

# 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.

<b>School Name</b>	Inyokern Elementary School
<b>Address</b>	6601 Locust Ave. P.O. Box 1597 Inyokern CA, 93527
<b>County-District-School (CDS) Code</b>	15-73742-6009609
<b>Principal</b>	Michael Kennedy
<b>District Name</b>	Sierra Sands Unified School District
<b>SPSA Revision Date</b>	November 3, 2018
<b>Schoolsite Council (SSC) Approval Date</b>	December 14, 2018
<b>Local Board Approval Date</b>	January 17, 2019

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

## VISION

Working collaboratively, we can ensure that every child is academically successful. Our focus is on:

- Student learning and celebration of student success
- On-Going Collaboration concerning Student Learning
- Professional Staff Development
- Student Behavior and Discipline
- Positive School Environment - PBIS
- Community Involvement

## MISSION

At Inyokern School, we pursue our mission involving students, staff, and parents:

- Standards. We believe that every child can learn and be academically successful.
- Assessment. We believe that assessment is an opportunity to ensure that students are learning the essential standards. Staff will meet regularly to review current data. Various measures and models will be utilized and shared with parents throughout the year.
- School Behavior and Discipline. We believe that all students are unique and need to be provided a safe learning environment to succeed. The entire school community will strive to respect others.
- School Environment. We believe that a positive, caring environment will be provided by the students, staff and parents. Qualities that contribute to an improved society, such as tolerance, accountability, and respect will be reinforced.
- Professional Development. We believe that leadership is shared and focused on mutually agreed upon goals and objectives. Staff development will be on going, consistent, and focused on identified personal and school-wide needs.
- Community Involvement. We believe that the Inyokern community will work as a team to provide educational support to foster each child's development. The school will seek to provide a welcoming environment that acknowledges parents as partners to promote excellence in all areas.

# School Profile

Inyokern Elementary School is an integral part of the high-desert community of Inyokern, California. The school was established in 1913, and the first permanent buildings were erected in 1935. At that time, the principal lived in a house on the school grounds. Inyokern Elementary School is one of six elementary schools within the Sierra Sands Unified School District and currently has a population of 479 students in transitional kindergarten to fifth grade. The October 2017 CBEDS Profile for Inyokern School indicates the following ethnic distribution: ??% white, ??% Hispanic, ??% African-American, 0.??% American Indian, ??% Filipino, 0.??% Asian, 0.??% Pacific Islanders, and ??% multiple ethnicities or did not respond. Of those students, ??% percent are socioeconomically disadvantaged, ??% percent English language learners and 6% students with disabilities.

Inyokern Elementary School's positive learning environment includes 8 classroom teachers, one projects teacher and one resource specialist. Our classified personnel, including our custodian, office personnel, media assistants, and a special education paraprofessionals, total ?. We also have a full-time school counselor, and speech and language pathologist. Transitional kindergarten through third-grade classrooms average ?? students. Enrollment in fourth and fifth grades is capped at 32 students per classroom.

We have grown to be an award-winning school that truly serves the students in our small desert community. One way that we achieve excellence is by educating our students on how to be good citizens and to work hard to better the community. Inyokern State Preschool, located on campus, is the only preschool in our community and provides an excellent preschool education to qualifying students. The preschool is licensed for 20 students and is offered in the morning each weekday. Our elementary school educates students from transitional kindergarten through fifth grade.

Our success with elementary school students has been validated by awards we have received. We are a No Child Left Behind Blue Ribbon School, a California Distinguished School, Gold Ribbon Award, and a Title I Academic Achievement Award School. Through the After School Education and Safety (ASES) Grant from the State of California, we offer a free after school program to elementary school students. Parents can enroll their students in this wonderful program to

receive homework assistance, tutoring, STEAM activities, and standards-based enrichment activities until 6 p.m. each school day.

Inyokern provides a balanced, comprehensive, integrated core curriculum including California Common Core Standards striving to meet the needs of all students at each grade level. The staff believes that "Every Child Learns and All Children Come First". Children learn most effectively when their academic, physical, emotional, and social needs are met. The Peacebuilder's program is embedded throughout our award-winning, positive campus.

## 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

The principal holds regular meetings with staff, School Site Council, Parent Teacher Organization and English Learner Advisory Committee. The principal consults with staff and parents/guardians throughout the school year through meetings and communications. Progress toward SPSA goals is reported and input is received regarding goals, strategies, and actions to best support student needs and address achievement gaps. See meeting dates and content below:

#### August 2018:

Back to school night - classroom curriculum, expectations, parental involvement  
PTO meeting - discussed programs for this year, fundraisers, student store, PBIS based school cash  
Staff Meeting - PBIS universal expectations, progressive discipline, preparations for CAASPP assessments,

#### September 2018:

SSC Training- Site Council overview  
PTO meeting - discussed student store and costs, PBIS game room to alleviate student store costs, fall festival  
PBIS meetings - discussed universal behavioral expectations, office referral form, CICO model, discipline assembly  
Staff Meeting - School Safety, student intervention schedules and plans, discuss student assessments,

#### October 2018:

Title I Presentation - School Site Council member training  
SSC Meeting- parent compact, review SBAC data  
PTO meeting - discussed development of game room, fundraisers, fall festival, PBIS update with playground changes, Book Fair, Anchor for Life toy drive  
PBIS meetings - discussed lunchtime incident improvements, Inyokern rule matrix, behavioral data collection, assembly needs  
Staff Meeting - reviewed Student Success Team (SST) interventions and online documentation program, school safety & active intruder, parent conference schedules and family involvement  
Professional Development - noon duty and paraprofessional training systematic supervision, Math 2.0 training,

#### November 2018:

PTO Meeting - discussed update on community donations for game room, help from Salvation Army, fundraisers  
PBIS meeting - none this month  
Staff Meeting - Review parent conferences, inclement weather planning, planned for Winter Program parent involvement  
Professional Development - Finished systematic supervision and PBIS training, professional reading regarding behavioral modification with classified staff

#### December 2018:

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	4.9%	5.6%	5.77%	9	11	12
African American	3.3%	2.0%	1.44%	6	4	3
Asian	1.1%	1.0%	0.48%	2	2	1
Filipino	1.1%	1.5%	1.44%	2	3	3
Hispanic/Latino	21.3%	23.2%	22.60%	39	46	47
Pacific Islander	0.0%	0.0%	0%	0	0	0
White	67.2%	65.7%	66.83%	123	130	139
Multiple/No Response	1.1%	0.0%	0%	2	0	0
<b>Total Enrollment</b>				183	198	208

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		35	33
Grade 1		38	39
Grade 2		28	36
Grade3		37	30
Grade 4		27	43
Grade 5		33	27
Grade 6			0
Grade 7			0
Grade 8			0
Grade 9			0
Grade 10			0
Grade 11			0
Grade 12			0
<b>Total Enrollment</b>		198	208

### Conclusions based on this data:

1. The population has remained relatively stable.

2. African American student population has decreased while Hispanic student population has increased.
3. Second and fourth grade student enrollment has increased dramatically.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	13	9	10	7.1%	4.5%	4.8%
Fluent English Proficient (FEP)	1	1	1	0.5%	0.5%	0.5%
Reclassified Fluent English Proficient		1		0.0%	7.7%	0

### Conclusions based on this data:

1. The English Learner enrollment dropped slightly from 2015-16 to 2016-17.
2. Very few EL students meet the re-designation criteria.
3. EL students require instructional supports that are matched to their learning style

# 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 Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	26	38	26	26	38	26	26	38	26	100	100	100
Grade 4	36	25	42	35	25	41	35	25	41	97.2	100	97.6
Grade 5	22	30	28	20	30	28	20	30	28	90.9	100	100
All Grades	84	93	96	81	93	95	81	93	95	96.4	100	99

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2429.	2408.	2406.	19	18.42	19.23	31	28.95	15.38	27	21.05	23.08	23	31.58	42.31
Grade 4	2474.	2425.	2444.	14	12.00	14.63	37	20.00	17.07	34	12.00	36.59	14	56.00	31.71
Grade 5	2492.	2524.	2489.	15	16.67	21.43	35	50.00	25.00	20	20.00	21.43	30	13.33	32.14
All Grades	N/A	N/A	N/A	16	16.13	17.89	35	33.33	18.95	28	18.28	28.42	21	32.26	34.74

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	12	18.42	26.92	77	44.74	34.62	12	36.84	38.46	
Grade 4	20	20.00	17.07	57	44.00	56.10	23	36.00	26.83	
Grade 5	35	36.67	28.57	30	43.33	42.86	35	20.00	28.57	
All Grades	21	24.73	23.16	57	44.09	46.32	22	31.18	30.53	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	15	13.16	15.38	58	47.37	34.62	27	39.47	50.00
Grade 4	17	4.00	12.20	66	36.00	48.78	17	60.00	39.02
Grade 5	15	30.00	28.57	55	50.00	32.14	30	20.00	39.29
All Grades	16	16.13	17.89	60	45.16	40.00	23	38.71	42.11



Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	27	18.42	15.38	62	57.89	69.23	12	23.68	15.38
Grade 4	20	12.00	19.51	71	64.00	58.54	9	24.00	21.95
Grade 5	15	20.00	25.00	45	76.67	46.43	40	3.33	28.57
All Grades	21	17.20	20.00	62	65.59	57.89	17	17.20	22.11

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	19	7.89	23.08	69	76.32	30.77	12	15.79	46.15
Grade 4	17	24.00	14.63	74	52.00	53.66	9	24.00	31.71
Grade 5	35	30.00	17.86	55	60.00	50.00	10	10.00	32.14
All Grades	22	19.35	17.89	68	64.52	46.32	10	16.13	35.79

**Conclusions based on this data:**

1. Based on the data, there was an overall decrease of 1.54% in ELA for grades 3rd - 5th for students Exceeding and Met standards, with the 5th Grade data showing an increase of 16.67%.
2. The data shows an increase of 11.26% in Standards Not Met.
3. Evidence shows students would continue to benefit from targeted intervention in ELA, especially in Reading and Writing.

# 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 Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	26	38	26	26	38	26	26	38	26	100	100	100
Grade 4	36	25	42	35	25	41	35	25	41	97.2	100	97.6
Grade 5	22	30	28	20	30	28	20	30	28	90.9	100	100
All Grades	84	93	96	81	93	95	81	93	95	96.4	100	99

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2390.	2419.	2410.	0	7.89	19.23	31	28.95	19.23	27	39.47	30.77	42	23.68	30.77
Grade 4	2457.	2430.	2430.	9	0.00	0.00	17	20.00	17.07	49	36.00	48.78	26	44.00	34.15
Grade 5	2491.	2488.	2461.	10	10.00	3.57	15	13.33	21.43	45	43.33	42.86	30	33.33	32.14
All Grades	N/A	N/A	N/A	6	6.45	6.32	21	21.51	18.95	41	39.78	42.11	32	32.26	32.63

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	15	26.32	23.08	38	44.74	30.77	46	28.95	46.15	
Grade 4	20	0.00	2.44	46	44.00	36.59	34	56.00	60.98	
Grade 5	10	16.67	3.57	55	33.33	32.14	35	50.00	64.29	
All Grades	16	16.13	8.42	46	40.86	33.68	38	43.01	57.89	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	10.53	23.08	38	57.89	46.15	54	31.58	30.77
Grade 4	11	0.00	4.88	57	56.00	58.54	31	44.00	36.59
Grade 5	10	10.00	10.71	55	60.00	53.57	35	30.00	35.71
All Grades	10	7.53	11.58	51	58.06	53.68	40	34.41	34.74

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
<b>Grade 3</b>	4	23.68	23.08	69	55.26	38.46	27	21.05	38.46
<b>Grade 4</b>	17	4.00	0.00	60	48.00	48.78	23	48.00	51.22
<b>Grade 5</b>	5	10.00	3.57	70	63.33	53.57	25	26.67	42.86
<b>All Grades</b>	10	13.98	7.37	65	55.91	47.37	25	30.11	45.26

**Conclusions based on this data:**

1. Based on the data, the Problem Solving & Modeling/Data Analysis section showed the most percentage gains.
2. 39.78% of all the students are very close to meeting the Standards.
3. Evidence shows students would continue to benefit from targeted intervention in Math, especially in Problem Solving.

# School and Student Performance Data

## ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				*

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 2	*	*	*	*					*
Grade 3			*	*			*	*	*
Grade 4			*	*					*
Grade 5			*	*					*
All Grades	*	*	*	*			*	*	*

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 2	*	*							*
Grade 3			*	*			*	*	*
Grade 4			*	*					*
Grade 5	*	*							*
All Grades	*	*	*	*			*	*	*

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 2	*	*	*	*					*
Grade 3			*	*			*	*	*
Grade 4			*	*					*
Grade 5			*	*					*
All Grades	*	*	*	*			*	*	*

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 2	*	*					*
Grade 3			*	*			*
Grade 4			*	*			*
Grade 5	*	*					*
All Grades	*	*	*	*			*

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 2	*	*					*
Grade 3	*	*			*	*	*
Grade 4			*	*			*
Grade 5	*	*					*
All Grades	*	*	*	*	*	*	*

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 2	*	*	*	*			*
Grade 3			*	*	*	*	*
Grade 4			*	*			*
Grade 5			*	*			*
All Grades	*	*	*	*	*	*	*

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 2	*	*	*	*			*
Grade 3	*	*			*	*	*
Grade 4	*	*					*
Grade 5	*	*					*
All Grades	*	*	*	*	*	*	*

**Conclusions based on this data:**

1. EL enrollment numbers are too low to generate data.
2. Based on site data there are two EL students at the K-2 grade level who are scoring well developed and seven EL students at the 3rd-5th grade level who are mostly scoring at the moderately developed level..

3. During designated English language development emphasis will be placed on written language and skills needed to pass ELA benchmarks.

# School and Student Performance Data

## Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
208	82.7%	4.8%	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.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	10	4.8%
Foster Youth	2	1.0%
Socioeconomically Disadvantaged	172	82.7%
Students with Disabilities	23	11.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	1.4%
American Indian	12	5.8%
Asian	1	0.5%
Filipino	3	1.4%
Hispanic	47	22.6%
Two or More Races	3	1.4%
White	139	66.8%






### Conclusions based on this data:

1. Socioeconomically disadvantaged students will be monitored for academic progress and provided additional supports as needed.
2. English learners will be monitored and provided support to ensure re-designation by fifth grade.
3. Students with disabilities will be monitored and provided academic support beyond what is designated in the IEP.

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p><b>English Language Arts</b></p>  <p>Orange</p>	<p><b>Chronic Absenteeism</b></p>  <p>Red</p>	<p><b>Suspension Rate</b></p>  <p>Red</p>
<p><b>Mathematics</b></p>  <p>Orange</p>		
<p><b>English Learner Progress</b></p>  <p>No Performance Color</p>		

#### Conclusions based on this data:

1. Chronic absenteeism will be a site focus to reduce the number of absences.
2. Mathematics and ELA instruction will be an area of focus for all student groups,
3. Positive school culture will be a site focus to reduce the number of suspensions.



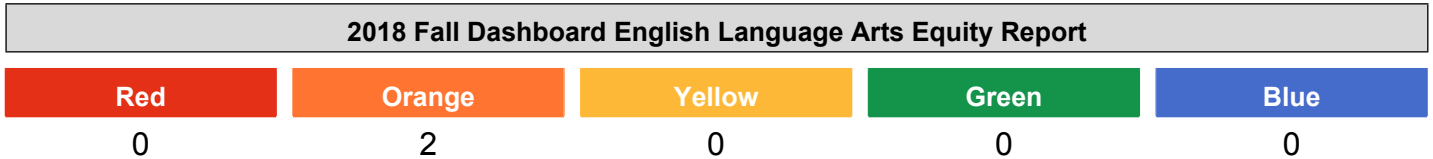
# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the 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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Orange</p> <p>24.7 points below standard</p> <p>Declined -13.3 points</p> <p>87 students</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>34.9 points below standard</p> <p>Declined -17.3 points</p> <p>74 students</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>73.2 points below standard</p> <p>Increased 5.9 points</p> <p>19 students</p>

**2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 41.1 points below standard Declined -34 points 17 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 Orange 19.6 points below standard Declined -12.1 points 56 students

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.

**2018 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 4 students	Less than 11 Students - Data Not Displayed for Privacy 1 students	25.7 points below standard Declined -14.6 points 82 students

**Conclusions based on this data:**

- Socioeconomically disadvantaged students will be provided with intervention in ELA to increase student performance.
- All students will be monitored for academic progress in ELA and provided supports as needed.

