School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Indian Hills Elementary School
Address	7750 Linares Avenue Jurupa Valley, CA 92509-0140
County-District-School (CDS) Code	33 67090 6105837
Principal	Victoria Jobe
District Name	Jurupa Unified School District
SPSA Revision Date	May 2022
Schoolsite Council (SSC) Approval Date	May 17, 2022

Local Board Approval Date   June 13, 2022

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

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

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

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

School Profile

Describe The students and community and how school serves them.

The Story

Indian Hills Elementary School, which opened in 1986, is one of seventeen elementary schools in the Jurupa Unified School District and is proud to be named as a California Distinguished School. The school is located between the Jurupa Mountains and the Santa Ana River in the city of Jurupa Valley in Riverside County. It is considered a neighborhood school with most students living within walking distance. Indian Hills School enrolls approximately 480 students in grades TK-6. Approximately 64.7% of the students receive free or reduced lunch. Indian Hills' student enrollment is made of 73.5% Hispanic, 17% White, 3% Asian and 2.1% African American. English Learners make-up 16.1% of the student enrollment and .2% of our students are foster students. Students have been provided with Chromebooks in grades TK through sixth grade. Students in grades second through sixth grade take their Chromebooks home daily to do homework or enhance their learning.

Indian Hills Elementary School students are serviced by 23 teachers, all of whom are fully credentialed. This includes two Education Specialist Teachers who support special education students in their homeroom and there is also two TK-6th Literacy Support Teachers who provide support in the classroom. For the 2022-2023 school year, a math intervention teacher will be in placed to support students who are struggling in math. The school campus is comprised of 34 classrooms, a multipurpose room, library, and main office. Grade Span Adjustment (GSA) in 2021-2022 moves towards 24:1 based on LCFF requirements annually. All teachers hired for Class Size Reduction (CSR) intervention are considered supplemental and over and above the GSA entitlements. Grades 4-6 maintain a 34:1 student-teacher ratio. The 2022-2023 school year is 180 days and has been restructured to include 36 minimum days in order to support teacher collaboration. Our staff participates in common meetings through district, principal meetings and SBCP meetings, site leadership and grade level meetings.

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

SPSA Highlights

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

Key features to this year's school plan include:

- The implementation of researched based practices in ELA and Math that may include Units of Study for ELA and Math. In addition, a new science adoption, "Twigs" will be implemented along with the UOS in science that follow the Next Generation Science Standards (NGSS). For ELD, the implementation of Integrated/designated ELD instruction.

- Professional development on the new science adoption will be provided for all grades. Grade levels will continue to analyze data to plan instruction and to identify students who may need additional support in either math or ELA. Literacy and math intervention teachers will work with all grade levels to identify students who need additional support.

- Inclusion model for K-6th SDC grade students will continue, SDC students will be placed in general education classrooms and the special education specialist will come to the classroom to provide instructional support.

- K-3 Early Literacy focus for inclusion, prevention, and intervention for all grades moving from pull-out replacement model to an inclusive differentiated model that focuses on guided reading instructional strategies. Math intervention teacher will provide math support for students who are struggling in math for the 2022-2023 school year.

- Avid strategies in all grade levels will include three components: organization, agenda and note-taking.

Review of Performance – Comprehensive Needs Assessment

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

Greatest Progress

Suspension Rate indicator – The COVID-19 pandemic resulted in statewide physical school closures in February/March 2020 followed by the widespread implementation of distance learning during the 2020-2021 academic year. 2020-2021 Actual Results: school enrollment was 529 students for 2020-2021 school year. The suspension rate was 0% Overall and for all Ethnic groups. This was lower than the suspension rate for the district, county and state.

Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI). 2020-2021 ELPAC dashboard data showed that 8.97% of English Learners are Proficient. 14.10% of English Learners are at a Level 1

(Minimally Developed), 46.15% of English Learners are at a Level 2 (Somewhat Developed), 30.77% of English Learners are at a Level 3 (Moderately Developed) and 8.97% of English Learners are at a Level 4 (Well Developed).   English Learner Reclassification Rate is 12.6% as reported on 2020-21 Data Quest.

Based on the 2019 SBAC Dashboard: due to Covid19 epidemic students did not participate in state testing for the 2021 school year.   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.

For 2021-2022 School year, Indian Hills staff utilized NWEA to monitor student progress and use the data to make informative decisions on the needs of students in both ELA and Math. Literacy intervention was in placed in all grade levels along with guided reading as part of daily instruction in all grade levels. Guided reading instruction will continue in all grades for students that need support in language arts. Based on the 2019 SBAC Dashboard, there was a slight increase in math, there is a need for math intervention support in all grade levels.

Second grade and third grade continued with impact teams meetings that focused on analyzing student work and identifying best practices to meet the needs of students who were not showing mastery of a given standard along with implementing SEL strategies.

With the addition of a TSA-Administrative, behavior on the playground has been reduced greatly. Supervisors and administration works with students on how to handle conflict and find alternatives to solve their conflicts in a positive way.   PBIS social skills continue to be taught through short lessons that teachers deliver in their classrooms.

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 2019 SBAC Dashboard and Calpads data, due to Covid19 epidemic students did not participate in state testing for the 2021 school year. 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.

English Learners had a 13.6% chronic absenteeism rate. Students with disabilities had a 7.1% chronic absenteeism rate. Socioeconomically disadvantaged students had a 9.7% chronic absenteeism rate. The school chronic absenteeism rate is lower than the district, county, and state chronic absenteeism rate. For the 2021-2022 school year, the average attendance was 93.01% which is 3.57% lower than the 2020-2021 school year.

HMH Reading Inventory for ELA for 6th graders showed that overall only 41% of 6th graders met or exceeded grade level standards, only 36% of SED students met or exceeded grade level standards, and no 6th grade EL students met or exceeded grade level standards. MDTP for Math for 6th graders showed that overall, only 44% of students met or exceeded grade level standards, only 41% of SED students met or exceeded grade level standards, and only 20% of English Learners met or exceeded grade level standards in math.

LCAP Student Survey, Winter 2022: "How often do you worry about violence at your school?" 56% responded "Almost Never" or "Once in a while". This shows that 44% of students are worried about violence at school which is of a concern when students are supposed to be learning grade level standards. LCAP Student Survey, Winter 2022: "Overall, how much do you feel like you belong at your school?" 61% responded "Belong quite a bit" or "Completely belong". This means that 39% of students don't feel like they belong at school.

In response for the need to move forward in addressing the needs of student overall, Indian Hills will continue to implement Guided reading along with the inclusion model in which SDC students are 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.

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 2019 SBAC Dashboard and Calpads data, due to Covid19 epidemic students did not participate in state testing for the 2021 school year. Based on the 2019 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 the performance gap is based on the feedback from all educational partners in SSC, ELAC, PTA and leadership team:

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.

Literacy 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 and NWEA data.

For the 2022-2023 school year, a math intervention teacher will provide support to those students who struggling in math. NWEA math data will be used to identify students who need additional support in math.

To address attendance and student's SEL needs: School events will be scheduled throughout the school year so that families can participate with their children. School/home partnerships will be made stronger by having office staff connect with families that might need assistance from the parent center or PICO. On-site counseling services for students will continue for those students who may need emotional support. TSA will work with supervisors to model and teach students alternative ways to handle conflict on the playground.

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

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Kindergarten	73	64	67
Grade 1	67	63	51
Grade 2	77	69	66
Grade3	80	73	68
Grade 4	99	79	76
Grade 5	90	98	85
Grade 6	94	84	96
Total Enrollment	580	530	509

Conclusions based on this data:

1. There has been a decline in enrollment in the last three school years.

2. Sixth grade has the most students while first grade has the least number of students.

3. The Hispanic/Latino student enrollment percentage has increased in these three years while the White student enrollment percentage has decreased.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	128	97	82	22.1%	18.3%	16.1%
Fluent English Proficient (FEP)	49	70	64	8.4%	13.2%	12.6%
Reclassified Fluent English Proficient (RFEP)	5	37	7	3.9%	28.9%	7.2%

Conclusions based on this data:

1. The number of English Learners has decline in the last three school years. Even though the percentage of Hispanic/Latino has increased, the percentage of English Learners has decreased meaning that the Hispanic/Latino students enrolling at Indian Hills are for the most part not English Learners.

2. There was a decrease of 21.7% decrease of in students who were Reclassified Fluent English Proficient (RFEP)

3. There was a decrease of .6% in students who were Fluent English Proficient (FEP) from 2019-2020 school year to 2020-2021 school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	102	83	64	101	82	0	101	82	0	99	98.8	0.0
Grade 4	88	102	76	88	102	0	88	102	0	100	100	0.0
Grade 5	89	93	85	89	91	0	89	91	0	100	97.8	0.0
Grade 6	95	98	96	95	98	0	95	98	0	100	100	0.0
All Grades	374	376	321	373	373	0	373	373	0	99.7	99.2	0.0

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

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2427.5	2401.2		24.75	9.76		22.77	26.83		31.68	29.27		20.79	34.15	
Grade 4	2462.8	2473.2		28.41	30.39		21.59	22.55		18.18	20.59		31.82	26.47	
Grade 5	2488.4	2501.1		11.24	24.18		32.58	27.47		28.09	18.68		28.09	29.67	
Grade 6	2518.6	2529.0		17.89	14.29		30.53	39.80		26.32	27.55		25.26	18.37	
All Grades	N/A	N/A	N/A	20.64	20.11		26.81	29.22		26.27	23.86		26.27	26.81	

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	17.82	13.41		58.42	47.56		23.76	39.02	
Grade 4	25.00	25.49		39.77	47.06		35.23	27.45	
Grade 5	12.36	25.27		56.18	48.35		31.46	26.37	
Grade 6	16.84	15.31		42.11	54.08		41.05	30.61	
All Grades	17.96	20.11		49.33	49.33		32.71	30.56	

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

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	29.70	14.63		42.57	53.66		27.72	31.71	
Grade 4	23.86	31.37		45.45	45.10		30.68	23.53	
Grade 5	24.72	34.07		47.19	40.66		28.09	25.27	
Grade 6	22.11	22.45		53.68	60.20		24.21	17.35	
All Grades	25.20	26.01		47.18	49.87		27.61	24.13	

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

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	19.80	8.54		65.35	65.85		14.85	25.61	
Grade 4	22.73	17.65		62.50	63.73		14.77	18.63	
Grade 5	10.11	9.89		71.91	69.23		17.98	20.88	
Grade 6	10.53	15.31		63.16	67.35		26.32	17.35	
All Grades	15.82	13.14		65.68	66.49		18.50	20.38	

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	29.70	18.29		47.52	51.22		22.77	30.49	
Grade 4	29.55	26.47		43.18	49.02		27.27	24.51	
Grade 5	17.98	21.98		55.06	49.45		26.97	28.57	
Grade 6	32.63	29.59		47.37	48.98		20.00	21.43	
All Grades	27.61	24.40		48.26	49.60		24.13	26.01	

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

Conclusions based on this data:

1. There was an increase of 1.88% from 2017-2018 to 2018-2019 in the number of students that Exceeded or Met grade level standards. In Listening there was a slight increase in the percentage of students who below standard. In Reading there was a 2.15% increase in the percentage of students who are Above grade level standards. There was an increase of .81% in percentage of students Above Standards. For the 2020-2021 school year, there is no data available due to covid closures.

2. In Listening, there was a slight decrease of 2.68% in students Above Standard. Third grade has the most significant decreased in the percent above average, it decreased from 19.80% to 8.54%. For the 2020-2021 school year, there is no data available due to covid closures.

3. In Research/Inquiry, there was also a decrease of 3.21% in students Above Standard. For the 2020-2021 school year, there is no data available due to covid closures.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	102	83	64	101	83	0	101	83	0	99	100	0.0
Grade 4	88	102	76	88	102	0	88	102	0	100	100	0.0
Grade 5	89	93	85	89	93	0	89	93	0	100	100	0.0
Grade 6	95	98	96	95	98	0	95	98	0	100	100	0.0
All Grades	374	376	321	373	376	0	373	376	0	99.7	100	0.0

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

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2407.9	2396.8		9.90	8.43		29.70	18.07		27.72	27.71		32.67	45.78	
Grade 4	2472.6	2469.0		18.18	17.65		28.41	21.57		31.82	39.22		21.59	21.57	
Grade 5	2462.8	2482.8		1.12	8.60		16.85	15.05		39.33	41.94		42.70	34.41	
Grade 6	2524.6	2521.8		16.84	16.33		26.32	22.45		33.68	36.73		23.16	24.49	
All Grades	N/A	N/A	N/A	11.53	13.03		25.47	19.41		32.98	36.70		30.03	30.85	

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	24.75	12.05		33.66	34.94		41.58	53.01	
Grade 4	31.82	23.53		36.36	40.20		31.82	36.27	
Grade 5	5.62	8.60		34.83	50.54		59.55	40.86	
Grade 6	26.32	27.55		42.11	34.69		31.58	37.76	
All Grades	22.25	18.35		36.73	40.16		41.02	41.49	

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	19.80	13.25		45.54	48.19		34.65	38.55	
Grade 4	23.86	23.53		42.05	49.02		34.09	27.45	
Grade 5	2.25	9.68		55.06	53.76		42.70	36.56	
Grade 6	20.00	12.24		46.32	54.08		33.68	33.67	
All Grades	16.62	14.89		47.18	51.33		36.19	33.78	

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	14.85	12.05		55.45	51.81		29.70	36.14	
Grade 4	28.41	22.55		38.64	51.96		32.95	25.49	
Grade 5	1.12	11.83		49.44	52.69		49.44	35.48	
Grade 6	26.32	20.41		40.00	46.94		33.68	32.65	
All Grades	17.69	17.02		46.11	50.80		36.19	32.18	

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

Conclusions based on this data:

1. In Problem Solving & Modeling/Data Analysis, there was an increase of 2.42% in the percentage of students who score Above, At or Near Standard.

