in the CHKS survey.</p>	<p>2018-2019 Actual outcome: There was an increase of 2% of students who feel connected to our school most of the time/all the time as evident in the CHKS survey.</p> <p>2018: 100% of students feel connected to our school most of the time/all the time as evident in the CHKS survey.</p> <p>2019: 98% of students feel connected to our school most of the time/all the time as evident in the CHKS survey.</p> <p>2018-2019 Actual outcome: There was an increase of 1% of students feel like they are part of this school most of the time/all the time as evident in the CHKS survey.</p> <p>2018: 87% of students feel like they are part of this school most of the time/all the time as evident in the CHKS survey.</p> <p>2019: 88% of students feel like they are part of this school most of the time/all the time as evident in the CHKS survey.</p>

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Parent Engagement and Leadership</p> <p>A. 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, monthly calendar and marquee.</p> <p>B. School staff will provide all parents and staff leadership opportunities through advisory committee: DELAC, ELAC, SSC, Gate advisory committee, and PTA.</p>	<p>1.0 Parent Engagement and Leadership</p> <p>1.1 Parent involvement is sought through committees; SSC, ELAC, PTA, GATE. These committees reviews and make recommendations to improve student achievement and/or student attendance. Updates and information are provided using Intouch, a monthly calendar and the marquee.</p> <p>1.2 Parents are invited to be a member for the following committees: DELAC, ELAC, SSC, GATE, and PTA. SSC follows a ballot/voting procedure. Babysitting is provided if need be.</p>	<p>Substitute, Teacher: ELAC Meetings, Parent involvement planning, parent training release time for teacher 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 \$1059.00</p> <p>Classified Hourly: babysitting, supervision of students 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$900.00</p> <p>Materials and Supplies: parent involvement flyers, copying, laminating, binders for parents, pens for front desk, organizer for parent information flyers 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000.00</p> <p>Classified, Hourly: babysitting for ELAC, SSC, and PTA Meetings, supervision of students 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$2000.00</p> <p>Classified, Hourly: babysitting for ELAC, SSC, and PTA Meetings 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902</p>	<p>Substitute, Teacher: ELAC Meetings, Parent involvement planning, parent training release time for teacher 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 \$1059.00</p> <p>Classified Hourly: babysitting, supervision of students 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$900.00</p> <p>Materials and Supplies: parent involvement flyers, copying, laminating, binders for parents, pens for front desk, organizer for parent information flyers 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000.00</p> <p>Classified, Hourly: babysitting for ELAC, SSC, and PTA Meetings, supervision of students 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$2000.00</p> <p>Classified, Hourly: babysitting for ELAC, SSC, and PTA Meetings 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Parent Involvement Opportunities A. 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.</p> <p>B. The school staff will invite parents to participate in site-based activities such as the 100 Mile Club, ESL, Fall Festivals, College Day, Book Fair, Bring Your Parent to Lunch, Moms and Muffins, Dads and Donuts.</p>	<p>2.0 Parent Involvement Opportunities 2.1 PTA plans various activities during the school year and provides opportunities for parents to participate in their child's education. Parents learn skills that they can use at home with their students. All information sent home is in both English and Spanish. There is always someone in the office to translate if need be as well as during parent conferences or meetings.</p> <p>2.2 School plans activities that provide parents with the opportunity to participate or volunteer such as 100 Mile Club, fieldtrips, career day, pumpkin parade/college and career readiness, festivals, book fair, moms and muffins, dads and donuts, and bring your parent to lunch.</p>	<p>\$1114.00</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 4000-4999: Books And Supplies Title I Basic -- 3010 \$100.00</p> <p>Materials and Supplies: copying, supplies for Bring your parent to lunch, moms and muffins, and dads and donuts, certificates for parent volunteers 4000-4999: Books And Supplies Title III LEP -- 4203 \$850.00</p> <p>\$</p>	<p>\$1114.00</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 4000-4999: Books And Supplies Title I Basic -- 3010 \$100.00</p> <p>Materials and Supplies: copying, supplies for Bring your parent to lunch, moms and muffins, and dads and donuts, certificates for parent volunteers 4000-4999: Books And Supplies Title III LEP -- 4203 \$850.00</p> <p>Rentals: Equipment for School Events: Young Author's and Fall Festival. 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$250.00</p>
<p>Parent Communication and Connectivity A. 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 Parent Phone System. School will provide a parent station to ensure all parents have access to parent connect and other district resources.</p>	<p>3.0 Parent Communication and Connectivity 3.1 Parents are informed on topics like common core standards, state and local assessments, standards based report cards, parent connect, class dojo during meetings such as SSC, ELAC, and PTA. During parent conferences, parents are given resources on how to stay connected with what is happening in the classroom. They are also given</p>	<p>Classified, Hourly; babysitting for parent training in technology and CCSS 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$458.00</p> <p>\$</p>	<p>Classified, Hourly; babysitting for parent training in technology and CCSS 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$458.00</p> <p>Clerk Hourly: Extra hours to increase parent involvement in the office. 2000-2999: Classified Personnel Salaries</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>B. 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, and phone calls, emails, & notes home.</p> <p>C. 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.</p>	<p>information on websites or apps where they can seek homework help when assisting their student.</p> <p>3.2 Student progress is communicated to parents on a daily basis using the student agenda, class dojo, Bloom, Q Communication, email, and phone calls. During parent conferences, parents are informed of the classroom goals for the year and how they can support classroom instruction.</p> <p>3.3 Translation is provided to the Spanish speaking population during parent/teacher conferences, report cards, flyers, calendar, office communication, and parent resources. Phone messages are also provided in Spanish.</p>		<p>Title I Basic -- 3010 \$250.00</p>
<p>Parent Workshops</p> <p>A. 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>4.0 Parent Workshops</p> <p>4.1 School will provide information on workshops offered through the district that include topics such as technology, college and career readiness, AVID, cyber bullying, nutrition, mental health, and other topics that may affect their children's well-being.</p> <p>4.2 School provides trimester workshops on college and career readiness to parents in both English and Spanish. Babysitting is provided.</p>	<p>Classified, Hourly: babysitting for parent informational meetings on various topics such as nutrition and mental health 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$200.00</p> <p>Materials and Supplies: refreshments and copying of flyers and materials for meetings, pens, 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1500.00</p>	<p>Classified, Hourly: babysitting for parent informational meetings on various topics such as nutrition and mental health 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$200.00</p> <p>Materials and Supplies: refreshments and copying of flyers and materials for meetings, pens 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1500.00</p>