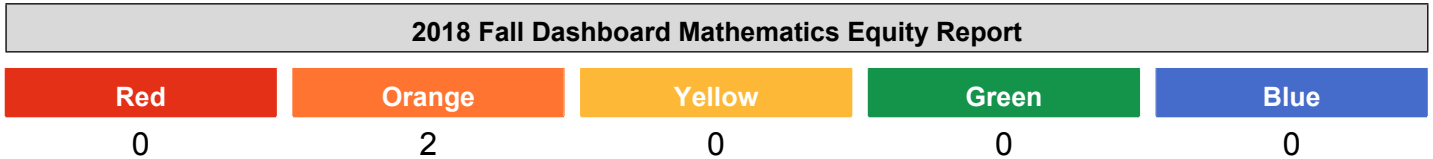
# School and Student Performance Data

## Academic Performance Mathematics

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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>51.7 points below standard</p> <p>Declined -20 points</p> <p>87 students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5 students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>58.8 points below standard</p> <p>Declined -25 points</p> <p>74 students</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>87.2 points below standard</p> <p>Increased 7.1 points</p> <p>19 students</p>

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color <span style="background-color: #e0e0e0;">49.1 points below standard</span> Declined -37 points 17 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 Orange <span style="background-color: #e0e0e0;">51.9 points below standard</span> Declined -12.5 points 56 students

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.

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 4 students	Less than 11 Students - Data Not Displayed for Privacy 1 students	<span style="background-color: #e0e0e0;">53.9 points below standard</span> Declined -21.6 points 82 students

**Conclusions based on this data:**

1. Socioeconomically disadvantage students will be provided intervention in math.
2. All students will be monitored for academic performance in math and provided support as needed.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
<b>Number of Students</b>	<b>Level 4 Well Developed</b>	<b>Level 3 Moderately Developed</b>	<b>Level 2 Somewhat Developed</b>	<b>Level 1 Beginning Stage</b>
	%	%		

### Conclusions based on this data:

1. NA due to transition to ELPAC.

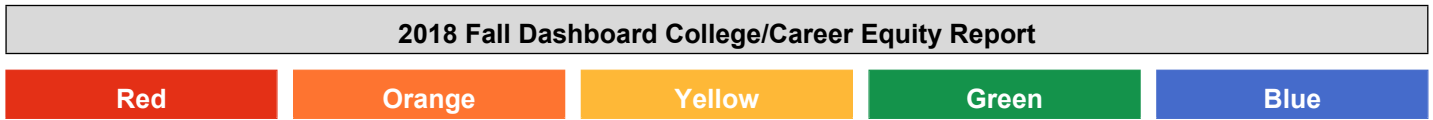
# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

### Conclusions based on this data:

- College and Career Indicator not applicable to this school.

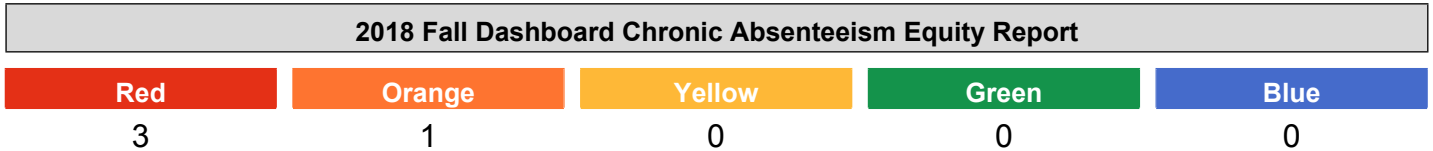
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  <p>Red</p> <p>17.3% chronically absent</p> <p>Increased 3.4%</p> <p>226 students</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>0% chronically absent</p> <p>Declined 8.3%</p> <p>11 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Red</p> <p>18.6% chronically absent</p> <p>Increased 3.3%</p> <p>188 students</p>	<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>22.6% chronically absent</p> <p>Increased 4.9%</p> <p>31 students</p>

**2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 18.2% chronically absent Maintained 0% 11 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 19.2% chronically absent Increased 3.8% 52 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Red 17.1% chronically absent Increased 3.8% 152 students

**Conclusions based on this data:**

1. School climate will be an area of focus to reduce chronic absenteeism.
2. Students with disabilities will be monitored to increase attendance.
3. Socioeconomically disadvantaged students will be monitored to increase attendance.



# School and Student Performance Data

## Academic Engagement Graduation Rate

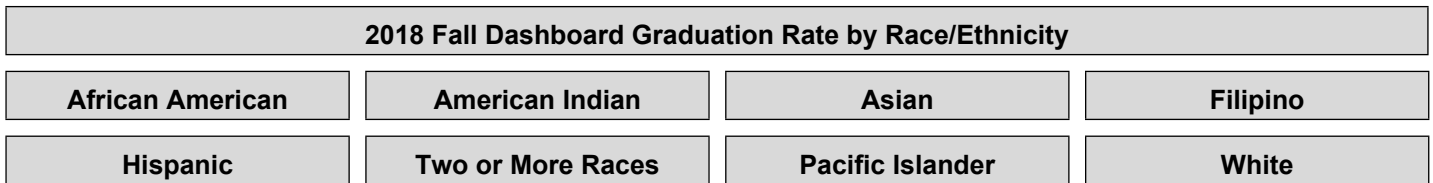
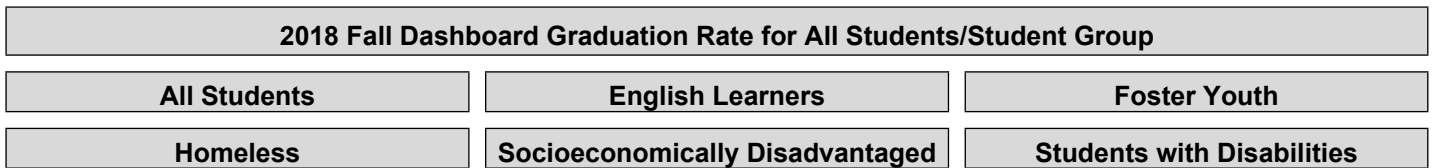
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

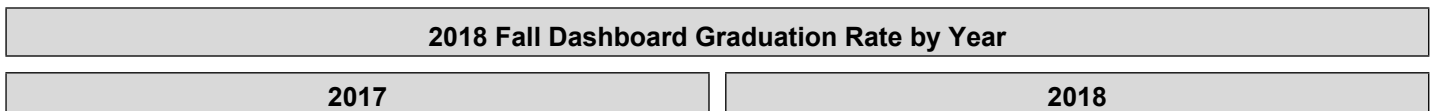
This section provides number of student groups in each color.



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



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



### Conclusions based on this data:

1. Graduation rate not applicable to this school.

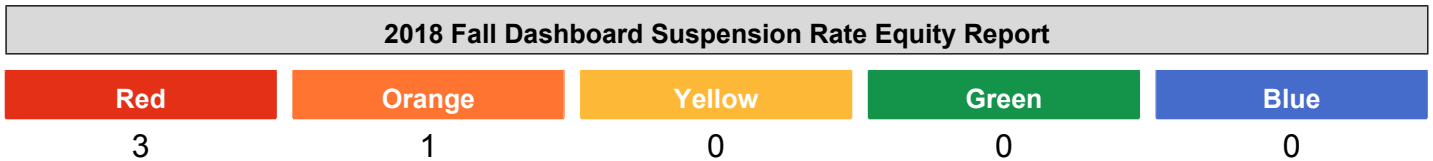
# School and Student Performance Data

## Conditions & Climate Suspension Rate

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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>6.1% suspended at least once</p> <p>Increased 3.6%</p> <p>228 students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>9.1% suspended at least once</p> <p>Increased 0.8%</p> <p>11 students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not 4 students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not 1 students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>7.4% suspended at least once</p> <p>Increased 4.1%</p> <p>190 students</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>6.5% suspended at least once</p> <p>Increased 6.5%</p> <p>31 students</p>

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 4 students	 No Performance Color <span style="background-color: #e6f2ff;">18.2% suspended at least once</span> Increased 18.2% 11 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color Less than 11 Students - Data 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Red <span style="background-color: #e6f2ff;">9.4% suspended at least once</span> Increased 5.9% 53 students	 No Performance Color Less than 11 Students - Data 3 students	 No Performance Color 0 Students	 Orange <span style="background-color: #e6f2ff;">3.9% suspended at least once</span> Increased 2% 153 students

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

### 2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.5% suspended at least once	2.5% suspended at least once	6.1% suspended at least once

**Conclusions based on this data:**

1. School climate will be an area of focus to decrease suspensions.
2. Students with disabilities and Hispanic students will be monitored to decrease suspensions.
3. Alternatives to suspension will be explored.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

State Priority #2-State Standards (Conditions of Learning); #4-Pupil Achievement (Pupil Outcomes); #7-Course Access (Conditions of Learning)

### Goal Statement

Provide a rigorous academic program which promises college and career readiness.

### LCAP Goal

Provide a rigorous academic program which promises college and career readiness.