2. In Concepts and Procedures, there was a slight decrease of .47% in the percentage of students who score Above, At or Near Standard.

3. Overall, there was a decrease of 4.56% in the percentage of students who Exceeded or Met Standard.

School and Student Performance Data

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1446.6	1413.0	1426.5	1452.7	1429.7	1431.1	1432.5	1373.7	1416.1	20	23	13
1	1470.4	1459.8	*	1471.9	1465.9	*	1468.3	1453.3	*	19	16	10
2	1490.9	1487.4	1440.0	1483.1	1483.4	1446.9	1498.1	1490.7	1432.5	17	13	13
3	1478.8	*	*	1471.9	*	*	1485.2	*	*	18	9	9
4	1490.9	1484.3	1490.1	1472.0	1474.8	1483.2	1509.5	1493.4	1496.6	16	12	11
5	1533.8	1481.9	1498.6	1513.2	1467.6	1492.5	1553.8	1495.6	1504.4	24	13	12
6	1518.7	1526.2	*	1505.1	1518.3	*	1532.0	1533.6	*	16	17	10
All Grades										130	103	78

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	13.04	15.38	*	34.78	23.08	*	39.13	61.54		13.04	0.00	20	23	13
1	*	6.25	*	*	56.25	*	*	25.00	*	*	12.50	*	19	16	*
2	*	23.08	0.00	*	30.77	30.77	*	38.46	38.46	*	7.69	30.77	17	13	13
3	*	*	*	*	*	*	*	*	*	*	*	*	18	*	*
4	*	0.00	9.09	*	50.00	18.18	*	41.67	54.55	*	8.33	18.18	16	12	11
5	*	0.00	8.33	62.50	30.77	25.00		38.46	50.00	*	30.77	16.67	24	13	12
6	*	0.00	*	*	58.82	*	*	41.18	*		0.00	*	16	17	*
All Grades	30.77	6.80	8.97	41.54	41.75	30.77	19.23	39.81	46.15	8.46	11.65	14.10	130	103	78

Overall Language
Percentage of Students at Each Performance Level for All Students

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

| Grade Level | Oral Language
Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | |
| | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	55.00	26.09	7.69	*	21.74	53.85	*	43.48	30.77		8.70	7.69	20	23	13
1	63.16	31.25	*	*	37.50	*	*	12.50	*	*	18.75	*	19	16	*
2	*	38.46	0.00	*	23.08	38.46	*	38.46	30.77	*	0.00	30.77	17	13	13
3	*	*	*	*	*	*	*	*	*	*	*	*	18	*	*
4	*	16.67	9.09	*	41.67	54.55	*	25.00	36.36	*	16.67	0.00	16	12	11
5	62.50	15.38	25.00	*	46.15	41.67	*	15.38	16.67	*	23.08	16.67	24	13	12
6	*	29.41	*	*	58.82	*	*	11.76	*		0.00	*	16	17	*
All Grades	46.15	25.24	12.82	30.77	33.98	50.00	16.15	30.10	25.64	*	10.68	11.54	130	103	78

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	4.35	7.69	*	26.09	23.08	*	39.13	69.23		30.43	0.00	20	23	13
1	*	6.25	*	*	25.00	*	*	50.00	*	*	18.75	*	19	16	*
2	*	7.69	0.00	*	46.15	30.77	*	30.77	30.77	*	15.38	38.46	17	13	13
3		*	*	*	*	*	*	*	*	61.11	*	*	18	*	*
4	*	0.00	9.09	*	8.33	9.09	*	75.00	36.36	*	16.67	45.45	16	12	11
5	*	0.00	8.33	*	7.69	0.00	*	46.15	58.33		46.15	33.33	24	13	12
6	*	0.00	*	*	29.41	*	*	64.71	*	*	5.88	*	16	17	*
All Grades	28.46	2.91	7.69	27.69	23.30	19.23	24.62	52.43	43.59	19.23	21.36	29.49	130	103	78

Table title: **Written Language** / **Percentage of Students at Each Performance Level for All Students**

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

	Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	90.00	26.09	7.69	*	69.57	76.92		4.35	15.38	20	23	13
1	89.47	62.50	*	*	31.25	*	*	6.25	*	19	16	*
2	*	23.08	7.69	*	76.92	61.54	*	0.00	30.77	17	13	13
3	*	*	*	*	*	*	*	*	*	18	*	*
4	*	25.00	18.18	75.00	58.33	81.82	*	16.67	0.00	16	12	11
5	50.00	7.69	16.67	50.00	69.23	83.33		23.08	0.00	24	13	12
6	*	17.65	*	*	70.59	*	*	11.76	*	16	17	*
All Grades	50.77	26.21	17.95	41.54	61.17	70.51	*	12.62	11.54	130	103	78

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	17.39	7.69	65.00	65.22	84.62		17.39	7.69	20	23	13
1	*	6.25	*	*	68.75	*	*	25.00	*	19	16	*
2	*	30.77	7.69	*	61.54	76.92	*	7.69	15.38	17	13	13
3	*	*	*	*	*	*	*	*	*	18	*	*
4	*	25.00	18.18	*	50.00	81.82	*	25.00	0.00	16	12	11
5	62.50	23.08	41.67	*	46.15	41.67	*	30.77	16.67	24	13	12
6	*	35.29	*	*	64.71	*		0.00	*	16	17	*
All Grades	44.62	21.36	19.23	44.62	62.14	70.51	10.77	16.50	10.26	130	103	78

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

Grade Level	Reading Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	7.69	85.00	86.96	84.62		13.04	7.69	20	23	13
1	57.89	31.25	*	*	50.00	*	*	18.75	*	19	16	*
2	*	15.38	15.38	*	61.54	46.15	*	23.08	38.46	17	13	13
3		*	*	*	*	*	61.11	*	*	18	*	*
4	*	0.00	18.18	*	41.67	27.27	*	58.33	54.55	16	12	11
5	*	0.00	8.33	66.67	53.85	58.33	*	46.15	33.33	24	13	12
6	*	5.88	*	*	58.82	*	68.75	35.29	*	16	17	*
All Grades	23.08	7.77	12.82	49.23	62.14	48.72	27.69	30.10	38.46	130	103	78

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	65.00	39.13	23.08	*	17.39	69.23	*	43.48	7.69	20	23	13
1	*	6.25	*	57.89	81.25	*	*	12.50	*	19	16	*
2	*	15.38	0.00	*	76.92	53.85	*	7.69	46.15	17	13	13
3	*	*	*	77.78	*	*	*	*	*	18	*	*
4	*	8.33	0.00	*	83.33	90.91		8.33	9.09	16	12	11
5	58.33	7.69	0.00	*	61.54	83.33		30.77	16.67	24	13	12
6	*	35.29	*	81.25	58.82	*		5.88	*	16	17	*
All Grades	41.54	19.42	10.26	51.54	61.17	75.64	*	19.42	14.10	130	103	78

<div align="center">**Writing Domain**
Percentage of Students by Domain Performance Level for All Students</div>

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

Conclusions based on this data:

1. There was a decrease of 10.98% in Level 3 from 2018-2019 to 2020-2021 school year. There was an increase of 2.17% in Level 4 from 2018-2019 to 2020-2021 school year.

2. There was a decrease of 16.05% in the Well Developed level in the Writing Domain while there was an increase of 14.47% in the Somewhat/Moderately level in the Writing Domain.

3. Written Language had a 73.08% of students in Level 1 and Level 2 indicating a need to additional support in writing.

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
509	**74.3**	**16.1**	**0**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	82	16.1
Foster Youth	0	0
Homeless	3	0.6
Socioeconomically Disadvantaged	378	74.3
Students with Disabilities	53	10.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	2.4
American Indian or Alaska Native	1	0.2
Asian	11	2.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Filipino	6	1.2
Hispanic	383	75.2
Two or More Races	4	0.8
Native Hawaiian or Pacific Islander	0	0
White	78	15.3

Conclusions based on this data:

1. During the 2020-2021 school, enrollment is at 530 students with 22% English Learners. 18.3% are English Learners during the 2020-2021 school year and 0.2% are Foster students. There is also a 64.7% percent of our students are socioeconomically disadvantaged during the 2020-2021 school year.

2. 75.2% percent of our students are Hispanic. 16.1% of students are English Learners and 10.4% of students are Students with Disabilities.

3. .6% of students are Homeless and there were no Foster students enrolled during the 2020-2021 school year.

School and Student Performance Data
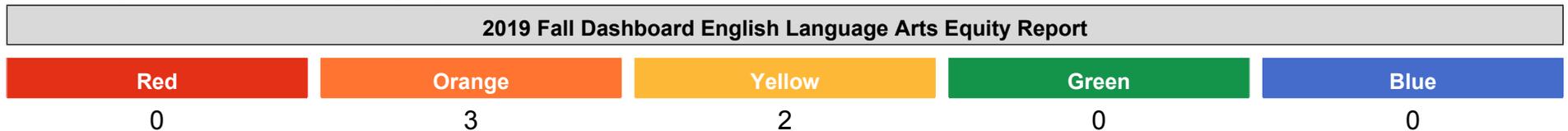
Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Orange	**Suspension Rate** Orange
Mathematics Orange		

Conclusions based on this data:

1. Under the Suspension Rate, all students scored in the Orange Level with an increase of .5% with overalal rate of 1.1% suspended which is far below state average of 3.4% for 2019. For the 2020-2021 school year the suspension rate was 0.

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 Socio-economically Disadvantaged at 1.8%. Our greatest decline was for Students with Disabilities with a decline of 5.4% for the 2019 school year. Due to covid closures, the absenteeism rate is higher than previous years with the following rates for 2020-2021:English Learners: 13.6% chronic absenteeism rate, Students with disabilities: 7.1% chronic absenteeism rate, Socioeconomically disadvantaged: 9.7% chronic absenteeism rate

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 for 2019 school year.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	2	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students

Yellow

6.3 points below standard

Increased ++3.4 points

357

English Learners

Orange

24.1 points below standard

Maintained ++1 points

102

Foster Youth

No Performance Color

0 Students

Homeless

No Performance Color

0 Students

Socioeconomically Disadvantaged

Orange

23.1 points below standard

Maintained -1.1 points

253

Students with Disabilities

Orange

101.6 points below standard

Increased
Significantly
++23.7 points

45

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	33.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy
6	1	Increased Significantly ++23.2 points	1
		13	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Yellow
11.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	3.1 points above standard
Increased ++4.7 points	4	1	Declined -5.9 points
247			80

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
94.5 points below standard	33.6 points above standard	0.1 points above standard
Declined Significantly -18.5 points	Declined Significantly -23.1 points	Increased ++4.3 points
46	56	246

Conclusions based on this data:

1. English Learners who have been Reclassified are 33.6 points above level 3 which was a decline of 23.1 from the previous school year. English Only students scored .1 points below level 3 which was an increase of 4.3 points from previous school year.

2. In the ELA Report, all students scored Yellow 6.3 points below level 3 and students with disabilities scoring at the Orange level with 101.6 points below level 3 as a result of an 23.7 increase from the previous school year.

3. Socioeconomically Disadvantaged are in the Orange level with 23.1 points standard which was decrease of 1.1 points.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	4	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students

Orange

31.4 points below standard

Maintained ++1.8 points

357

English Learners

Yellow

44.2 points below standard

Increased ++13 points

102

Foster Youth

Homeless

Socioeconomically Disadvantaged

Yellow

44.5 points below standard

Increased ++5.1 points

253

Students with Disabilities

Orange

121.3 points below standard

Increased
Significantly
++30.8 points

45

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	2.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy
6	1	Increased Significantly ++18.6 points	1
		13	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Yellow
37.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	16.2 points below standard
Increased ++3.3 points	4	1	Declined -7.3 points
247			80

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
99.8 points below standard	1.5 points above standard	27.5 points below standard
Increased ++6.2 points	Declined Significantly -19.8 points	Declined -3.8 points
46	56	246

Conclusions based on this data:

1. Students who are English Learners Reclassified Declined Significantly by 19.8 points, they are 1.5 above standard. English Learners overall had an increase of 6.2 points and are now 99.8 points below standard.

2. Overall in Math, students maintained with 31.4 points below standard and are in the Orange level. This was an increase of 1.8 points from previous school year.