Analysis

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

School office was remodeled so that it is welcoming to parents and staff. Office staff are easier to reach with new phones and upgraded desk areas. Additional modes of communication are in place such as PeachJar, Q communications, facebook, and school website. All information is sent home in both English and Spanish. Daily announcements and marque also provide additional modes of communication. Calendars and ongoing activities are shared with PR district representative to include in district website, facebook, twitter.

A monthly calendar is sent home with all information on upcoming activities. Teachers continue to use Class Dojo/Bloom and Q Communication to keep parents informed of classroom activities and student progress.

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

Our student, staff, and parent survey data indicates that parents feel the schools are a welcoming place with a 89% of them indicating feeling moderately to extremely welcomed, with 76.43% students feeling their school sites are moderately to extremely welcoming, and staff at 100% feeling their school environments are welcoming. We continue to address welcoming environments through facility upgrades and addressing safety needs.

Parent engagement opportunities were expanded to include Peachjar and increasing messages through Q communication. All information continues to be sent home in both English and Spanish and translating is available upon request. There was also College and Career readiness workshops for parents and teachers. Teachers were given college and career readiness lessons to do with their class.

PBIS Coach included in her duties to work with small groups on specific social skills and collaborating with teachers on what other interventions can be implemented to modify behavior and build positive relationships. CHKS indicates an increase in the students feeling like they are part of the school and are connected. Building positive relationships has been a focus of our PBIS coach.

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

Funding was moved to cover the expense of purchasing additional guided reading sets for the intervention teachers to utilize with students. With the implementation of guided reading across all grade levels and Impact team in second and third grade, there was additional need for subs to provide release time for teachers to collaborate. Teachers were given additional release time to plan as part of the inclusion plan at the site.

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.

Increase parent communication through peachjar; informed parents of this new way of communication. Office remodeling will increase parent connectedness; parents will feel welcome with the new countertops that make it easy to communicate with office staff. Q communication and facebook were added as part of the communication plan to keep parents informed of what is going on at our school. College and career readiness was addressed this year with additional school wide activities such as career day and the pumpkin parade.

As staff increases use of class dojo/Bloom, parents engagement will increase as a result of parents being notified of what is going on in the classroom and at school. Parents are also informed of behavior in a prompt manner. PTA planned additional activities that provide opportunities for teachers and parents to converse and build positive relationships.

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	271,229.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	437,312.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	120960.00	0.00
Title I Parent Involvement -- 3010 1902	1423.00	0.00
Title I District -- 500 3010	72034.00	0.00
Title III District -- 500 4203	72034.00	0.00
Title III LEP -- 4203	2731.00	0.00
LCFF Suppl/Conc -- 0707	84240.00	0.00
LCFF District -- 500 0707	83890.00	0.00

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
Carmen Herrera	Parent or Community Member
David Menk	Parent or Community Member
Corrie Walters	Parent or Community Member
Victoria Jobe	Principal
Jerilyn Cumiskey	Classroom Teacher
Vincent Davidson	Parent or Community Member
Kristie Burson	Classroom Teacher
Karla Tiscareno	Other School Staff
Maria Zaragoza	Parent or Community Member
Katherine Burts	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	Gifted and Talented Education Program Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/14/2020.