### Basis for this Goal

Identified areas of need in SBAC assessment results and Dashboard data

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Academic Program Survey Implementation Rubric (Scale 1-4)	Level 3.3 in ELA/ELD and 3.5 in math	Maintain/Increase APS Level 3 or 4 in ELA/ELD and math
3rd-5th, 6-8th, 11th grade CAASPP Assessments	3rd ELA: 35% 3rd Math: 38%  4th ELA: 36% 4th Math: 22%  5th ELA: 45% 5th Math: 24%	Increase performance in Level 3 and 4 by 2% over baseline for all student groups

### Planned Strategies/Activities

#### Strategy/Activity 1

1. Provide non-instructional, basic site operation supplies. (Example: office, classroom, library supplies.)

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

2018-2019

## Person(s) Responsible

Principal

## Proposed Expenditures for this Strategy/Activity

Amount	2000.00
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Pencils, paper, folders, ink, toner, etc. for office use

## Strategy/Activity 2

2. Provide evidence-based supplemental instructional materials to support substantial implementation of Common Core State Standards. (Title I)

## Students to be Served by this Strategy/Activity

All students

## Timeline

2018-2019

## Person(s) Responsible

Principal, Site Leadership Team, and Department Chairs (secondary))

## Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Teacher supplemental supplies and resources (was 1216.18) (remove this as it does not relate to supplemental instructional materials)

## Strategy/Activity 3

3. Provide technology equipment and computer based instruction to students and staff to support Common Core implementation.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

2018-2019

## Person(s) Responsible

Principal; Staff

## Proposed Expenditures for this Strategy/Activity

Amount	1840
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<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Purchase Reading Eggs computer subscription to supplement reading instruction in grades TK - 5 and ELD students.
<b>Amount</b>	1750
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Purchase Math Seeds computer subscription to supplement math instruction in grades TK - 5 and ELD students.
<b>Amount</b>	2900
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Replacement projectors, computers, and printers

### Strategy/Activity 4

4. Provide site assigned projects teacher to coordinate collaboration and intervention model with the principal.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

2018-2019

#### Person(s) Responsible

Principal and projects teacher

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	49,650.00
<b>Source</b>	Title I Part A: Site Assigned ESSA Teacher
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Projects teacher salary and benefits

### Strategy/Activity 5

5. Support of Common Core Standards within the classroom with materials and supplies.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

2018-2019

## Person(s) Responsible

Principal; Staff

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5711.18
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Teacher Supplies- math manipulatives/projects and NGSS materials including copying supplies if necessary.
<b>Amount</b>	2000
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Multilith copies for classroom instructional use

## Strategy/Activity 6

6. Collaboration in PLC teams, including our SST Team, to review student progress towards Common Core Standards.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

2018-2019

## Person(s) Responsible

Principal; Staff

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	648
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitutes - Teachers meet in collaborative PLC teams weekly to review student growth and interventions. Leadership Team meets once a month to determine direction for our PLC.
<b>Amount</b>	124
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Substitutes benefits
<b>Amount</b>	780

<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitutes for SST meetings
<b>Amount</b>	149
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Substitute Benefits

### Strategy/Activity 7

7. Instructional Media and Library supplies and books to support the Common Core Standards.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

2018-2019

#### Person(s) Responsible

Principal, librarian

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	400
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Library copies of BOB and new AR books for promoting CCSS ELA standards



# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

State Priority #5-Pupil Engagement (Engagement); #6-School Climate (Engagement); #8- Other Pupil Outcomes (Pupil Outcomes)

### Goal Statement

Maximize student engagement and achievement.

### LCAP Goal

Maximize student engagement and achievement.

### Basis for this Goal

Identified areas of need in SBAC assessment results and Dashboard data

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Rate/Chronic Absenteeism Rate	District Attendance Rate 94.9%; Chronic Absenteeism Rate 10.21%	Maintain/Increase attendance rate by 1%; Maintain/Decrease Chronic Absenteeism by 1%
Suspension Rate	Suspension Rate 2.5%	Decrease/Maintain Suspension rate by 1%
California Healthy Kids Survey	Fall 2017 Survey Summary: 41% of 5th grade felt connected to school all the time; 23% of 7th grade strongly agree they are connected to their school 13% of 9th and 12% of 11th strongly agree they are connected to their school	Maintain/Increase school connectedness by 1%

### Planned Strategies/Activities

#### Strategy/Activity 1

1. Provide before/after school or lunch time academic interventions.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

2018-2019

## Person(s) Responsible

Principal, Teacher(s)

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2950
<b>Source</b>	LCFF Supp Conc - Intervention (BS/AS)
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Intervention Teachers - Supplemental Concentration
<b>Amount</b>	567
<b>Source</b>	LCFF Supp Conc - Intervention (BS/AS)
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Employee benefits - Supplemental Concentration
<b>Amount</b>	1483
<b>Source</b>	LCFF Supp Conc - Intervention (BS/AS)
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Bus transportation fees
<b>Amount</b>	2405
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Intervention Teachers - Title I
<b>Amount</b>	463
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Employee benefits - Title I
<b>Amount</b>	4363.82
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Additional interventions provided by computer paraprofessional - Title I portion
<b>Amount</b>	1256.82
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries

<b>Description</b>	Additional interventions provided by computer paraprofessional - General Unrestricted portion
<b>Amount</b>	6114.02
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Employee benefits - Computer Paraprofessional

### Strategy/Activity 2

2. Provide evidence-based, supplemental academic intervention materials.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

2018-2019

#### Person(s) Responsible

Principal, Site Leadership Team, Teacher(s)

#### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 3

3. Implement student engagement strategies and/or programs including but not limited to Positive Behavior Intervention and Supports (PBIS), Restorative Practices, etc.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

2018-2019

#### Person(s) Responsible

Principal, Site Leadership Team, Counselor(s)

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1000.00
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplies and materials to support student recognition (PeaceBuilder of the month, Student of the Month t-shirts, attendance, Bucket Fillers, etc.)
<b>Amount</b>	100.00
<b>Source</b>	General Unrestricted

<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Transportation cost for 6th grade orientation
<b>Amount</b>	500
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Purchase BOB books to supplement reading comprehension through Battle of the Books Program.
<b>Amount</b>	400
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Transportation for BOB in Ridgecrest and Bakersfield

### Strategy/Activity 4

4. INYOKERN Strategy: Provide supplemental field trips to enrich student learning and experiences.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

2018-2019

#### Person(s) Responsible

Principal, Site Leadership Team, Counselor(s), Teacher(s)

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	500
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Field trip student registration costs or participation costs
<b>Amount</b>	1500
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Field trip transportation costs

### Strategy/Activity 5

5. Promote connectedness, positive school climate, and culture with Student Council, clubs, and transition activities.

#### Students to be Served by this Strategy/Activity

All students

**Timeline**

2018-2019

**Person(s) Responsible**

Principal, teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	100
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplies for school clubs

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

State Priority #3-Parental Involvement (Engagement)

### Goal Statement

Grow family and community partnerships that benefit students.

### LCAP Goal

Grow family and community partnerships that benefit students.

### Basis for this Goal

District LCAP Parent Survey results

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCAP Parent Surveys	Spring 2018 LCAP Parent Survey: 82% of districtwide parents surveyed feel welcome at school	Maintain/Increase percentage of parents feeling welcome at school
Title I Parent Surveys	See 2018 Title 1 Parent Survey Results Addendum	See 2018 Title 1 Parent Survey Results Addendum

### Planned Strategies/Activities

#### Strategy/Activity 1

1. Engage parents/guardians in ongoing, two-way communication.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

2018-2019

#### Person(s) Responsible

Principal, Site Leadership Team, Teacher(s)

#### Proposed Expenditures for this Strategy/Activity

Amount

270.00

<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Niki's Homework Folders
<b>Amount</b>	267.00
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Magnetic calendars Magnet Street Magnets
<b>Amount</b>	200.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	5th grade student planners
<b>Amount</b>	200.00
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Paper and toners costs for Title I Parent Newsletters and other parent/guardian engagement communications
<b>Amount</b>	100.00
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Postage costs

## Strategy/Activity 2

2. Support family involvement with the school through programs such as Back to School, Open House, Holiday Programs, SSC, Conferences, and Family Nights.

### Students to be Served by this Strategy/Activity

All students

### Timeline

2018-2019

### Person(s) Responsible

Principal, Site Leadership Team, Counselor(s), Teacher(s)

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	200.00
<b>Source</b>	Title I Part A: Parent Involvement

<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Light refreshments for parents/guardians at Family Nights
<b>Amount</b>	522.00
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Family Nights supplies
<b>Amount</b>	100.00
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Child care for parent/guardian meetings
<b>Amount</b>	26.00
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Employee Benefits

### Strategy/Activity 3

3. Provide parent education including but not limited to Parent Project/Loving Solutions, Site Parent Resources, College and Career Readiness, etc.