3. Students with Disabilities had a significant increase of 30.8 points and are in the Orange level. They are 121.3 points below standard in math.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color

44.7 making progress towards English language proficiency

Number of EL Students: 76

Performance Level: Low
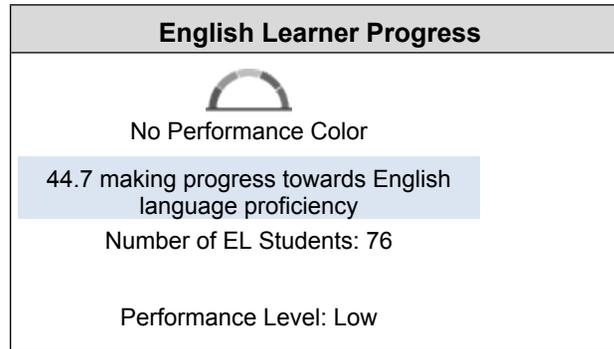
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.4	36.8		44.7

Conclusions based on this data:

1. There is a total of 76 English Learners on site, 34 students Progressed at least one ELPI level.

2. Fourteen students had a decreased on one ELPI level.

3. 28 students Maintained ELPI level 1, 2L, 2H, 3L, and 3H

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

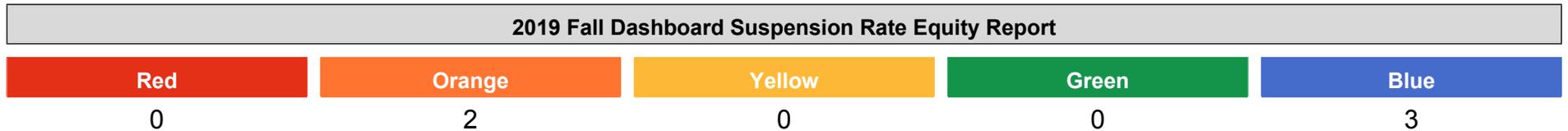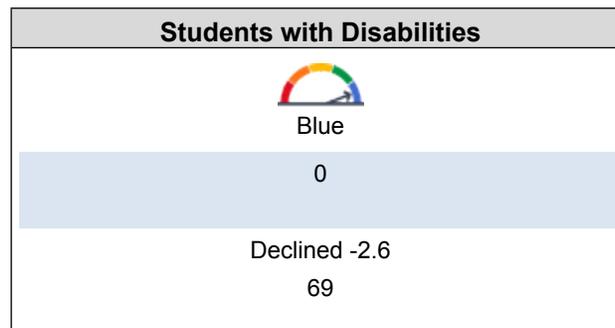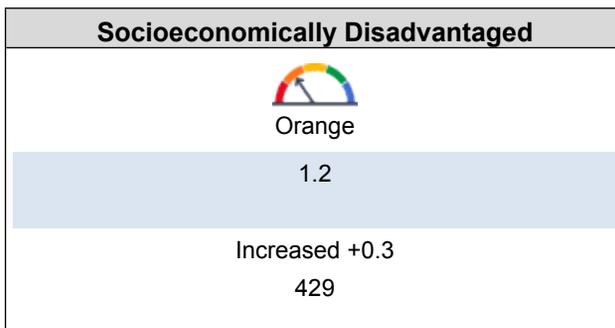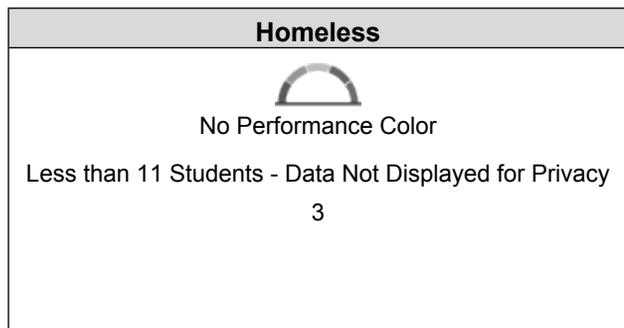Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	2	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

Orange

7.3

Increased +1.4

615

English Learners

Orange

6.8

Increased +3.1

146

Foster Youth

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

1

Homeless

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

2

Socioeconomically Disadvantaged

Orange

8.5

Increased +1.8

422

Students with Disabilities

Green

7.6

Declined -5.4

66

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
Declined -16.7	1	Maintained 0	3
16		22	

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Green
7.5	18.2	Less than 11 Students - Data Not Displayed for Privacy	7.4
Increased +2.3	Increased +7.8	1	Declined -0.5
429	22		121

Conclusions based on this data:

1. 7.3% percent of all students are chronically absent, that was an increase of 1.4%. Overall, students are at Orange medium level of performance.

2. 7.5% percent of Hispanics are chronically absent, this is an increase of 2.3%. White subgroup had a slight decline of .5% and they are in the Green level of performance.

3. There was an decline of 5.4% in the Students with disabilities subgroup. Overall, students are in the Green medium level of performance.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Lowest Performance   Highest Performance

| Red | Orange | Yellow | Green | Blue |

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Orange

1.1

Increased +0.5

626

English Learners

Blue

0

Declined -0.7

149

Foster Youth

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

1

Homeless

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

3

Socioeconomically Disadvantaged

Orange

1.2

Increased +0.3

429

Students with Disabilities

Blue

0

Declined -2.6

69
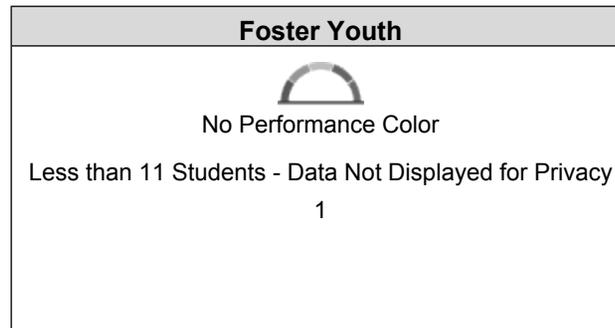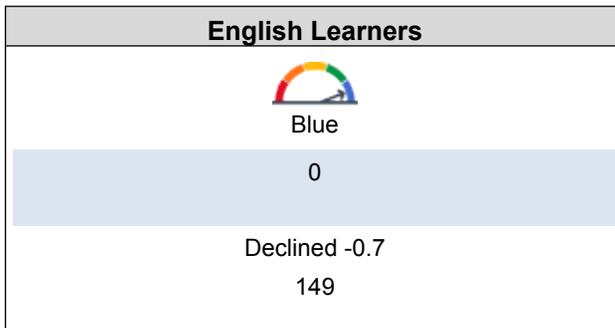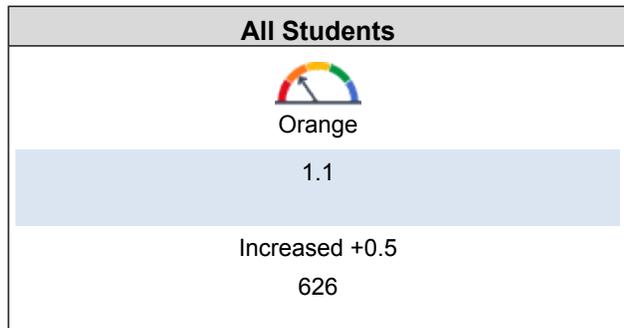
2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
5.9	Less than 11 Students - Data Not 1	0	Less than 11 Students - Data Not 3
Increased +5.9		Maintained 0	
17		22	

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color	No Performance Color	Orange
0.5	0	Less than 11 Students - Data Not 1	3.3
Maintained -0.2	Maintained 0		Increased +2.5
436	23		123

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.6	1.1

Conclusions based on this data:

1. There was a declined in the "Students with Disabilities" subgroup; the declined was -2.6% which is significantly. There are 69 students in this subgroup. They are in the Blue level.

2. English Learners are in the Blue level with a decline of .7% and a total of 149 students.

3. Socioeconomically Disadvantaged students are in the Orange level with an increase of .3%.

Goals, Strategies, & Proposed Expenditures

Goal 1.0

College and Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: P2

Identified Need from the Annual Evaluation and Needs Assessment:

Spring 2021-2022 NWEA ELA Data:
K   51% students scored average to high average
1st 41% students scored average to high average
2nd 52% students scored average to high average
3rd 41% students scored average to high average
4th 52% students scored average to high average
5th 34% students scored average to high average
6th 47% students scored average to high average

Spring 2021-2022 NWEA Math Data:
K   50% students scored average to high average
1st 46% students scored average to high average
2nd 46% students scored average to high average
3rd 32% students scored average to high average
4th 28% students scored average to high average
5th 19% students scored average to high average
6th 39% students scored average to high average

The results above indicates that students are struggling in both math and ELA. Averages were low across all grade levels with 5th grade having the lowest percentages of students scoring average to high average.

SEL will continue to be a focus for staff and students along with academics. Teachers will continue to assess students needs with data from NWEA, formative/summative assessments and teacher assessments to identify the needs of their students and plan accordingly. There will be collaboration with the site ELT teachers and math intervention teacher so that students are given the support their need.

There is a need for math intervention across all grade levels, a math intervention teacher will be placed at site to support teachers in math and to provide math intervention to students who may be at-risk of not meeting grade level standards. This will be placed in the intensive intervention section of the SPSA.

Additional staff will continue to be provided so that teachers and students have additional support in the classroom. This will be found in the CCSS section of the SPSA.

English learners continue to struggle in both math and ELA. Teachers will ensure that ELD is part of their daily instruction and that there is both integrated and designated ELD happening in the classroom. The BLT will support EL students have access to the core curriculum. Teachers will be given additional time to plan and collaborate on strategies that may assist English Learners to close the achievement gap. PD will be made available to teachers who need support with ELD instruction.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	Maintain use of 2019 CAASPP Data Dashboard	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	Maintain use of 2019 CAASPP Data Dashboard	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	2020-2021 ELPAC dashboard data: 8.97% Proficient 14.10% Level 1 (Minimally Developed) 46.15% Level 2 (Somewhat Developed) 30.77% Level 3 (Moderately Developed) 8.97% Level 4 (Well Developed)	Expected Outcome for 2022-2023: 10% of EL students will be Proficient as indicated on the ELPAC Level 3 and Level 4 will have an increased while Level 1 and Level 2 will have a decreased.
P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest	Data Quest 2020-2021 data 12.6% Fluent English Proficient Students	Expected Outcome for 2022-2023: 14% of EL students will be classified as Fluent English Proficient as indicated on the ELPAC
P8: Other Student Outcomes - NWEA ELA	Spring 2021-2022 NWEA ELA Data: K 51% students scored average to high average 1st 41% students scored average to high average 2nd 52% students scored average to high average 3rd 41% students scored average to high average 4th 52% students scored average to high average 5th 34% students scored average to high average 6th 47% students scored average to high average	Expected Outcome for 2022-2023: All grade levels K-6th will have an increase of 2% in the number of students who score average to high average on the NWEA ELA.
P8: Other Student Outcomes - NWEA Math	Spring 2021-2022 NWEA Math Data: K 50% students scored average to high average 1st 46% students scored average to high average	Expected Outcome for 2022-2023:

Metric/Indicator	**Baseline/Actual Outcome**	**Expected Outcome**
	2nd 46% students scored average to high average 3rd 32% students scored average to high average 4th 28% students scored average to high average 5th 19% students scored average to high average 6th 39% students scored average to high average	All grade levels K-6th will have an increase of 2% in the number of students who score average to high average on the NWEA Math.
P8: HMH Reading Inventory for ELA	2020-2021 CAASPP Alternate English Assessment Overall: 41% met or exceeded grade level standards SED: 36% met or exceeded grade level standards EL: 0 met or exceeded grade level standards	Expected Outcome for 2022-2023: 6th grader will have an increase of 2% in the HMH Reading Inventory for ELA overall. SED and EL students will have an increase of 2% increase in the HMH Reading Inventory for ELA.
P8: Other Student Outcomes - MDTP for Math	2020-2021 CAASPP Alternate Math Assessment Overall: 44% met or exceeded grade level standards SED: 41% met or exceeded grade level standards EL: 20% met or exceeded grade level standards 6th Grade MDTP Diagnostic results: Average score class 1: 40.17% Average score class 2: 51.42% Average score class 3: 57.86%	Expected Outcome for 2022-2023: 6th grader will have an increase of 2% in the MDTP for math overall. SED and EL students will have an increase of 2% increase in the MDTP for math.

Planned Strategies/Activities

Action 1.1
CCSS Implementation

	X Modified Action	

Planned Actions/Services	**Students to be served**	**Budget and Source**
A. Teachers will participate in professional development that focuses on the implementation of ELA/Math/Science CCSS across the curriculum.	X All Students	Classified, Hourly Extra hours to disseminate materials, additional support in the classroom

Teachers are provided with professional development that focuses on second language acquisition, ELD, culturally responsive teaching, and the EL roadmap. Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and paraprofessionals on ELD instruction and strategies targeting English Learners.

B. Teachers will utilize NWEA, running records, formative assessments and summative assessments including teacher observations to monitor student progress and to plan daily instruction.

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.

D. One bilingual language tutor will provide classroom support to English Learners, special education students through guided reading using Guided leveled reading readers. BLT has been trained in guided reading strategies and will provide support in classrooms as they do guided reading instruction with small groups. BLTs have LMS shadowing permissions that enables them to provide direct support to students with classroom assignments, projects, and assessments.

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

X Other student group(s) English Learners, Students with Disabilities, Head Start/Preschool

2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
$2000.00

Certificated, Hourly Extra hours data analysis, professional development, IEP meetings, parent meetings.
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
$2000.00

Substitute, Teacher Substitute time for supplemental grade level or teacher release time, IEPs, teacher PD, parent conferences, SST meetings, ELD, and science
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
$4600.00

Materials and Supplies Gap CCSS materials ELA/ELD, Math, Science
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
$4000.00

Media Clerk (1.0) (8 hours)
2000-2999: Classified Personnel Salaries
LCFF District -- 500 0707
$70,073

Bilingual Lanuage Tutor (1.0) (3 hours)
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
$19,761

Supplemental materials and supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
$4000.00

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

Materials and Supplies to support ELA, Math, Science, and Social studies including technology
4000-4999: Books And Supplies

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.