Attested:

	Principal, Victoria Jobe on 5/14/2020
	SSC Chairperson, Jeri-Lynn Cumiskey on 5/14/2020



Title I, Part A School-Level Parent and Family Engagement Policy

This policy describes the means of carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Indian Hills Elementary has developed a written Title I, Part A parental involvement policy with input from Title I parents. The school site annually involves parents in the joint development and agreement of the policy, which is reviewed as part of Single Plan for Student Achievement (SPSA) and through site advisory groups, i.e., School Site Council (SSC), English Learner Advisory Committee (ELAC), Gifted and Talented and Special Education advisories, Parent Teacher Organization (PTA), and District School Liaison Team (DSLTL) when in program improvement status. The policy is updated periodically to meet the changing needs of parents and the school (ESSA Section 1116(b)[1]. It has distributed the policy to parents of Title I students. The policy will be provided in the informational materials that are distributed to parents at the beginning of the year. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at *Indian Hills Elementary* the following practices have been established:

The school convenes an annual meeting to inform parents of Title I students about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116(c)[1].

- *During annual meeting at Back to School night in August.*

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116(c)[2].

- *A flexible number of meetings will be held at varying times based on parent needs and will include child-care and translation services, if needed.*

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parental involvement policy (ESSA Section 1116(c)[2].

- *An annual survey of parents is conducted to assess needs, determine barriers, and evaluate the effectiveness of the parent involvement activities.*
- *Included as part of the annual review of the Single Plan for Student Achievement (SPSA) through School Site Council (SSC), English Learner Advisory Committee (ELAC), Gifted and Talented and Special Education advisories; if necessary, District School Liaison Team (DSLTL) meetings when in program improvement status.*

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The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116(c)(4)[A]).

- *Through parent newsletters, Back-to-School nights, SSC, ELAC, and PTA.*

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116 [c][4][B]).

- *At parent-teacher conferences, assessment information on student academic progress and grade level standards are shared with parents. Student progress in relation to state and priority standards and national norms will be explained to parents including curriculum being used, grade level expectations for proficiency, data reporting for STAR and local assessments and available intervention in reading, language arts, and mathematics for students needing assistance.*

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA 1116 [c][4][C]).

- *Through informal parent requests for meetings, 504 meetings, parent teas, Back-to-School nights, SSC, ELAC, and PTA.*

School-Parent Compact

Indian Hills Elementary engages Title I, Part A parents in meaningful interactions with the school. The compact supports a partnership among staff, parents, and the community to improve student academic achievement. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

The school's responsibility to provide high-quality curriculum and instruction

The ways parents will be responsible for supporting their children's learning

The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The school-parent compact is distributed through the First Day Packet or Parent Conferences for every student. A copy of the compact is attached as part of the policy.

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Building Capacity for Involvement

Indian Hills Elementary engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- *At parent-teacher conference, informal parent requests, parent trainings, and through teacher's ongoing parent communication, information on standards mastery, assessment data, intervention, and how to support parents in monitoring their child's education are provided.*

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement(ESSA Section 1116[e][2]).

- *Training to empower parents to support and assist their children's education. This may include such activities as: College and Career Readiness Parent Meeting, Digital Citizenship Parent meetings, Family Math Training, Family Literacy Night, and Family Science Night.*

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners(ESSA Section 1116[e][3]).

- *A "Parents Make a Difference" newsletter in English and Spanish is provided for all staff and parents on effective parent practices.*
- *At staff meetings, parent survey results are reviewed and strategies for parent engagement and partnerships are discussed and integrated in SPSA.*

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children(ESSA Section 1116[e][4]).

- *Coordination of parent involvement activities at the site are done by a parent volunteer, PTA, an employee, a staff committee, the leadership team, and/or the SSC.*
- *Appropriate roles for community organizations will be developed and may include: Adopt-a-school, supporting academic excellence through awards recognition assemblies, supplying the school with needed materials, equipment, career information, and role modeling.*

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- *Through parent newsletters, kindergarten orientations, and referral to viable parent resources.*

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- *School information, including communication about the Title I, Part A program, will be distributed in all the major languages spoken by the families of the students at the school.*

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116 [e][14]).

- *Parent involvement strategies within the SPSA are integrated based on parent input through survey data.*
- *Parents may submit comments through the Principal and/or the SSC if they are not satisfied with the school plan activities.*

Accessibility

Indian Hills Elementary provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- *All parents, including parents with limited English proficiency are provided information and school reports in a format and language through the use of translation of parent materials and interpreters for parents at meetings.*
- *Access to all facilities and parking are provided to parents with disabilities.*

School-Parent Compact is attached.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

Please attach the School-Parent Compact to this document.

This policy was adopted by the Indian Hills Elementary School in November and will be in effect for the period of November 2019 to November 2020.

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Indian Hills Elementary

The school will distribute the policy to all parents of students participating in the Title 1, Part A program on, or before December 6, 2019.

Victoria Jobe
Principal, Indian Hills Elementary School
October 11, 2019

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Victoria Jobe, Principal 7750 Linares, Jurupa Valley, CA 92509 T 951.360.2724