### Students to be Served by this Strategy/Activity

All students

### Timeline

2018-2019

### Person(s) Responsible

Principal, Site Leadership Team, Counselor(s), Teacher(s)

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1320
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Counselor salary to provide Parent education workshops, Parent Project classes
<b>Amount</b>	254
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	3000-3999: Employee Benefits



<b>Description</b>	Employee benefits
<b>Amount</b>	400
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Loving Solutions books
<b>Amount</b>	300
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Light refreshments for parents/guardians at training nights

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

State Priority # 1 Basic Services (Conditions of Learning)

### Goal Statement

Guarantee safe and well-maintained facilities.

### LCAP Goal

Guarantee safe and well-maintained facilities.

### Basis for this Goal

Results of Facility Inspection Tool; Dashboard data-local indicators

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Facility Inspection Tool	2017 FIT Rating: Exemplary	Maintain/Increase FIT rating

### Planned Strategies/Activities

#### Strategy/Activity 1

1. Support safe and well-maintained facilities.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

2018-2019

#### Person(s) Responsible

Principal, Site Leadership Team, Counselor(s), Teacher(s), Custodian(s)

#### Proposed Expenditures for this Strategy/Activity

Amount	1500.00
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies

**Description**

Custodial supplies

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

State Priority #1-Basic Services (Conditions of Learning)

### Goal Statement

Develop, value, and retain a high-quality diverse educational team.

### LCAP Goal

Develop, value, and retain a high-quality diverse educational team.

### Basis for this Goal

Dashboard data-local indicators

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number/rate of fully credentialed teachers	2018-19 number/rate of fully credentialed teachers: 9/10 or 90%	Maintain/Increase the number/rate of fully credentialed teachers by 2%

### Planned Strategies/Activities

#### Strategy/Activity 1

1. Provide professional development in identified area(s) of site need and district initiatives related to Common Core and PLC.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

2018-2019

#### Person(s) Responsible

Principal, Site Leadership Team, Teacher(s), Counselor(s)

#### Proposed Expenditures for this Strategy/Activity

Amount	615.00
Source	General Unrestricted

<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Classified staff training including systematic student supervision, safety procedures, compliance/mandated topics per education code. (Added cost for Raspberry Pi Training)
<b>Amount</b>	167.00
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Employee benefits
<b>Amount</b>	1081.36
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Travel and conference fees for teachers and/or support staff to attend professional development
<b>Amount</b>	684
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitutes for teachers
<b>Amount</b>	72
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Employee Benefits
<b>Amount</b>	630
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Classified staff training and additional support in PBIS, instructional support, advanced behavior management
<b>Amount</b>	64
<b>Source</b>	General Unrestricted
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Employee Benefits
<b>Amount</b>	894.80
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures

<b>Description</b>	Training resources from the Solutions Tree Company for training staff on PLC concepts
<b>Amount</b>	1550
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Training resources for online course to provide PD for teaching staff on PLC concepts (Online Course and Textbooks)

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 1

We will implement the Common Core State Standards by utilizing the District adopted curriculum of Benchmark Advance and Go Math! and by providing our staff with professional development opportunities aimed at helping them to maximize implementation of the CCSS.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Academic Program Survey (APS) Implementation Rubric	Increase District APS Rubric Score of 2 in ELA/ELD and 2 in Math	2017-18 APS Site Rubric Scores: 3.3 in ELA/ELD and 3.5 in Math

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Develop Common Core instructional materials	Common Core instructional materials developed	Principal and staff will attend grade level collaboration trainings. District Funded	Principal and staff will attend grade level collaboration trainings. District Funded
Develop and implement Common Core common assessments	Common Core common assessments developed and implemented	Principal and staff will attend grade level collaboration trainings for Benchmark Advance. 1000-1999: Certificated Personnel Salaries District Funded	Principal and staff will attend grade level collaboration trainings for Benchmark Advance. 1000-1999: Certificated Personnel Salaries District Funded
		3000-3999: Employee Benefits District Funded	3000-3999: Employee Benefits District Funded
		Principal and 3rd-5th grade staff will attend grade level collaboration trainings from Math Solutions. 1000-1999: Certificated Personnel Salaries District Funded	
		3000-3999: Employee Benefits District Funded	3000-3999: Employee Benefits District Funded
Identify best practices of CCSS	CCSS best practices identified	Principal and staff will attend grade level collaboration trainings. District Funded	Principal and staff will attend grade level collaboration trainings. District Funded
Identify and roll out resources and	Resources and technological tools identified and rolled out	Purchase Reading Eggs computer subscription to supplement reading	Purchase Reading Eggs computer subscription to supplement reading

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
technological tools as needed		instruction in grades TK - 5 and ELD students. 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 1840	instruction in grades TK - 5 and ELD students. 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 1760
		Purchase Math Seeds computer subscription to supplement math instruction in grades TK - 5 and ELD students. 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 1750	Purchase Math Seeds computer subscription to supplement math instruction in grades TK - 5 and ELD students. 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 1750
Provide Illuminate training/coaching support	Illuminate training/coaching support provided	Provide Illuminate training and coaching in regards to Benchmarks, Report Cards, Assessments, and Grade Books. 1000-1999: Certificated Personnel Salaries District Funded	Provide Illuminate training and coaching in regards to Benchmarks, Report Cards, Assessments, and Grade Books. 1000-1999: Certificated Personnel Salaries District Funded
		3000-3999: Employee Benefits District Funded	3000-3999: Employee Benefits District Funded
Project Teacher will provide targeted intervention to students identified as risk.	Project Teacher provided targeted intervention to students identified as risk.	The 49% Project Teacher will provide intervention for under performing or at risk students. Provided by District 1000-1999: Certificated Personnel Salaries District Funded	The 49% Project Teacher will provide intervention for under performing or at risk students. Provided by District 1000-1999: Certificated Personnel Salaries District Funded
		3000-3999: Employee Benefits District Funded	3000-3999: Employee Benefits District Funded
Provide Chromebook and Technology Support and training for Common Core Standards.	Chromebook and Technology Support and training for Common Core Standards provided	Technology training every six weeks during staff meeting with additional support after school. District Funded	Technology training every six weeks during staff meeting with additional support after school. District Funded
Provide hands-on, supplemental learning field trip opportunities for our students due to our high number of Socioeconomically Disadvantaged (SED)	Hands-on, supplemental learning field trip opportunities for our students due to our high number of Socioeconomically Disadvantaged (SED)	Transportation and Registration 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 2000	Transportation and Registration 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 528.40



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
students who have decreased opportunities for culturally enriching educational experiences.	students who have decreased opportunities for culturally enriching educational experiences provided		
Supplies and resources to supplement the Core Curriculum.	Supplies and resources to supplement the Core Curriculum provided	Teacher supplemental supplies and resources 4000-4999: Books And Supplies Title I Part A: Allocation 1200	Teacher supplemental supplies and resources 4000-4999: Books And Supplies Title I Part A: Allocation 4358.64
Provide professional development opportunities and training related to Common Core and PLC.	Professional development opportunities and training related to Common Core and PLC provided	Travel and registration for teachers to attend professional development workshops/ conferences related to the Common Core 4000-4999: Books And Supplies Title I Part A: Allocation 3122	Travel and registration for teachers to attend professional development workshops/ conferences related to the Common Core 4000-4999: Books And Supplies Title I Part A: Allocation 2264.15
		Substitutes 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 684	Substitutes 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 240
		3000-3999: Employee Benefits Title I Part A: Allocation 72	3000-3999: Employee Benefits Title I Part A: Allocation 26.03
Provide supplemental web based support to access Common Core in Media Center.	Supplemental web based support to access Common Core in Media Center provided	Instructional Media Paraprofessional to supplement Core with targeted Intervention support. 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 6344.00	Instructional Media Paraprofessional to supplement Core with targeted Intervention support. 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 5709
		3000-3999: Employee Benefits Title I Part A: Allocation 6086.00	3000-3999: Employee Benefits Title I Part A: Allocation 6739.99
Supplement reading comprehension through Battle of the Books Program.	Reading comprehension through Battle of the Books Program supplemented	Books and Supplies 4000-4999: Books And Supplies General Unrestricted 500	Books and Supplies 4000-4999: Books And Supplies General Unrestricted 0
		Travel to Ridgecrest and Bakersfield 5000-5999: Services And Other Operating Expenditures General Unrestricted 400	Travel to Ridgecrest and Bakersfield 5000-5999: Services And Other Operating Expenditures General Unrestricted 265.14