G. 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.

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

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

LCFF Suppl/Conc -- 0707
$3500.00

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

Action 1.2
Staff Development/Collaboration

	X	Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
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. 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. Release time will also be provided for special education specialists and general ed	X All Students Other student X group(s) English Learners	Substitute, teacher, literacy support, technology staff development, collaboration release time, release time to plan for special education inclusion, IEP meetings, observations 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $3500.00 Materials and Supplies, supplemental literacy and intervention support 4000-4999: Books And Supplies Title I Basic -- 3010 $3066.00

teachers to attend IEP meetings, transitional meetings, and parent conferences.

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

D. Literacy and math Intervention teachers will participate in staff development that focuses on primary interventions and student monitoring. They will assist with administering the NWEA to identify those students who need intervention in ELA and math. Literacy Intervention teachers will continue to provide early literacy, primary and intensive intervention support. Math intervention teacher will provide additional math support to those students who may be struggling in math.

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 NWEA data, ELPAC, and CAASPP results. The principal and teachers will continue to work together on minimum days to collaborate on strategies for producing cohesive program instruction and ensuring student achievement in language acquisition and reading/language arts.

English Learners receive daily designated and integrated ELD. Teachers are provided support using Ellevation from the Alludo platform which focuses on research based instructional strategies targeting English Learners. BLT provides additional support as well to EL students.

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

H. Technology facilitator will provide technology staff development on topics such as GAFE, Common Sense Media, PEAR, Q communication, Canvas, and Digital Citizenship. A technology plan will be developed by the site committee and implemented throughout the school year. Alludo, the district's virtual professional development platform, includes sessions specifically for

Materials and Supplies, meeting materials, copying, laminating, poster maker
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
$1497.00

Substitute, Teacher, supplemental collaboration support for monitoring instruction and intervention, release time for teachers to plan instruction for inclusion and staff development
1000-1999: Certificated Personnel Salaries
Title I Basic -- 3010
$2000.00

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

classroom teachers and paraprofessionals on technology and how to use it effectively in the classroom.

Action 1.3
Intensive Intervention

	X	Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Students in grades 1st -6th who are below grade level in reading will be given instructional support through guided reading intervention during their ELA reading block. The guided reading materials are kits that have been purchased by the district as part of the adopted reading program. NWEA will be utilized to monitor ELA and math progress. ELT teachers will support small group instruction in the classroom during ELA time block. Students who are at-risk of not meeting grade level standards in Math will be given additional support from the math intervention teacher in a small group setting using research based strategies and materials. B. All students in 1st through 6th grade who are in need of reading intervention will participate in a predominantly inclusion model. Small group differentiated instruction will be provided to ensure that all students have access to cross-curricular integration opportunities in the classroom. Guided reading will be one of the vehicles by which differentiation will occur. All first through sixth grade teachers, Intervention teachers, education specialists, and paraprofessionals have received training in the guided reading and progress monitoring tools. Teachers will be provided with resources that they can use to support their ELA instruction. C. Literacy Intervention teachers and math intervention teacher will continue to participate in staff development on intervention strategies, NWEA assessments, Ellevation, ELD strategies. 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.	X All Students X Other student group(s) Students with Disabilities	Materials and supplies to support intervention in ELA and Math 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $2000.00 Literacy Support Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $12,120 Materials and Supplies to support literacy and supplemental materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $3000.00 Literacy Support Teacher 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $108,151 Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $106,054 Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 $74,820 Maintenance Contracts (two copy machines) 5000-5999: Services And Other Operating Expenditures

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. All English Learners will have access to ELD curriculum, resources and assessments. Teachers regularly assess ELD progress with NWEA assessments. These include anecdotal assessments, Ellevation, and publisher assessments.

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

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.

LCFF Suppl/Conc -- 0707
$6000.00
Materials and supplies to support ELD, ELA, and Math
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
$3000.00
Materials and Supplies to supplement ELA, math, science, and social studies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
$3500.00

Action 1.4
AVID

| | X | Unchanged Action | |

Planned Actions/Services	Students to be served	Budget and Source
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. 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.	X All Students	Materials and Supplies to support parent AVID meetings and additional AVID supplies. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $2000.00

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
A. As part of our Inclusion model, students who are identified as SDC in grades Kinder through 6th grade are placed in general education as their LRE. The education specialist will continue to go into the classrooms and provide instructional support to these students. Education specialists will continue to be given release time to meet and plan with the general education teacher to develop and place strategies in place to meet the IEP goals of any SDC students in the classroom as stated in the student's IEP. Education specialist and intervention teachers will work together to develop a schedule that will provide classroom support and distance learning support for all teachers who have students with IEPs and/or students who are struggling in ELA or Math.	X All Students X Other student group(s) SDC students	Substitute, Teacher: Planning time and IEP meetings for special education specialist and general education teachers. 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $4000.00

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:

Additional training SEL will be included in this goal because it is clear that it is going to take more than one school year. Our students and staff will continue to have a need for counseling, wellness groups, and SEL activities. Staff will need staff development in implementing SEL strategies and also in understanding mental health and the effects on students at this level.

2020-2021 Attendance Rates
TK: 97.48%
K: 95.35%
1st: 96.32%
2nd: 95.49%
3rd: 97.10%
4th: 96.29%
5th: 97.09%
6th: 97.43%
Overall: 96.58%

8/6/2021-12/17/2021
TK: 91.33%
K: 92.08%
1st: 93.19%
2nd: 93.51%
3rd: 93.74%
4th: 93.48%
5th: 93.92%
6th: 92.84%
Overall: 93.01%

Attendance will be a focused in the 2022-2023 school year and families will be provided with continuous support through the parent center. There is a need for a school wide SEL program that can address expectations along with socio-emotional well-being strategies. Attendance will have a positive affect once student's attendance increases. Attendance will increase once student's SEL needs are met. Classified staff will assist in making a connection with families on ways that the school can assist to improve student attendance. Re-engagement strategies will be implemented schoolwide to ensure that students feel safe and want to come school.

Providing a welcoming environment for families will be a priority for staff. Having staff on-site to translate and to provide assistance is a necessity to families that seek assistance with attendance, SEL, and academics as it relates to their students.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P 5 School attendance rate:	2020-2021 Attendance Rates TK: 97.48% K: 95.35% 1st: 96.32% 2nd: 95.49% 3rd: 97.10% 4th: 96.29% 5th: 97.09% 6th: 97.43% Overall: 96.58% 8/6/2021-12/17/2021 TK: 91.33% K: 92.08% 1st: 93.19% 2nd: 93.51% 3rd: 93.74% 4th: 93.48% 5th: 93.92% 6th: 92.84% Overall: 93.01%	2022 Expected Outcome: There will be a 2% increase in attendance rates across all grade levels.
P5 Chronic Absenteeism rate:	The COVID-19 pandemic resulted in statewide physical school closures in February/March 2020 followed by the widespread implementation of distance learning during the 20202-2021 academic year. The CDE recommends caution when comparing data across academic years. 2020-2021 Actual Results: English Learners: 13.6% chronic absenteeism rate Students with disabilities: 7.1% chronic absenteeism rate	2022-2023 Expected Outcome: There will be 1% decrease in the chronic absenteeism rate school wide including in the following groups: English Learners, Students with disabilities, and socioeconomically disadvantaged.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Socioeconomically disadvantaged: 9.7% chronic absenteeism rate The school chronic absenteeism rate is lower than the district, county, and state chronic absenteeism rate.	
P6 Pupil Suspension rate:	The COVID-19 pandemic resulted in statewide physical school closures in February/March 2020 followed by the widespread implementation of distance learning during the 20202-2021 academic year. The CDE recommends caution when comparing data across academic years. 2020-2021 Actual Results: school enrollment was 529 students for 2020-2021 school year. The suspension rate was 0% Overall and for all Ethnic groups This was lower than the suspension rate for the district, county and state.	2022-2023 Expected Outcome: There will be a 0% Overall and for all Ethnic groups.
P6 Surveys of pupils, parents, teachers on sense of safety:	LCAP 2021 Results: Students response to "My school is safe" was 98.38% agree/strongly agree "My school is fair is someone breaks a rule." was 82% agree/strongly agree "Students at my school are nice to each other." was 89% agree/strongly agree "I like coming to school." was 86% agree/strongly agree LCAP Winter 2022 Results: LCAP Student Survey, Winter 2022: "How often do you worry about violence at your school?" 56% responded "Almost Never" or "Once in a while"	2022-2023 Expected Outcome: There will be a 60% of students who will respond "Almost Never" or "Once in a while" on the LCAP Survey to the question, "How often do you worry about violence at your school?"
P6 Surveys of pupils, parents, teachers on sense of safety:	LCAP 2021 results: Student responses to	2022-2023 Expected Outcome: There will be a 90% of teachers who will respond, "Not at all difficult" or "Slightly difficult" on the LCAP Survey to the question, "For students who need extra

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	"My school has special times when my family can come to my school to see what I am doing." was 71% agree/strongly agree "My school cares about my family." was 88% agree/strongly agree Parents response to "My school cares about my family." was 88% moderately/extremely safe "Do you feel that your student's school has a support system for promoting positive behavior?" was 88% agree/strongly agree "Do you feel your student's school provides adequate help for students who are struggling emotionally/behaviorally?" was 52% agree/strongly agree LCAP Winter 2022 Results: LCAP Teacher Survey, Winter 2022: "For students who need extra support, how difficult is it for them to get the support that they need? 85% responded "Not at all difficult" or "Slightly difficult"	support, how difficult is it for them to get the support that they need?"
P6 Surveys of pupils, parents, teachers on sense of safety:	LCAP Winter 2022 Results: LCAP Parent/Family Survey, Winter 2022: "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" 64% responded "Quite Well" or "Extremely Well"	2022-2023 Expected Outcome: There will be a 70% of parents who will respond, "Quite Well" or "Extremely Well" on the LCAP Survey to the question, "How well do feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?"
P1: School Facilities are maintained in good repair	All school facility reports indicate 100% Good or Better on FIT reports (2021-22 FIT Reports)	2022-2023 Expected Outcome: All school facility reports indicate 100% Good or Better on FIT reports (2022-2023 FIT Reports)

Planned Strategies/Activities

Action 2.1
Safe and Healthy School Environment

	X	Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
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). Teachers and staff will use a multi-tiered systems of support (MTSS) including social and emotional learning (SEL), academic interventions, PICO referrals, and inclusive practices. Students and families will be provided with support including behavior, safety, and mental health services with a focus on student wellness. B. Supervisors will be participating in training that focuses on conflict resolution and positive reinforcement. Supervisors will supervise PTA sponsored events that may require additional supervision. Supervisors will also provide babysitting for parent training and meetings such as PTA, ELAC, and SSC. Activity supervisors will provide appropriate campus supervision, enforce the school dress code, support student SEL needs, and enforce school rules and procedures. 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, social-emotional learning strategies, and respectful emotional environment. The plan will be approved every year by the school site council. 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 including attendance. Health aide will maintain student medications and follow doctor's orders when giving it to students. F. Students and staff will participate in monthly fire drills and practice disaster procedures. G. Staff will annually revise and distribute parent/student handbook. School rules and procedures are included in the handbook for parents and students to reference. SEL strategies will be included in handbook for parents and students to use as needed.	X All Students	Certificated, Hourly: Meetings, organizing 100 Mile Club events, updating the Safe School Plan, parent workshops 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $2742.00 Materials and Supplies: Red Ribbon Week materials, student incentives, PAWS snacks 4000-4999: Books And Supplies Title I Basic -- 3010 $2700.00 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 $1000.00 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 $15,314

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

Teachers will be provided with Sanford Harmony online SEL (Social Emotional learning) portal for TK-6. Teachers will address their student's of SEL daily during morning opening activities. Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and paraprofessionals on evidenced based strategies for social emotional learning for all students including English Learner students.

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.

Action 2.2
Positive Behavior Intervention Support (PBIS)

	X	Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. The BSEL Coordinator along with the PBIS committee will facilitate the implementation of the components of the PBIS model. Teachers will teach short lessons that focus on the sixteen character traits. The BSEL coordinator will provide staff development and support in planning these short lessons. Student incentives will be given in the classroom and schoolwide to reward positive behavior. 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. C. BSEL coordinator will share with the staff discipline data and brainstorm schoolwide interventions that promote good citizenship inside and outside the	X All Students	Materials and Supplies: student incentives for PAWS, Paw Pride Parties, red ribbon week, attendance incentives, classroom skills posters 4000-4999: Books And Supplies Title I Basic -- 3010 $2000.00

classroom. Teachers will be provided with support on how to implement effective SEL strategies in the class.

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

Action 2.3
Attendance and Leadership Support

	X	Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
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 when the class has four consecutive days with no tardies. Students may also be referred for behavioral health services through the PICO office to address mental barriers to attendance and engagement. The school will work with the Pupil Personnel Services department in a non-punitive SART process. If needed, the student may be referred to the social services or the SARB process to address barriers to re-engage the student. B. BSEL coordinator will work with the behavioral therapist to identify students who may be in need of counseling for bullying, depression, anxiety, and social skills.	X All Students	Materials and Supplies: perfect attendance medals, incentive snacks, attendance certificates, attendance incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $4000.00

Goals, Strategies, & Proposed Expenditures

Goal 3.0

Parent, Student and Community Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Local Priorities: P3 and P6

Identified Need from the Annual Evaluation and Needs Assessment:

LCAP Student Survey, Winter 2022: "Overall, how much do you feel like you belong at your school?" 61% responded "Belong quite a bit" or "Completely belong"

LCAP Teacher Survey, Winter 2022: "On most days, how enthusiastic are the students about being at school?" 69% responded "Quite Enthusiastic" or "Extremely Important"

LCAP Parent/Family Survey, Winter 2022: "For this school or district to be successful over the next three years, how important is it for us to focus on...Student activities and extracurricular activities?"   87% responded "Extremely Important" or "Quite Important"

LCAP Parent/Family Survey, Winter 2022: "For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?" 65% responded "Extremely Important" or "Quite Important"

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

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

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3: Survey of Parents/Families (including Unduplicated Pupils and Individuals with Exceptional Needs) on Family Involvement	LCAP Parent/Family Survey, Winter 2022: "For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?" 65% responded "Extremely Important" or "Quite Important"	2022-2023 Expected Outcome: Parents will answer with a 70% "Extremely Important" or "Quite Important" to the question "For this school or district to be successful over the next three years, how important is it for us to focus on .... community partnerships?" on the LCAP survey.
P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Parent/Family Survey, Winter 2022: "For this school or district to be successful over the next three years, how important is it for us to focus on...Student activities and extracurricular activities?" 87% responded "Extremely Important" or "Quite Important"	2022-2023 Expected Outcome: Parents will answer with a 90% "Extremely Important" or "Quite Important" to the question " For this school or district to be successful over the next three years, how important is it for us to focus on ... Student activities and extracurricular activities?" on the LCAP survey.
P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Teacher Survey, Winter 2022: "On most days, how enthusiastic are the students about being at school?" 69% responded "Quite Enthusiastic" or "Extremely Important"	2022-2023 Expected Outcome: Teachers will answer with a 75% "Quite Enthusiastic" or "Extremely Important" to the question "On most days, how enthusiastic are the students about being at school?" on the LCAP survey.
P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Student Survey, Winter 2022: "Overall, how much do you feel like you belong at your school?" 61% responded "Belong quite a bit" or "Completely belong"	2022-2023 Expected Outcome: Students will answer with a 65% "Belong quite a bit" or "Completely belong" to the question "Overall, how much do you feel like you belong at your school?" on the LCAP survey.

Planned Strategies/Activities

Action 3.1
Parent Engagement and Leadership

	X	Modified Action	

Planned Actions/Services		Students to be served	Budget and Source

	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. B. School staff will provide all parents and staff leadership opportunities through advisory committee: DELAC, ELAC, SSC, Leadership Team, AVID committee, Gate advisory committee, and PTA. Parents will take on the role of educational partners with teachers so that as a team, they will be able to support the academic and emotional needs of their students. C. Parents/educational partners will be invited opportunities to participate in workshops that focus a topics such as SEL, mental wellness, technology, attendance, EL support, PICO, and AVID. C. A community liaison will establish a bridge of communication between the school and the community so that the community can provide feedback on topics such as attendance, SSC, ELAC, DAC, AVID, and other topics that may be related to student success.	X All Students	Substitute, Teacher: ELAC Meetings, Parent involvement planning, parent training release time for teacher 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 $966.00 Classified Hourly: babysitting, supervision of students 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $3000.00 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 $4000.00 Classified, Hourly: babysitting for ELAC, SSC, and PTA Meetings, Supervision during schoolwide events 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $2000.00 Classified, Hourly: babysitting for ELAC, SSC, and PTA Meetings 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 $887.00

Action 3.2

Parent Involvement Opportunities

	X	Modified Action	

Planned Actions/Services	**Students to be served**	**Budget and Source**
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	X All Students	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 LCFF Suppl/Conc -- 0707 $3000.00

be provided in both English and Spanish and will be sent home in a timely manner. Parents will be communicated with daily if their student is absent by office staff.

Home visits will be conducted to address attendance concerns with parents and to remove any barriers that may keep student from being successful.

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. Parent information meetings will focused on how they can support their student at home.

Mile Club, copying of flyers for school events, supplies for volunteer tea
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
$3000.00
Materials and Supplies: copying, supplies for Bring your parent to lunch, moms and muffins, and dads and donuts, certificates for parent volunteers, books for parents to check out to take home and read to their children
4000-4999: Books And Supplies
Title III LEP -- 4203
$886.00

Action 3.3
Parent Communication and Connectivity

	X	Modified Action	

Planned Actions/Services	**Students to be served**	**Budget and Source**
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 Q Communications. School will provide a parent station to ensure all parents have access to parent connect and other district resources. English Learner families having a primary language other than English indicates a need to maintain translator clerk typist and BLTs to engage with all families and EL students. 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, bloomz App, google meet, zoom meeting, home visits, and phone calls, emails, & notes home. 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. Office staff provides translating between teachers and spanish speaking parents to	X All Students	Classified, Hourly; babysitting for parent training in technology, grade level standards, Avid. Supervision of students during parent meetings. 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 $632.00

support and maintain a teacher/parent relationship that focuses on student achievement and well-being.

Action 3.4
Parent Workshops

	X	Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
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. B. Parents will be given opportunities to participate in workshops that focus on social-emotional learning, nutrition, attendance, depression, and mental well-being.	X All Students	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 $2000.00 Materials and Supplies: refreshments and copying of flyers and materials for meetings, pens, 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $3500.00

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.	Maintain use of 2019 CAASPP Data Dashboard
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.	Maintain use of 2019 CAASPP Data Dashboard
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	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 ELPAC as evident on the CAASPP test scores.	2020-2021 ELPAC dashboard data: 8.97% Proficient 14.10% Level 1 (Minimally Developed) 46.15% Level 2 (Somewhat Developed) 30.77% Level 3 (Moderately Developed) 8.97% Level 4 (Well Developed)
P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest	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.	Data Quest 2020-2021 data 12.6% Fluent English Proficient Students
P8: Other Student Outcomes - NWEA ELA	2021-2022 School year All grade levels will have a baseline at the beginning of the school year in NWEA ELA.	Spring 2021-2022 NWEA ELA Data: K 51% students scored average to high average 1st 41% students scored average to high average 2nd 52% students scored average to high average 3rd 41% students scored average to high average 4th 52% students scored average to high average 5th 34% students scored average to high average

Metric/Indicator	Expected Outcomes	Actual Outcomes
		6th 47% students scored average to high average
P8: Other Student Outcomes - NWEA Math	2021-2022 School year All grade levels will have a baseline at the beginning of the school year in NWEA Math.	Spring 2021-2022 NWEA Math Data: K 50% students scored average to high average 1st 46% students scored average to high average 2nd 46% students scored average to high average 3rd 32% students scored average to high average 4th 28% students scored average to high average 5th 19% students scored average to high average 6th 39% students scored average to high average
P8: HMH Reading Inventory for ELA	2021-2022 School year: 40% Overall of all 6th graders will meet or exceed grade level standards as evident on the CAASPP Alternate English Assessment 30% of SED students will meet or exceed grade level standards as evident on the CAASPP Alternate English Assessment 10% of EL students will meet or exceed grade level standards as evident on the CAASPP Alternate English Assessment	2020-2021 CAASPP Alternate English Assessment Overall: 41% met or exceeded grade level standards SED: 36% met or exceeded grade level standards EL: 0 met or exceeded grade level standards
P8: Other Student Outcomes - MDTP for Math	2021-2022 School year: 40% Overall of all 6th graders will meet or exceed grade level standards as evident on the CAASPP Alternate English Assessment 30% of SED students will meet or exceed grade level standards as evident on the CAASPP Alternate English Assessment 10% of EL students will meet or exceed grade level standards as evident on the CAASPP Alternate English Assessment All 6th grade classes will have a 50% Average score as evident on the 6th grade MDTP Diagnostic results.	2020-2021 CAASPP Alternate Math Assessment Overall: 44% met or exceeded grade level standards SED: 41% met or exceeded grade level standards EL: 20% met or exceeded grade level standards 6th Grade MDTP Diagnostic results: Average score class 1: 40.17% Average score class 2: 51.42% Average score class 3: 57.86%

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/Science CCSS within ELA/Math/Science UOS lessons across the curriculum. Teachers are provided with professional development that focuses on second language acquisition, ELD, culturally responsive teaching, and the EL roadmap. Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and paraprofessionals on ELD instruction and strategies targeting English Learners. 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, third, and fourth grade will analyze student work utilizing Impact Team strategies. C. Media Clerk will coordinate availability of materials for teachers to implement the grade level common core	CCSS Implementation A. Teachers participate in professional development that focuses on the implementation of ELA/Math/Science CCSS within ELA/Math/Science UOS lessons across the curriculum. Teachers continue to be provided with professional development that focuses on second language acquisition, ELD, culturally responsive teaching, and the EL roadmap through Alludo, the district's virtual professional development platform. Alludo includes sessions specifically for classroom teachers and paraprofessionals on ELD instruction and strategies targeting the needs of English Learners. B. Teachers utilize NWEA (Northwest Evaluation Association), a research-based organization that supports students and educators by creating assessment solutions that precisely measure growth and proficiency—and provide insights to help tailor instruction. In addition to NWEA assessment, teachers also utilize the Units of Study (UOS) assessments, running records, Read Naturally assessments, formative assessments and summative assessments including teacher observations to monitor student progress and to plan daily instruction. Second grade and third	Classified, Hourly Extra hours for processing supplemental gap materials 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $2000.00 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 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 $3600.00 Materials and Supplies Gap CCSS materials ELA/ELD, Math, Science 4000-4999: Books And Supplies Title I Basic -- 3010 $3000.00 Media Clerk (1.0) (8 hours) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $66,795	Classified, Hourly Extra hours for assisting kinder teacher prepare packets 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $2000.00 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 $0 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 $3600.00 Materials and Supplies Gap CCSS materials ELA/ELD, Math, Science 4000-4999: Books And Supplies Title I Basic -- 3010 $3000.00 Media Clerk (1.0) (8 hours) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $66,796.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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. 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. BLTs have LMS shadowing permissions that enables them to provide direct support to students with classroom assignments, projects, and assessments. 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 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).	grade analyzed student work utilizing Impact Team strategies. C. Media Clerk continues to 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 also provides Technology support with Chromebooks, assessments, digital citizenship, Ebooks and other software to teachers. Makerspace activities are also be monitored by EMCC. D. One bilingual language tutor provides classroom support to English Learners, special education students through guided reading. BLT has been trained in guided reading strategies to provide support in classrooms as they do guided reading instruction with small groups. E. Teachers continue to be provided with ELA/ELD/Math/science supplemental materials, supplies, incentives, library resources, technology, and other pertinent items so that they are available to provide supplementary instruction and support to EL/SDC/RSP/GATE students in an inclusion setting. Teachers are also provided with supplemental support with ELA/ELD, Mathematics, and science materials (includes copy machines, printing,	Bilingual Language Tutor (1.0) (3 hours) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $23,956 Technology Supplies and Equipment 4000-4999: Books And Supplies Title I Basic -- 3010 $3000.00 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 $2500.00 Printing, Supplemental student materials 5700-5799: Transfers Of Direct Costs Title I Basic -- 3010 $2000.00	Bilingual Language Tutor (1.0) (3 hours) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $23,956.00 Technology Supplies and Equipment 4000-4999: Books And Supplies Title I Basic -- 3010 $3000.00 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 $2500.00 Printing, Supplemental student materials 5700-5799: Transfers Of Direct Costs Title I Basic -- 3010 $2000.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 Literacy intervention teachers to meet the needs of students struggling with reading fluency. Literacy Intervention teachers will provide Early Literacy Intervention to students in K-6 who are not at grade level in reading fluency and phonemic awareness. Teachers will utilize Universal Lesson Design to plan and implement instructional strategies that meet the needs of all students including RSP, SDC, and EL in an inclusive setting. 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. 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.	novel, leveled readers, manipulatives, software, and informational texts). G. Teachers collaborate on strategies with the Literacy intervention teachers to meet the needs of students struggling with reading fluency. Literacy Intervention teachers will provide Early Literacy Intervention to students in K-6 who are not at grade level in reading fluency and phonemic awareness. Targeted small group instruction in the general education classroom setting, with guided reading and differentiated independent practice activities is provided by the Literacy intervention teachers. H. GATE facilitator provides 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 communicates to parents the board policies and other requirements of the Transitional Kindergarten program. Parents are provided with registration information and parent workshops focused on First 5 components. Preschool teachers communicate with the TK/kinder teachers to ensure a		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	smooth transition for preschool students. Registration information for preschool is made available in the front office.		
Staff Development/Collaboration 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.	Staff Development/Collaboration A. The school facilitates and supports 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. The principal monitors 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.	Substitute, teacher, literacy support, technology staff development, collaboration release time, release time to plan for special education inclusion, IEP meetings 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $3500.00	Substitute, teacher, literacy support, technology staff development, collaboration release time, release time to plan for special education inclusion, IEP meetings 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $3500.00
		Materials and Supplies, supplemental literacy and intervention support 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $3004.00	Materials and Supplies, supplemental literacy and intervention support 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $3004.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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. 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. Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and paraprofessionals on effective teaching strategies for all students, including EL, RSP, SDC, and GATE students. D. Literacy 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. Literacy Intervention teachers will	B. Release time is provided to special education specialists to collaborate with general ed teachers on strategies to meet the needs of RSP and SDC students in the general class. Teachers plan using best practices and focus on various instructional models for inclusion. C. Teachers 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. Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and paraprofessionals on effective teaching strategies for all students, including EL, RSP, SDC, and GATE students. D. Literacy Intervention teachers participate in staff development that focuses on primary interventions and student monitoring. Literacy Intervention teachers will continue to provide early literacy, primary and intensive intervention support to students in grades K-6. E. Teachers participated in staff development on Ellevation, an EL Program, to plan instruction for EL students based on their language proficiency level. Ellevation includes	Materials and Supplies, meeting materials, copying, laminating, poster maker 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1497.00 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 $2000.00 Certificated,Hourly, ELD Collaboration Support 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 $516.00	Materials and Supplies, meeting materials, copying, laminating, poster maker 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1500.00 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 $2000.00 Certificated,Hourly, ELD Collaboration Support 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 $516.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
continue to provide early literacy, primary and intensive intervention support. 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. English Learners receive daily designated and integrated ELD. Teachers are provided support with language development, second language acquisition, research based instructional strategies targeting English Learners, and technical assistance with distance learning. BLT provides additional support as well. 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	lessons, activities and assessments that teachers can used to monitor student progress in language acquisition. Teachers continue to work in grade-level teams to do standards-based planning using common core standards and data analysis of UOS Post Assessments and ELPAC in combination with Ellevation. Teachers continue to work together on minimum days to collaborate on strategies for producing a cohesive program instruction and ensuring student achievement in language acquisition and reading/language arts. English Learners receive daily designated and integrated ELD. Teachers participate in professional development that focuses on language development, second language acquisition and research based instructional strategies targeting English Learners through Alludo and Ellevation. F. Smarter Balanced Math continues to be part of math instruction. The math facilitator provides assistance with modeling and peer coaching. Teachers are provided with release time to develop action plans, identify best practices, DMR, and observe other teachers. G. Teachers are provided with staff development on the Next Generation Science Standards (NGSS) UOS and		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
plans, identify best practices, DMR, 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 my site committee and implemented throughout the school year. Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and paraprofessionals on technology and how to use it effectively in the classroom.	planning of lessons using these standards through Alludo. Teachers continue to use science notebooks as part of their instruction in science. H. Technology facilitator provides technology staff development on topics such as GAFE, Common Sense Media, PEAR, Parentsquare, Canvas, GoGuardian and Digital Citizenship. A technology plan was developed by site committee and implemented throughout the school year. Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and paraprofessionals on technology and how to use it effectively in the classroom.		
Intensive Intervention A. Students in grades 1st -6th who are below grade level in reading will be given instructional support through guided reading intervention during their ELA reading block. The guided reading materials are kits that have been purchased by the district as part of the adopted reading program. With Distance Learning during 2020-2021 school year, student learning loss will need to be address during the 2021-2022 school year. Teachers will utilize	Intensive Intervention A. Students in grades 1st -6th who are below grade level in reading are being 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 and site as part of the adopted reading program to be used with guided reading groups.	Library Books, promote reading, Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $1826.00 CSR Intervention Teacher (.25) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $35,293.00	Library Books, promote reading, Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $1850.00 CSR Intervention Teacher (.25) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $35,293.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Istation resources and assessments and Raz Plus Literacy for all students to monitor student progress. Illuminate assessment system will be used to monitor student learning through Impact Teams. Sixth grade will use Aleks math and assessments to monitor student progress in math. Intervention teachers will support small group scaffolded instruction and focus on mitigating leaning loss.	NWEA has been used to monitor student progress in reading and math along with other formative assessments such as UOS assessments, teacher assessments and unit assessments. Early Literacy teachers support small group scaffolded instruction and focus on reading fluency and reading comprehension.	Materials and Supplies, intervention and early literacy materials 4000-4999: Books And Supplies Title I Basic -- 3010 $300.00	Materials and Supplies, intervention and early literacy materials 4000-4999: Books And Supplies Title I Basic -- 3010 $300.00
B. All students in 1st through 6th grade who are in need of reading intervention will participate in a predominantly inclusion model. Small group differentiated instruction will be provided to ensure that all students have access to cross-curricular integration opportunities in the classroom. Guided reading will be one of the vehicles by which differentiation will occur. All first through sixth grade teachers, Intervention teachers, education 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.	B. All students in 1st through 6th grade who are in need of reading intervention participate in a predominantly inclusion model. Small group differentiated instruction is provided to ensure that all students have access to cross-curricular integration opportunities in the classroom. Guided reading is one of the vehicles by which differentiation occurs. All first through sixth grade teachers, Intervention teachers, education specialists, and paraprofessionals are trained on how to deliver guided reading instruction in a small group setting. "The Next Step Forward in Guided Reading", is used as PD materials.	CSR Intervention Teacher (.50), Intensive Intervention 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 $71,134 CSR Intervention Teacher (.75), Early Literacy and Primary Intervention 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $105,879 CSR Intervention Teacher (.50), Primary intervention for EL students 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $71,134	CSR Intervention Teacher (.50), Intensive Intervention 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 $71,134.00 CSR Intervention Teacher (.75), Early Literacy and Primary Intervention 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $105,879.00 CSR Intervention Teacher (.50), Primary intervention for EL students 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $71,134.00
C. Literacy 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 (5-6). Intervention	C. Early Literacy teachers continue to participate in staff development on intervention strategies, running records, and NWEA. D. Teachers continue to be provided with upgrades, computer	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 $3000.00 Materials and Supplies, supplemental intervention and early literacy materials	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 $3000.00 Materials and Supplies, supplemental intervention and early literacy materials