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide technology equipment to students and staff to support Common Core implementation.	Technology equipment to students and staff to support Common Core implementation provided	Replacement Projectors, computers, printers 4000-4999: Books And Supplies General Unrestricted 2500	Replacement Projectors, computers, printers 4000-4999: Books And Supplies General Unrestricted 4608.04
Support of Common Core Standards within the classroom with materials and supplies.	Common Core Standards within the classroom with materials and supplies supported	Teacher supplies 4000-4999: Books And Supplies General Unrestricted 5030	Teacher supplies 4000-4999: Books And Supplies General Unrestricted 2641.89
		Multilith 5000-5999: Services And Other Operating Expenditures General Unrestricted 2000	Multilith 5000-5999: Services And Other Operating Expenditures General Unrestricted 785.63
Provide standards based assemblies focusing on academic achievement and promoting positive behavior.	Standards based assemblies focusing on academic achievement and promoting positive behavior provided	Kindness Assembly to promote PBIS strategies	Kindness Assembly to promote PBIS strategies
Collaboration in PLC teams, including our SST Team, to review student progress towards Common Core Standards.	Collaboration in PLC teams, including our SST Team, to review student progress towards Common Core Standards supported	Substitutes 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 648	Substitutes 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 612
		3000-3999: Employee Benefits Title I Part A: Allocation 72	3000-3999: Employee Benefits Title I Part A: Allocation 65.15
		Teachers meet in collaborative PLC teams weekly to review student growth and interventions.	Teachers meet in collaborative PLC teams weekly to review student growth and interventions.
		Leadership Team meets once a month to determine direction for our PLC	Leadership Team meets once a month to determine direction for our PLC
Instructional Media and Library supplies and books to support the Common Core Standards.	Instructional Media and Library supplies and books to support the Common Core Standards provided	Instructional Media and Library supplies and books. 4000-4999: Books And Supplies General Unrestricted 1000	Instructional Media and Library supplies and books. 4000-4999: Books And Supplies General Unrestricted 639.38

## Analysis

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

As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented as planned.

Some costs were absorbed by other budgets. For example, additional costs for BOB were paid out of the library budget.

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

Overall, the actions/services were effective in meeting Goal 1. 2017-18 site Academic Program Survey data demonstrate that progress towards "academic program aligned with the State Standards that supports students with equal opportunity" has been maintained.

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

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services.

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

Based on the results of the 2017-18 stakeholder engagement process and alignment of federal, state, and new local board goals, Goal 1 has been changed to a new goal: Provide a rigorous academic program which promises college and career readiness.

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 2

Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC ELA and Math Performance Data	Increase SBAC ELA performance by 1%. Increase SBAC math performance by 1%. Increase subgroups (SED, EL, and SPED) by 2%.	2017 SBAC performance data: 2018 SBAC performance data:  3rd ELA: 47% 3rd ELA: 35% 3rd Math: 37% 3rd Math: 38%  4th ELA: 32% 4th ELA: 36% 4th Math: 20% 4th Math: 22%  5th ELA: 67% 5th ELA: 45% 5th Math: 23% 5th ELA: 24%

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide after school intervention classes.	After school intervention provided.	Intervention Teachers 1000-1999: Certificated Personnel Salaries Intervention (BS/AS) 3360	Intervention Teachers 1000-1999: Certificated Personnel Salaries Intervention (BS/AS) 4142
		3000-3999: Employee Benefits Intervention (BS/AS) 384	3000-3999: Employee Benefits Intervention (BS/AS) 718
		Bus transportation fees 5000-5999: Services And Other Operating Expenditures Intervention (BS/AS) 1256	Bus transportation fees 5000-5999: Services And Other Operating Expenditures Intervention (BS/AS) 0
		Intervention Teachers 1000-1999: Certificated	Intervention Teachers 1000-1999: Certificated

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Personnel Salaries Title I Part A: Allocation 1145	Personnel Salaries Title I Part A: Allocation 972
		3000-3999: Employee Benefits Title I Part A: Allocation 115	3000-3999: Employee Benefits Title I Part A: Allocation 110

## Analysis

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

As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented as planned. There were cost differences that were higher than expected and the transportation department absorbed the cost for busing.

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

Overall, the actions/services did not have a consistent, effective impact in meeting Goal 2 both at the district and site level. 2018 SBAC ELA met or exceeded standards percentages increased at the 4th (4%) grade level. 2018 SBAC Math met or exceeded standards percentages increased at the 3rd (1%), 4th (2%), and 5th (3%) grade levels. Area of focus for the district and site continue to be in math achievement.

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

Material differences between budgeted expenditures and actual expenditures are related to an underestimation for cost to implement planned actions/services.

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

Based on the results of the 2017-2018 stakeholder engagement process and alignment of federal, state, and new local board goals, Goal 2 has been changed to a new goal: Maximize student engagement and achievement.

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

### Goal 3

We will provide a safe, well-maintained, and adequately equipped school to ensure a positive learning environment.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
District California Healthy Kids Staff and Student Survey	Increase the percentage of students and staff that feel safe at school	The California Healthy Kids Survey was administered in the fall of 2017. See 5th grade district results below: 74% of students feel safe at school most or all of the time. 52% of staff feel they are safe at school and 48% feel students are safe at school.

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Collaborate with district personnel to communicate staffing needs.	Collaborated with district personnel to communicate staffing needs.	Notification of staffing needs as the need arises	
Attend District Safety Committee meetings for 2017-18 school year.	Attended District Safety Committee meetings for 2017-18 school year.	Principal will attend all scheduled meetings	
Office supplies to promote a positive, effective learning environment.	Office supplies provided to promote a positive, effective learning environment.	Office supplies 4000-4999: Books And Supplies General Unrestricted 1000	Office supplies 4000-4999: Books And Supplies General Unrestricted 684.36
Office supplies to promote a positive, effective learning environment.	Office supplies provided to promote a positive, effective learning environment.	Purchase custodial supplies 4000-4999: Books And Supplies General Unrestricted 1500	Purchase custodial supplies 4000-4999: Books And Supplies General Unrestricted 1261.39
Provide adequate supervision of students	Provided adequate supervision of students	Crosswalk and playground supervisor. 2000-2999: Classified Personnel Salaries District Funded  3000-3999: Employee Benefits District Funded	Crosswalk and playground supervisor. 2000-2999: Classified Personnel Salaries District Funded  3000-3999: Employee Benefits District Funded

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Classified staff training and additional support	Did not provide classified staff training and additional support	Classified staff training, including systematic supervision, safety procedures, child abuse, harassment, and other trainings. 2000-2999: Classified Personnel Salaries General Unrestricted 315  3000-3999: Employee Benefits General Unrestricted 32  Classified additional support for educational activities 2000-2999: Classified Personnel Salaries General Unrestricted 315  3000-3999: Employee Benefits General Unrestricted 32	Classified staff training, including systematic supervision, safety procedures, child abuse, harassment, and other trainings. 2000-2999: Classified Personnel Salaries General Unrestricted 0  3000-3999: Employee Benefits General Unrestricted 0  Classified additional support for educational activities 2000-2999: Classified Personnel Salaries General Unrestricted 0  3000-3999: Employee Benefits General Unrestricted 0
Records Clerk training to ensure proper coding of student attendance and records.	Records Clerk provided training to ensure proper coding of student attendance and records.	Records Clerk workshop on student records, custody, and residency issues. 4000-4999: Books And Supplies General Unrestricted 305	Records Clerk workshop on student records, custody, and residency issues. 4000-4999: Books And Supplies General Unrestricted 98.06

## Analysis

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

As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented as planned, with the exception of classified training.

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

Because the metric utilized, the California Healthy Kids Survey (CHKS), has not been utilized consistently over time, we do not yet have comparable data to determine if the actions/services translated to effective impact in meeting Goal 3. In the 2018 administration of the CHKS, data will be provided in both site and district grade levels.

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

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services.

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

Based on the results of the 2017-2018 stakeholder engagement process and alignment of federal, state, and new local board goals, Goal 3 has been changed to a new goal: Grow family and community partnerships that benefit students.



# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 4

Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Eight State Priority Metrics, SSUSD Data Portrait/3 Year Data Trend, Ongoing District Progress Reports	Maintain or improve opportunities for stakeholder engagement.	Due to the release of the California School Dashboard, these metrics are no longer applicable in the forms indicated. See CA School Dashboard results.

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Review student/staff/parent survey responses and discuss concerns	Reviewed student/staff/parent survey responses and discussed concerns	Review of surveys	
Develop and implement strategies to improve school connectedness	Developed and implemented strategies to improve school connectedness	PBIS Team meets monthly to develop and implement strategies to improve school connectedness.	
Implement PBIS	Implemented PBIS	Purchase of supplies and materials for student recognition throughout the year. (PeaceBuilder of the Month t-shirts, Student of the Month t-shirts, attendance awards, bucket fillers awards, and other student recognition awards) 4000-4999: Books And Supplies General Unrestricted 3000	Purchase of supplies and materials for student recognition throughout the year. (PeaceBuilder of the Month t-shirts, Student of the Month t-shirts, attendance awards, bucket fillers awards, and other student recognition awards) 4000-4999: Books And Supplies General Unrestricted 247.44
		Monthly meetings of the PBIS Team to improve positive behavior, intervention, and support at Inyokern.	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Counselor provides social skill lessons, conflict resolution, and bully prevention strategies.	Counselor provided social skill lessons, conflict resolution, and bully prevention strategies.	Counselor provides social skill lessons, conflict resolution, and bully prevention strategies. 1000-1999: Certificated Personnel Salaries District Funded 3000-3999: Employee Benefits District Funded	Counselor provides social skill lessons, conflict resolution, and bully prevention strategies. 1000-1999: Certificated Personnel Salaries District Funded 3000-3999: Employee Benefits District Funded
Provide professional development opportunities and training related to PBIS.	Provided professional development opportunities and training related to PBIS.	Travel and registration for counselor to attend professional development conference related to PBIS and Restorative Practices 4000-4999: Books And Supplies Title I Part A: Allocation 600	Travel and registration for counselor to attend professional development conference related to PBIS and Restorative Practices 4000-4999: Books And Supplies Title I Part A: Allocation 884.62
Improve school to home communication with school wide homework folders.	Improved school to home communication with school wide homework folders.	Niki's Homework Folders 4000-4999: Books And Supplies Title I Part A: Parent Involvement 270	Niki's Homework Folders 4000-4999: Books And Supplies Title I Part A: Parent Involvement 312.50
Provide each family with annual magnetic calendars to promote school to home communication.	Provided each family with annual magnetic calendars to promote school to home communication.	Magnet Street Magnets 4000-4999: Books And Supplies Title I Part A: Parent Involvement 267	Magnet Street Magnets 4000-4999: Books And Supplies Title I Part A: Parent Involvement 297
Promote school and parent communication.	Promoted school and parent communication	Paper and toner for Newsletters and other correspondence with parents 4000-4999: Books And Supplies Title I Part A: Allocation 200 Postage 4000-4999: Books And Supplies General Unrestricted 350	Paper and toner for Newsletters and other correspondence with parents 4000-4999: Books And Supplies Title I Part A: Allocation 0 Postage 4000-4999: Books And Supplies General Unrestricted 286.29
Promote connectedness, positive school climate, and culture with Student Council, clubs, and transition activities.	Promoted connectedness, positive school climate, and culture with Student Council, clubs, and transition activities.	Supplies 4000-4999: Books And Supplies General Unrestricted 500 5th grade Student planners 4000-4999: Books And Supplies	Supplies 4000-4999: Books And Supplies General Unrestricted 0 5th grade Student planners 4000-4999: Books And Supplies

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Title I Part A: Allocation 200	Title I Part A: Allocation 107.68
Support family involvement with the school through programs such as Back to School, Open House, Holiday Programs, SSC, Conferences, and Family Nights.	Supported family involvement with the school through programs such as Back to School, Open House, Holiday Programs, SSC, Conferences, and Family Nights.	Bus for 6th grade orientation 5000-5999: Services And Other Operating Expenditures General Unrestricted 100	Bus for 6th grade orientation 5000-5999: Services And Other Operating Expenditures General Unrestricted 0
		Light refreshments for parents 4000-4999: Books And Supplies Title I Part A: Parent Involvement 200	Light refreshments for parents 4000-4999: Books And Supplies Title I Part A: Parent Involvement 90.94
		Child Care for meetings 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 90	Child Care for meetings 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 0
		Family Night supplies 4000-4999: Books And Supplies Title I Part A: Allocation 150	Family Night supplies 4000-4999: Books And Supplies Title I Part A: Allocation 132.08
Parent information, workshops, and Parent Project Classes 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 507	Parent information, workshops, and Parent Project Classes 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 0		

## Analysis

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

As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented as planned, with the exception of student recognition awards and Parent Project classes.

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

Site Title I Parent Survey results indicate that the strategies/activities were effective in meeting Goal 4.

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

Material differences between budgeted expenditures and actual expenditures are related to an overestimation for costs to implement planned actions/services.

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

Based on the results of the 2017-2018 stakeholder engagement process and alignment of federal, state, and new local board goals, Goal 4 has been changed to a new goal: Guarantee safe and well-maintained facilities.

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 5

Annually increase percent of English Language Learners making progress in learning English.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California School Dashboard EL Status and Change Data	Increase the percentage of EL students making progress toward English proficiency	Sample too small 2016-58.3% 2017-no data

## Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide professional development to teachers and administrators on ELA/ELD instructional model (CCSS instruction along with Designated and Integrated instruction)	Provided professional development to teachers and administrators on ELA/ELD instructional model (CCSS instruction along with Designated and Integrated instruction)	Staff and principal will receive professional development training on ELA/ELD instructional models.	Staff and principal will receive professional development training on ELA/ELD instructional models.
Create and implement a school wide ELD plan.	Created and implemented a school wide ELD plan.	Principal and staff will develop a school wide ELD instructional plan.	Principal and staff will develop a school wide ELD instructional plan.

## Analysis

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

No activities were budgeted for this goal.

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

There is too small of a data sample to determine the overall effectiveness of the strategies/activities related to Goal 5.

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

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services.

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

Based on the results of the 2017-2018 stakeholder engagement process and the alignment of federal, state, and new local Board goals, Goal 5 has been changed to a new goal: Develop, value, and retain a high-quality diverse educational team.

# 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	\$78,728.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$103,072.00

## Allocations by Funding Source

Funding Source	Amount	Balance
General Unrestricted	19,344.00	0.00
Title I Part A: Allocation	27,293.00	0.00
Title I Part A: Parent Involvement	1,785.00	0.00
LCFF Supp Conc - Intervention (BS/AS)	5,000.00	0.00
Title I Part A: Site Assigned ESSA Teacher	49,650.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
General Unrestricted	19,344.00
LCFF Supp Conc - Intervention (BS/AS)	5,000.00
Title I Part A: Allocation	27,293.00
Title I Part A: Parent Involvement	1,785.00
Title I Part A: Site Assigned ESSA Teacher	49,650.00



## Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	58,437.00
2000-2999: Classified Personnel Salaries	6,965.64
3000-3999: Employee Benefits	8,000.02
4000-4999: Books And Supplies	16,470.18
5000-5999: Services And Other Operating Expenditures	13,199.16

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	General Unrestricted	2,501.82
3000-3999: Employee Benefits	General Unrestricted	231.00
4000-4999: Books And Supplies	General Unrestricted	14,111.18
5000-5999: Services And Other Operating Expenditures	General Unrestricted	2,500.00
1000-1999: Certificated Personnel Salaries	LCFF Supp Conc - Intervention (BS/AS)	2,950.00
3000-3999: Employee Benefits	LCFF Supp Conc - Intervention (BS/AS)	567.00
5000-5999: Services And Other Operating Expenditures	LCFF Supp Conc - Intervention (BS/AS)	1,483.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5,837.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	4,363.82
3000-3999: Employee Benefits	Title I Part A: Allocation	7,176.02
4000-4999: Books And Supplies	Title I Part A: Allocation	800.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	9,116.16
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	100.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	26.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,559.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	100.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Site Assigned ESSA Teacher	49,650.00

# 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
Michael Kennedy	Principal
Aurora Doyle	Classroom Teacher
Sergio Ramirez	Classroom Teacher
Tracey Rowland	Classroom Teacher
Susan Tingstrom	Other School Staff
Jason Powell	Parent or Community Member
Melissa Merinar	Parent or Community Member
Lisa Hall	Parent or Community Member
Jessica Mathis	Parent or Community Member
Sandy Morales	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
 <i>IPTO President</i>	Other: Inyokern Staff and interested IPTO members

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 December 14th, 2018.