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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. All English Learners will have access to ELD curriculum, resources and assessments. Teachers regularly assess ELD progress with the formative online assessments. These include unit of study assessments, Impact Team teacher-created assessments, anecdotal assessments, and publisher assessments. Teachers have been provided with new English Language Arts (ELA) and English Language Development (ELD) instructional materials K-6 with professional support from publisher and	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 continue to monitor and purchase the necessary equipment to provide CCSS-aligned tools. E. Resources are being purchase to supplement classroom instruction to meet the rigor of grade level standards and to meet the diverse needs of all students including RSP, SDC, and EL students in an inclusion classroom setting. All English Learners have access to ELD curriculum, resources and assessments. Teachers regularly assess ELD progress with resources found in Ellevation, unit of study assessments, anecdotal assessments, and publisher assessments. Teachers were provided with new English Language Arts (ELA) and English Language Development (ELD) instructional materials K-6 with professional support from Ellevation publisher and language services staff with materials in both print and digital formats. All materials adopted are appropriate to the CSS and align to UOS as well. All English Learners students receive instruction in the strands of Reading, Writing, Speaking and Listening, and Language as integrated ELD in addition to a minimum of 30 minutes of daily	4000-4999: Books And Supplies Title I Basic -- 3010 $2717.00	4000-4999: Books And Supplies Title I Basic -- 3010 $2700.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
language services staff with materials in both print and digital formats. All materials adopted are appropriate to the CSS aligned UOS as well as the language acquisition needs of students. All English Learners students receive instruction in the strands of Reading, Writing, Speaking and Listening, and Language as integrated ELD in addition to a minimum of 30 minutes of daily designated ELD. Integrated and designated ELD coaching and standards implementation support is also provided through EL facilitators, BLTs, and Literacy Intervention Teachers. 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.	designated ELD. Integrated and designated ELD coaching and standards implementation support has been provided through EL facilitators, BLTs, and Early Literacy Teachers. 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.		
AVID 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. Parents will be given the opportunity to participate in trimester parent workshops that focus on college and career readiness. The workshops will be given	AVID A. Students have been provided with lessons that focus on college and career readiness. Students are learning AVID skills that promote organization and college readiness. Due to Covid guidelines parents have not been given the opportunity to participate in trimester parent	Materials and Supplies (Binders, dividers, color coded highlighters, and pencil pouches for three ring binder. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $2000.00	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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
both in English and Spanish and babysitting will be provided. Teachers will participate in teacher meeting that focuses on college and career readiness highlighting areas that teachers can incorporate into their lesson planning to give students opportunities to think about their future.	workshops that focus on college and career readiness. The workshops would have been given both in English and Spanish and babysitting was going to be provided. Teachers have participated in teacher meetings that focus on college and career readiness highlighting areas that can be incorporated into their lesson planning to give students opportunities to think about their future.		
Inclusion A. As part of our Inclusion model, students who are identified as SDC in grades Kinder through 6th grade are placed in general education as their LRE. The education specialist will continue to go into the classrooms and provide instructional support to these students. Education specialists will continue to be given release time to meet and plan with the general education teacher to develop and place strategies in place to meet the IEP goals of any SDC students in the classroom as stated in the student's IEP. Education specialist and intervention teachers will work together to develop a schedule that will provide classroom support and distance learning support for all teachers who have students with IEPs and/or students who are struggling in ELA or Math.	Inclusion A. As part of our Inclusion model, students who have been identified as SDC/RSP in grades Kinder through 6th grade have been placed in general education as their LRE. The education specialist continues to go into the classrooms and provide instructional support to these students. Education specialists 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/RSP student in the classroom as stated in the student's IEP. Education specialist and intervention teachers work together to develop a schedule that provides classroom support for all teachers who have students with IEPs and/or students who are struggling in ELA or Math.	Substitute, Teacher: Planning time for special education specialist and general education teachers. 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $2000.00	Substitute, Teacher: Planning time for special education specialist and general education teachers. 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $2000.00

Analysis

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

Coming back from distance learning to an in-person setting, presented several challenges:

- SEL had to be integrated throughout the school day with both students and staff. Lessons on how to process trauma, anxiety, or depression needed to be put in place.
- Teachers had to assess their students to find out where they were academically and while most students were at or close to grade level, there were other students that needed intensive intervention in both ELA and math.
- Writing across all grade levels needed to be addressed because very little writing happened during distance learning.
- NWEA replaced Istation as the assessment platform to monitor student achievement in ELA and math. ELT received training on how to use this new platform and how to support classroom teachers during the testing window.

Impact teams focused on 2nd and 3rd grade only. These two grade levels started their work by identifying rubrics, norms and the process that would best for their grade level. As a result of distance learning, teachers had to spend a significant amount of time on modeling writing and Step Up To Writing strategies.

Professional Development had to be addressed differently because teacher substitutes have been difficult to secured. Teachers and staff were instead given the opportunity with incentives to complete professional development through Alludo, an online professional development platform.

ELT assessed students using running records at the beginning of the school year so that they could identify the needs in each classroom. Intervention groups were developed, and schedules followed with the students with the greatest need given priority.

Ellevation, an English Learner program that provides teachers with lessons that are focused on the language proficiency of the student. The EL Facilitator received training from the district and afterwards provided the training to teachers and BLT at site.

The medial clerk continues to provide teachers and staff with classroom materials and with SEL materials that may be needed in a classroom. Technology is also being supported by the media clerk which includes Chromebooks, hotspots, and laptops.

The AVID lead teacher provided support to teachers and students on AVID strategies and resources that they could use in the classroom so that all students are college and career ready. The focus for AVID has been agenda, organization and three column note taking.

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

2020-2021 ELPAC dashboard data:
8.97% Proficient
14.10% Level 1 (Minimally Developed)
46.15% Level 2 (Somewhat Developed)
30.77% Level 3 (Moderately Developed)
8.97% Level 4 (Well Developed)

Most of IH students have somewhat or minimally developed English skills as evident on the 2020-2021 ELPAC state assessment.

Data Quest 2020-2021 data
12.6% Fluent English Proficient Students

Fall 2021-2022 NWEA ELA Data:
K   47% students scored average to high average
1st 41% students scored average to high average
2nd 50% students scored average to high average
3rd 26% students scored average to high average
4th 44% students scored average to high average
5th 37% students scored average to high average
6th 41% students scored average to high average

More than half of students except in 2nd grade are below average in ELA as evident from the NWEA assessment that was given in the fall 2021. Students are lacking skills in reading that include reading fluency, reading comprehension and writing.

Fall 2021-2022 NWEA Math Data:
K   55% students scored average to high average
1st 51% students scored average to high average
2nd 62% students scored average to high average
3rd 22% students scored average to high average
4th 28% students scored average to high average
5th 17% students scored average to high average
6th 27% students scored average to high average

Students in grades 3rd through 6th grade are for the most part not meeting grade level standards in math as evident on the NWEA math assessment.

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

An additional set of guided reading materials was purchased so that each ELT had their own set to use. This allows teachers and ELTs to use the same books or titles in different classes. Additional classified hourly has been needed due to students needing SEL support. This provided additional staff for classrooms or the playground to ensure students had an adult to assist them with their work or their SEL needs.

Additional staff was also needed to make connections with families. Because of covid guidelines parents on campus was very limited, therefore staff was needed to make that school-home connection.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

SEL will continue to be a focus for staff and students along with academics. Teachers will continue to assess students needs through NWEA, formative/summative assessments and teacher assessments to identify the needs of their students and plan accordingly. There will be collaboration with the site ELT teachers so that students are given the support their need.

A math intervention teacher will be placed at site to support teachers in math and to provide math intervention to students who may be at-risk of not meeting grade level standards. This will be placed in the intensive intervention section of the SPSA.

Additional staff will continue to be provided so that teachers and students have additional support in the classroom. This will be found in the CCSS section of the SPSA.

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P 5 School attendance rate:	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.	2020-2021 Attendance Rates TK: 97.48% K: 95.35% 1st: 96.32% 2nd: 95.49% 3rd: 97.10% 4th: 96.29% 5th: 97.09% 6th: 97.43% Overall: 96.58% 8/6/2021-12/17/2021 TK: 91.33% K: 92.08% 1st: 93.19% 2nd: 93.51% 3rd: 93.74% 4th: 93.48% 5th: 93.92% 6th: 92.84% Overall: 93.01%
P5 Chronic Absenteeism rate:	2020-2021 expected outcome: There will be a decreased in the chronic absenteeism rate school wide of .25%. Attendance is going to be a combination between in-class instruction and distance learning.	The COVID-19 pandemic resulted in statewide physical school closures in February/March 2020 followed by the widespread implementation of distance learning during the 20202-2021 academic year. The CDE recommends caution when comparing data across academic years. 2020-2021 Actual Results: English Learners: 13.6% chronic absenteeism rate

Metric/Indicator	**Expected Outcomes**	**Actual Outcomes**
		Students with disabilities: 7.1% chronic absenteeism rate Socioeconomically disadvantaged: 9.7% chronic absenteeism rate The school chronic absenteeism rate is lower than the district, county, and state chronic absenteeism rate.
P6 Pupil Suspension rate:	2020-2021 expected outcome: There will be a .1% decreased in the suspension rate as evident from the end of the year suspension report.	The COVID-19 pandemic resulted in statewide physical school closures in February/March 2020 followed by the widespread implementation of distance learning during the 20202-2021 academic year. The CDE recommends caution when comparing data across academic years. 2020-2021 Actual Results: school enrollment was 529 students for 2020-2021 school year. The suspension rate was 0% Overall and for all Ethnic groups This was lower than the suspension rate for the district, county and state.
P6 Surveys of pupils, parents, teachers on sense of safety:	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.	LCAP 2021 Results: Students response to "My school is safe" was 98.38% agree/strongly agree "My school is fair is someone breaks a rule." was 82% agree/strongly agree "Students at my school are nice to each other." was 89% agree/strongly agree "I like coming to school." was 86% agree/strongly agree LCAP Winter 2022 Results: LCAP Student Survey, Winter 2022: "How often do you worry about violence at your school?" 56% responded "Almost Never" or "Once in a while"

Metric/Indicator	**Expected Outcomes**	**Actual Outcomes**
P6 Surveys of pupils, parents, teachers on sense of safety:	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 Somewhat Safe to Moderately or Extremely Safe.	LCAP 2021 results: Student responses to "My school has special times when my family can come to my school to see what I am doing." was 71% agree/strongly agree "My school cares about my family." was 88% agree/strongly agree Parents response to "My school cares about my family." was 88% moderately/extremely safe "Do you feel that your student's school has a support system for promoting positive behavior?" was 88% agree/strongly agree "Do you feel your student's school provides adequate help for students who are struggling emotionally/behaviorally?" was 52% agree/strongly agree LCAP Winter 2022 Results: LCAP Teacher Survey, Winter 2022: "For students who need extra support, how difficult is it for them to get the support that they need? 85% responded "Not at all difficult" or "Slightly difficult"
P6 Surveys of pupils, parents, teachers on sense of safety:	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 Somewhat Safe to Moderately or Extremely Safe.	LCAP Winter 2022 Results: LCAP Parent/Family Survey, Winter 2022: "How well do you feel like this school or district is currently doing i the following area: Diversity and inclusion of all students?" 64% responded "Quite Well" or "Extremely Well"
P1: School Facilities are maintained in good repair	All school facility will be maintained as expected.	All school facility reports indicate 100% Good or Better on FIT reports (2021-22 FIT Reports)

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Safe and Healthy School Environment 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). Teachers and staff will use a multi-tiered systems of support (MTSS) including social and emotional learning (SEL), academic interventions, and inclusive practices. Students and families will be provided with support including behavior, safety, and mental health services through a focus on student wellness. 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. Supervisors will support and enforce Covid safety guidelines as directed by the district. Activity supervisors will support the implementation of the re-engagement plan. C. Safety coordinator will annually revise the Safe School Plan to include these essential components: assuring each student a safe and healthy physical	Safe and Healthy School Environment A. The school created and has maintained a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through various activities (red ribbon week, digital citizenship, common sense media). Teachers and staff use a multi-tiered systems of support (MTSS) including social and emotional learning (SEL), academic interventions, and inclusive practices. Students and families have been provided with support including behavior, safety, and mental health services through a behavioral therapist, wellness counselor, and BSEL coordinator. B. Supervisors participated in training that focuses on conflict resolution and positive reinforcement. Supervisors provided additional support during ELO, Saturday school, and in-between their shifts. Supervisors support and enforce Covid safety guidelines as directed by the district. Activity supervisors support the implementation of the re-engagement plan. C. Safety coordinator revised the Safe School Plan to include these essential components: assuring each student a safe and healthy physical environment; assuring each student a	Certificated, Hourly Meetings, organizing 100 Mile Club events, updating the Safe School Plan 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $2000.00	Certificated, Hourly Meetings 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $1000.00
		Materials and Supplies: Red Ribbon Week materials, student incentives, PAWS snacks 4000-4999: Books And Supplies Title I Basic -- 3010 $688.00	Materials and Supplies: Red Ribbon Week materials, student incentives, PAWS snacks 4000-4999: Books And Supplies Title I Basic -- 3010 $600.00
		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 $1000.00	Classified, Hourly: provide additional support with student supervision. 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $1000.00
		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 $15,897	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 $15,897.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
environment; assuring each student a safe, nurturing, social-emotional learning strategies, and respectful emotional environment. The plan will be approved every year by the school site council. 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. Health aide will monitor students who may show covid symptoms and follow district protocols on safety guidelines. E. Activity supervisors will provide appropriate campus supervision, enforce the school dress code, support student SEL needs, and enforce school rules and procedures. F. Students and staff will participate in monthly fire drills and practice disaster procedures. G. Staff will annually revise and distribute parent/student handbook. SEL strategies will be included in handbook for parents and students to use as needed. 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, SEL strategies,	safe, nurturing, social-emotional learning strategies, and respectful emotional environment. The plan was approved by the school site council. D. Health aide provided appropriate health care and nursing services. The health aide also communicated with parents in regards to immunizations and allergies that might impact a student's school environment or student's education. Health aide monitored students who may have shown covid symptoms and follow district protocols on safety guidelines. E. Activity supervisors provided appropriate campus supervision, enforce the school dress code, support student SEL needs, and enforce school rules and procedures. F. Students and staff participated in monthly fire drills and practice disaster procedures. G. Staff revised and distributed parent/student handbook through the school website. SEL strategies were included in handbook for parents and students to use as needed. H. BSEL coordinator and staff provided a schoolwide progressive discipline program.(PBIS Program). PBIS implementation included training and materials for teaching social skills with social skills posters, SEL strategies, class dojo, monthly award assemblies and incentives.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
class dojo, PAW Pride Parties, PAWS attendance rewards, monthly award assemblies and incentives. Teachers will be provided with Sanford Harmony online SEL (Social Emotional learning) portal for TK-6. Teachers will address their student's of SEL daily during morning opening activities. Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and paraprofessionals on evidenced based strategies for social emotional learning for all students including English Learner students. 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. J. Students and staff will be recognized for successful distance learning structures and habits.	Teachers have been provided with Sanford Harmony online SEL (Social Emotional learning) portal for TK-6. Teachers address their student's need for SEL daily during morning opening activities. Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and paraprofessionals on evidenced based strategies for social emotional learning for all students including English Learner students.		
Positive Behavior Intervention Support (PBIS) 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	Positive Behavior Intervention Support (PBIS) A. The BSEL coordinator along with administration facilitated the implementation of the components of the PBIS model. Teachers taught short lessons that focused on the	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 $2000.00	Materials and Supplies: red ribbon week, spirit days, college and career readiness 4000-4999: Books And Supplies Title I Basic -- 3010 $2000.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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, prize, 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. Teachers will be provided with support on how to implement effective SEL strategies in the class. D. Students will receive instruction from their teacher on norms that need to be followed when they participate in distance learning.	sixteen character traits. The BSEL coordinator provided staff development and support in planning these short lessons. Student incentives were given in the classroom and schoolwide to reward positive behavior. C. BSEL Coordinator shared with the teachers SEL strategies and AVID strategies that promoted good citizenship inside and outside the classroom along with mental well-being. Teachers provided support on how to implement effective SEL strategies in the class. D. Behavioral health specialist provided support to both staff and students on trauma, mental health, depression, and SEL.		
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. Students who continue to have excessive absences after Tier 1 supports have been implemented are provided a second level of re-	Attendance and Leadership Support A. The staff developed and implemented attendance incentives such as PAWS, a no-tardy program where classes were given a special snack if their class had four consecutive days with no tardies. Students were also referred for behavioral health services through the PICO office to address mental barriers to attendance and engagement.	Materials and Supplies: perfect attendance medals, incentive snacks, attendance certificates, attendance incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $4000.00	Materials and Supplies: incentive snacks, SEL materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1500.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
engagement supports Tier 2. School site will work with the student and family to monitor progress, identify barriers to student engagement and attendance, and meet student needs. If internet access is a barrier, students will be provided a mobile "hot spot". Students may also be referred for behavioral health services through the PICO office to address mental barriers to attendance and engagement. If Tier 3 is implemented for those students who continue to have excessive absences after Tier 2 has been implemented. The school will work with the Pupil Personnel Services department in a non-punitive SART process. If needed, the student may be referred to the social services or the SARB process to address barriers to re-engage the student. B. Students will be recognized for following norms when participating in both in-person and distance learning.	Site psychologist and behavioral health specialist follow through with students who accumulated a high number of absences to offer PICO services. TOSA also worked with students that were having difficulties with being at school, by checking in on them and making connecting with parents.		

Analysis

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

The overall focus as we returned from school closures has been social emotional learning. This was not just with our students, but with our staff as well. The trauma among our students and staff was something that needed to be addressed at the beginning. Teachers spent a good amount of class time to talk to students and discuss their feelings, anxiety, and their current state of mind. The number of PICO referrals increased this school year with parents calling and asking for services for their children and with teachers asking for the Behavioral health therapist or psychologist to talk to a student(s).

Staff meetings were scheduled at the beginning with staff so that the counselor could inform them what to expect from their students as they came back from being out for almost two school years. Supervisors were quickly trained on how to deal with students on the playground who may exhibit behaviors that had not been common like eloping, crying, and/or violent behavior. The Teacher On Special Assignment was an added position this school year and their primary responsibility has been discipline. The TOSA is also the BSEL coordinator for our school site. She has attended the BSEL district meetings to discuss SEL strategies and interventions that can be implemented at the school site. After each of these meetings, the BSEL coordinator met with teachers to discuss and

share SEL strategies and interventions that could be implemented. The focus was to support the students instead of punishing them for behaviors that were as a result of the trauma that some of our students went through during Covid.

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

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

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

It was cleared from the beginning that attendance was going to be affected with students coming back for distance learning.
Attendance results:
* 2020-2021 Attendance Rates
K: 95.35% Lowest
6th: 97.43% Highest
Overall: 96.58%

* 2021-2022 Current Attendance Rates
TK: 87.70% Lowest
4th: 92.73% Highest
Overall: 92.06%
Difference: 4.52%

Attendance rates decreased significantly as a result of Covid related issues. Students were absent every time they were exposed to covid from classmates, family, or friends. Even though independent study was given to students to complete, not all students completed an independent study contract.

2020-2021 Actual Results:
English Learners: 13.6% chronic absenteeism rate
Students with disabilities: 7.1% chronic absenteeism rate
Socioeconomically disadvantaged: 9.7% chronic absenteeism rate

The school chronic absenteeism rate is lower than the district, county, and state chronic absenteeism rate but it is higher that in previous year pre-covid. In addition to covid related absences, there was also an increase in absences due to trauma at home or death in the family. Teachers have provided student work through their Powerschool page to those students who have been absent due to covid or other illnesses.

During the 2020-2021 school year, there were no suspensions due to the fact that students participated in a distance learning format. During 2021-2022 school year, there has only been one suspension. This is due to the focused on SEL strategies that have been implemented in the classroom and on the playground. The behavioral health specialist and the wellness instruction have given students opportunities to seek assistance with their mental well being needs. The BSEL coordinator has also provided teachers with strategies that they can use in the classroom with students who may be going through trauma.

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

With students being back to in-person instruction, a need for additional support from classified staff increased the number of hours that there were given so that they could support the teacher and students in the classroom and in the playground. The need for SEL support increased as students and staff returned to in-person. The need for training in mental health topics such as trauma, depression, and anxiety was greater than expected and at such the need to additional supervision and support was needed from our classified staff. The process of re-engagement after being on distance learning for a year and a half required additional staff to make phone calls and connect with families and students and to also provide emotional support to students while on campus.

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.

Additional training SEL will be included in this goal because it is clear that it is going to take more than one school year. Our students and staff will continue to have a need for counseling, wellness groups, and SEL activities. Staff will need staff development in implementing SEL strategies and also in understanding mental health and the effects on students at this level.

There is a need for a school wide SEL program that can address expectations along with socio-emotional well-being strategies. Attendance will continue to be focus with classified staff making a connection with families on ways that the school can assist to improve student attendance. Re-engagement strategies will be implemented schoolwide to ensure that students feel safe and want to come school.

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P3: Survey of Parents/Families (including Unduplicated Pupils and Individuals with Exceptional Needs) on Family Involvement	2021-2022 Expected outcome: There will be an increase of 1% of parents indicating that the school will be successful if there is a focus on community partnerships.	LCAP Parent/Family Survey, Winter 2022: "For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?" 65% responded "Extremely Important" or "Quite Important"
P5: Survey of Students, Teachers, and Parents on Student Engagement	2021-2022 Expected outcome: There will be an increase of 1% of parents indicating that the school will be successful if there is a focus on student activities and extracurricular activities.	LCAP Parent/Family Survey, Winter 2022: "For this school or district to be successful over the next three years, how important is it for us to focus on...Student activities and extracurricular activities?" 87% responded "Extremely Important" or "Quite Important"
P5: Survey of Students, Teachers, and Parents on Student Engagement	2021-2022 Expected outcome: There will be an increase of 1% of parents indicating teachers feel that students are enthusiastic about being at school.	LCAP Teacher Survey, Winter 2022: "On most days, how enthusiastic are the students about being at school?" 69% responded "Quite Enthusiastic" or "Extremely Important"
P5: Survey of Students, Teachers, and Parents on Student Engagement	2021-2022 Expected outcome: There will be an increase of 1% of students who feel like they belong at school.	LCAP Student Survey, Winter 2022: "Overall, how much do you feel like you belong at your school?" 61% responded "Belong quite a bit" or "Completely belong"

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Engagement and Leadership A. Increase parent involvement in school/district advisory committees to	Parent Engagement and Leadership	Substitute, Teacher: ELAC Meetings, Parent involvement	Substitute, Teacher: ELAC Meetings, Parent involvement

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.

B. School staff will provide all parents and staff leadership opportunities through advisory committee: DELAC, ELAC, SSC, Gate advisory committee, and PTA.

C. Parents will be given to participate in workshops that focus on how they can support their student at home with distance learning. In addition, parents will be provided support in technology by office staff, media clerk, and/or instructional aides. | A. Parent involvement in school/district advisory committees to review current school/district programs and make recommendations has been put in place. The principal provided regular updates to parents about classroom/school activities and programs through Q Communication, facebook, instagram, school website, daily announcements, parentsquare, monthly calendar and marquee.

B. School staff provided all parents and staff leadership opportunities through advisory committee: DELAC, ELAC, SSC, Wellness committee, Gate advisory committee, and PTA.

C. Parents were given the opportunity to participate in workshops virtually that focused on how they can support their student's SEL needs. Parents were provided with information on resources that could assist them with their student's trauma, mental well-being, and covid related situations. Parents were provided with support in technology by office staff, media clerk, and/or instructional aides. | planning, parent training release time for teacher
1000-1999: Certificated Personnel Salaries
Title III LEP -- 4203
$966.00

Classified Hourly: babysitting, supervision of students
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
$2000.00

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
$4000.00

Classified, Hourly: babysitting for ELAC, SSC, and PTA Meetings, supervision of students
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
$2000.00

Classified, Hourly: babysitting for ELAC, SSC, and PTA Meetings
2000-2999: Classified Personnel Salaries
Title I Parent Involvement -- 3010 1902
$965.00 | planning, parent training release time for teacher
1000-1999: Certificated Personnel Salaries
Title III LEP -- 4203
$0

Classified Hourly: babysitting, supervision of students
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
$500.00

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

Classified, Hourly: Re-engagement phone calls to parents
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
$1000.00

Classified, Hourly: Making phone calls to connect with parents
2000-2999: Classified Personnel Salaries
Title I Parent Involvement -- 3010 1902
$500.00 |
| Parent Involvement Opportunities
A. Increase parent involvement by providing the opportunity to participate in | Parent Involvement Opportunities | Materials and Supplies: flyers, tables and chairs for PTA events, grill, incentives for 100 | Materials and Supplies: Supplies for parents to have at home to support their student |

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PTA-sponsored events and as classroom volunteers. The goal is to engage parents in their children's education by helping them develop skills to use at home that support their children's academic efforts at school. Information will be provided in both English and Spanish and will be sent home in a timely manner. Parents will be communicated daily if their student is absent by office staff. Home visits will be conducted to address attendance concerns with parents and to remove any barriers that may keep student from being successful.

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. | A. Because of covid guidelines, parent involvement was difficult to promote because parents and visitors were not allowed on campus. PTA sponsored several activities such as fundraisers virtually. The goal was to engage parents in their children's education and well-being. The psychologist and the behavioral health therapist provided information and services to students and to their families. The number of PICO referrals increased this year significantly. Information was provided in both English and Spanish and was sent home in a timely manner. Parents were contacted daily if their student was absent by office staff to inquired about the reason why they were absent. Home visits were conducted to address attendance concerns with parents and to remove any barriers that may keep student from being successful. Parents were given information on resources that are available through the parent center.

B. The school staff was not able to 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 but they were informed of school activities that happened at school such as the Career Pumpkin contest, Read Across America, and spirit days. | Mile Club, copying of flyers for school events, supplies for volunteer tea
4000-4999: Books And Supplies
Title I Basic -- 3010
$2000.00

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 | with academics and socio-emotional well-being.
4000-4999: Books And Supplies
Title I Basic -- 3010
$2000.00

Materials and Supplies: copying, supplies to improve school to home communication including books to read with their student.
4000-4999: Books And Supplies
Title III LEP -- 4203
$900.00 |

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 Q Communications. School will provide a parent station to ensure all parents have access to parent connect and other district resources. English Learner families having a primary language other than English indicates a need to maintain translator clerk typist and BLTs to engage with all families and EL students. 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, home visits, and phone calls, emails, & notes home. 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. Office staff provides translating between teachers and spanish speaking parents to support and maintain a teacher/parent relationship	Parent Communication and Connectivity A. Parents were provided with information on the district website that would give them a better understanding of academic common core state standards, state and local academic assessments, requirements of Title I, and how to monitor a child's progress and work with educators to improve student achievement using Parent Connect and Q Communications. School provided a parent station, but was not able to have parents on campus to access it. Instead parents were provided with assistance on how to use their student's chromebook to have access to parent connect and other district resources. English Learner families having a primary language other than English were at times in need of the services delivered through the translator clerk typist and BLTs. The focus being to engage with all families and EL students. B. Parents were regularly informed of student progress through virtual Back-to-School Night, virtual parent conferences, progress report cards, Parent Connect, Class Dojo App, google meet, zoom meeting, home visits, and phone calls, emails, & notes home. C. Virtual parent meetings, virtual parent-teacher conferences, report	Classified, Hourly; babysitting for parent training in technology and CCSS 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 $632.00	Classified, Hourly; To make a home connection with parents, re-engagement for famlies. 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 $600.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
that focuses on student achievement and well-being. Support on how to support students with distance learning will be provided.	cards, district informational newsletters, flyers, office communication, and parent resources were provided in both English and Spanish to meet the needs of our Spanish speaking population. Translators were provided for parent meetings such as IEPs. Office staff provided translating between teachers and spanish speaking parents to support and maintain a teacher/parent relationship that focused on student achievement and well-being.		
Parent Workshops 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. B. Parents will be given opportunities to participate in workshops that focus on social-emotional learning, nutrition, attendance, depression, and mental well-being.	Parent Workshops A. School shared information on virtual parent workshops through the parent center that were focused on topics like technology, cyber bullying, nutrition, mental health, AVID Skills, and other topics that might have affected their children's well-being. B. Parents were given opportunities to participate in workshops that focused on social-emotional learning, nutrition, attendance, depression, and mental well-being through the parent center and behavioral health therapist.	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 $2000.00 Materials and Supplies: refreshments and copying of flyers and materials for meetings, pens, 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $3500.00	Classified, Hourly: communicating with parents to provide information on various topics such as nutrition, absences, and mental health 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $500.00 Materials and Supplies: books, copying of flyers and materials for parents to be informed and supported at home when working with their student. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $3500.00

Analysis

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

Covid restrictions affected parents being on campus. Alternative strategies had to be implemented, for example, phone calls and virtual meetings replaced in-person communication. Classified staff assisted in making phone calls and providing information on resources that are available through the parent center.

The number of PICO referrals increased since students and their families were affected by the current covid situation. Students were provided with support at school by the psychologist, behavioral health therapist, teachers, and staff.

Parents were still kept informed on what was happening at school through the school website, teacher's powerschool page, marquee, calendar, flyers, parentsquare, Q Communication, and outdoor bulletin. Parents were provided this information in both English and Spanish. They were also provided with technology support through the medial clerk and other staff members. Parent conferences were virtual this school year due to covid restrictions. Parents are kept informed on their student's progress through parent connect and teacher communication. Translating services were provided throughout the school year for various purposes like parent/teacher meetings, parent conferences, and IEPs.

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

LCAP results showed parents are satisfied with the level of communication that the school has established as the school transition from a virtual setting to a in-person setting. Even though parents have not been allowed on campus because of covid guidelines, communication has been maintained through phone calls, calendars, parent square, Q communication, teacher websites, school website, and teacher email. Office staff communicates daily if a student is absent to inquire the reason, they are absent, and if there is a need for a particular resource to eliminate the barrier that is keeping them from attending school, that resource is shared with parent or parent is given assistance to complete.

Translating services are available throughout the day for office needs and for communicating with teachers, nurses, media clerk, and special education teachers. All information is sent home in both English and in Spanish. PICO referrals have increased this year due to covid related situations. Parents have also been given information for free eyeglasses, clothes, housing, and food availability. During the holidays, students were provided with the opportunity to participate in a drive-thru holiday event, for food baskets, and free bicycles.

LCAP Parent/Family Survey, Winter 2022: "For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?" 65% responded "Extremely Important" or "Quite Important"

LCAP Parent/Family Survey, Winter 2022: "For this school or district to be successful over the next three years, how important is it for us to focus on...Student activities and extracurricular activities?" 87% responded "Extremely Important" or "Quite Important"

LCAP Teacher Survey, Winter 2022: "On most days, how enthusiastic are the students about being at school?" 69% responded "Quite Enthusiastic" or "Extremely Important"

LCAP Student Survey, Winter 2022: "Overall, how much do you feel like you belong at your school?" 61% responded "Belong quite a bit" or "Completely belong"

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

Funds were moved for classified staff; instead of babysitting for meetings, they were contacting families to communicate information on their student. Parent meetings were still in place, but they were virtual except for IEPs where parents requested in-person. Materials and supplies were provided to families to use at home to support their student in completing homework or projects. Classified hourly was utilized for the most part to connect with families and find out what services or resources they need to eliminate barriers that might be keeping their student from attending school. Classified staff also assisted parents in completing applications or forms that needed to be completed for technology items. Parents were also provided assistance in completing PICO referrals for counseling for their student or for the whole family because of covid related reasons.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

With Covid restrictions being lifted, school events will be include parents being on campus. Events such as site-based activities like the 100 Mile Club, Fall Festivals, College Day, Career Day, Pumpkin/College Readiness Parade, Spirit days, Book Fair, Bring Your Parent to Lunch, Moms and Muffins, Dads and Donuts. Parent volunteers will be welcome to return to helping teachers in the classroom. Office staff will continue to reach out to parents to provide assistance with attendance, technology, and teacher communication. Translating will continue to be available for parents to participate in IEPs, parent/teacher conferences, and parent meetings. Classified staff will be needed for babysitting and to provide support during school wide events sponsored through PTA and school. Classified staff will continue to reach out to families to provide information of various resources that are available through the parent center.

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

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	195,633
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	495,891.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	116,820	0.00
Title I Parent Involvement -- 3010 1902	1,519	0.00
Title I District -- 500 3010	74,820	0.00
Title III LEP -- 4203	2,474	0.00
LCFF Suppl/Conc -- 0707	106,720	0.00
LCFF District -- 500 0707	193,538	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	193,538.00
LCFF Suppl/Conc -- 0707	106,720.00
Title I Basic -- 3010	116,820.00
Title I District -- 500 3010	74,820.00
Title I Parent Involvement -- 3010 1902	1,519.00
Title III LEP -- 4203	2,474.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	321,469.00
2000-2999: Classified Personnel Salaries	116,667.00
4000-4999: Books And Supplies	49,755.00
5000-5999: Services And Other Operating Expenditures	6,000.00
5700-5799: Transfers Of Direct Costs	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	108,151.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	85,387.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	28,962.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	28,761.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	40,997.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	6,000.00
5700-5799: Transfers Of Direct Costs	LCFF Suppl/Conc -- 0707	2,000.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	108,054.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	1,000.00
4000-4999: Books And Supplies	Title I Basic -- 3010	7,766.00
1000-1999: Certificated Personnel Salaries	Title I District -- 500 3010	74,820.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	1,519.00
1000-1999: Certificated Personnel Salaries	Title III LEP -- 4203	1,482.00
4000-4999: Books And Supplies	Title III LEP -- 4203	992.00

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
Karla Tiscareno	Parent or Community Member
Desiray Sandoval	Parent or Community Member
Carmen Herrera	Parent or Community Member
Victoria Jobe	Principal
Nancy Velasquez	Classroom Teacher
Annette Cantera	Parent or Community Member
Norma Matsuyama	Classroom Teacher
Jane Reynolds	Other School Staff
Garrett Castellanos	Parent or Community Member
John Allen	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 5/17/2022.

Attested:

	Principal, Victoria Jobe on 5/17/2022
	SSC Chairperson, Jane Reynolds on 5/17/2022

Addendum

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

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

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the Annual Evaluation and Update.
Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Evaluation and Update

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

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

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

Analysis

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

Budget Summary and Consolidation

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

Budget Summary

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Evaluation and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Evaluation and Update).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.

6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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