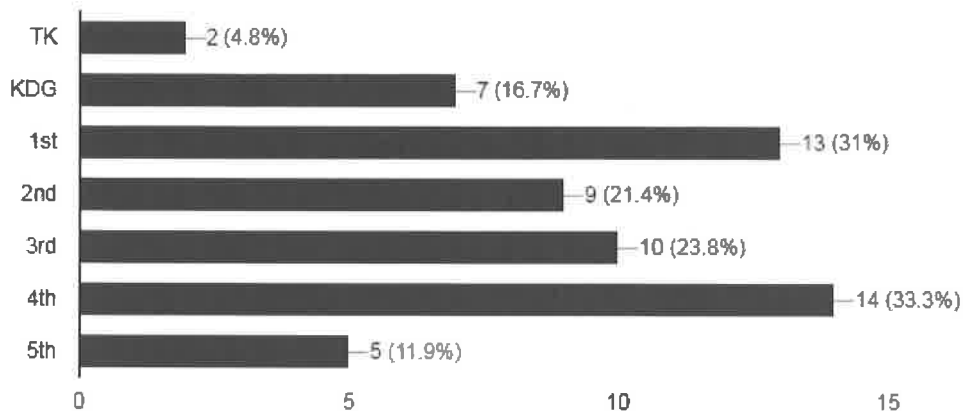
Attested:


Principal, Michael Kennedy on December 14th, 2018
SSC Chairperson, Lisa Hall on December 14th, 2018

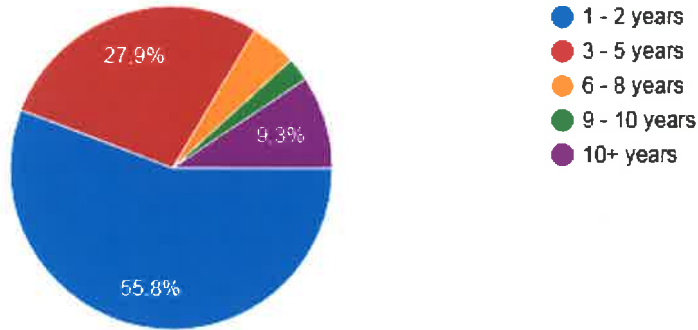
# 1. Please mark the grade level(s) of your children at Inyokern:

42 responses



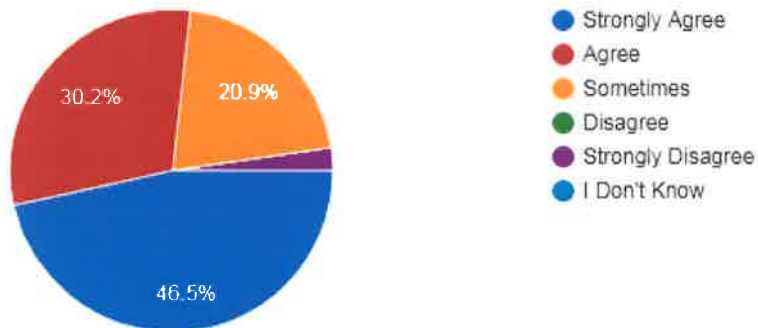
### 3. How many years have you been a parent at Inyokern?

43 responses



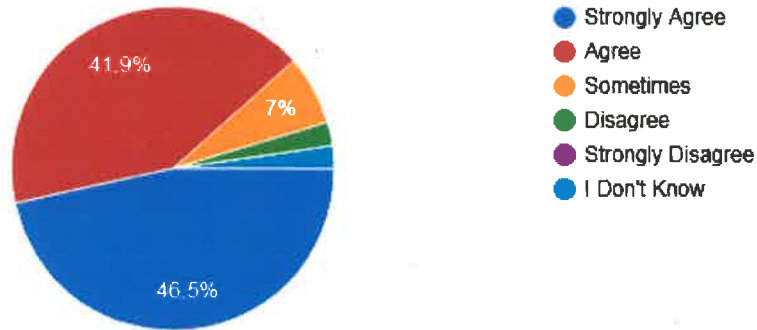
### 4. Parents are greeted warmly and courteously when they visit the school.

43 responses



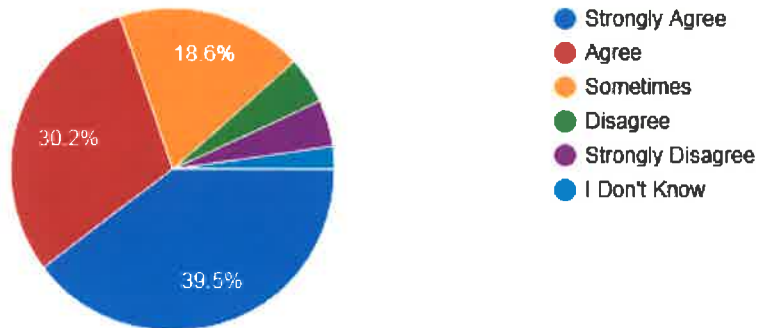
## 5. Parents are encouraged to participate in their child's education.

43 responses



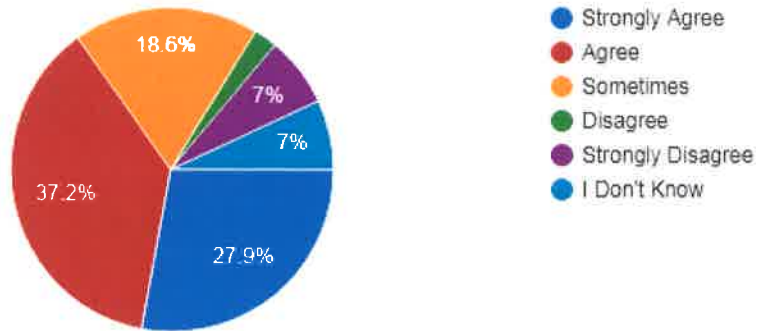
## 6. My child feels safe at this school.

43 responses



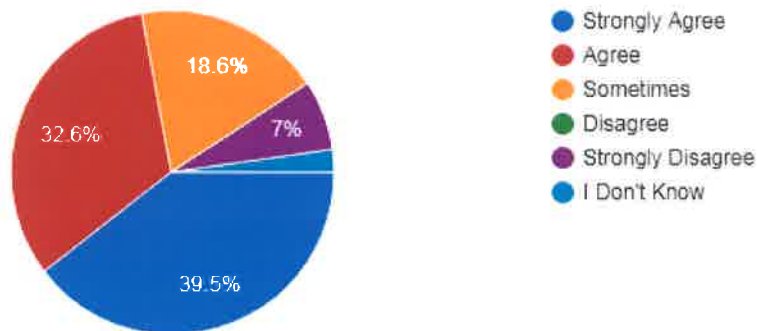
### 7. Student discipline is appropriate in this school.

43 responses



### 8. Positive behavior is acknowledged frequently.

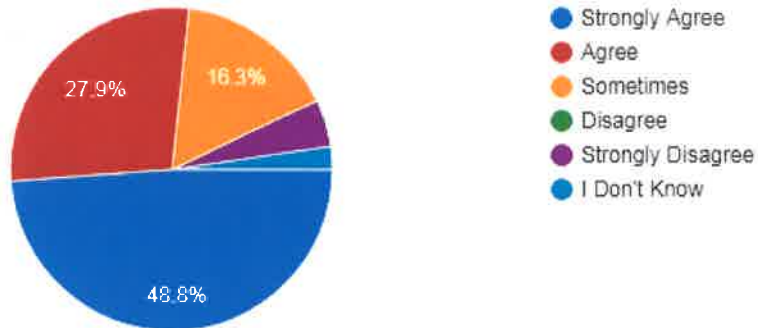
43 responses





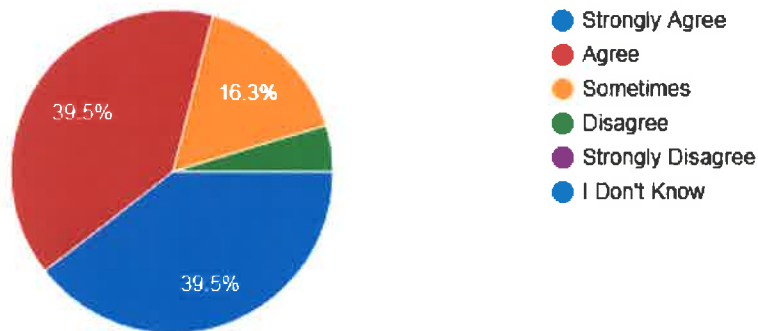
**9. My child has opportunities to develop respect, responsibility, and problem solving skills.**

43 responses



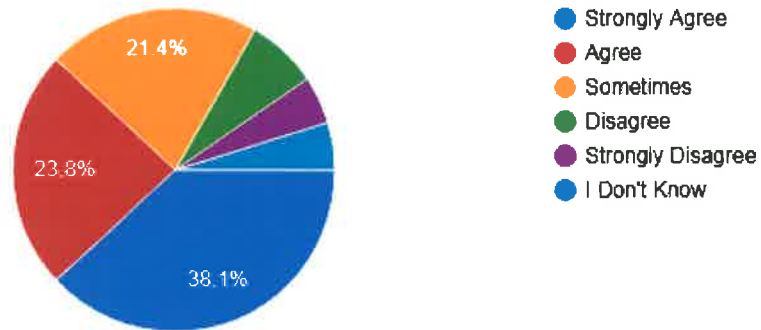
**10. My child and I find that the school is well maintained.**

43 responses



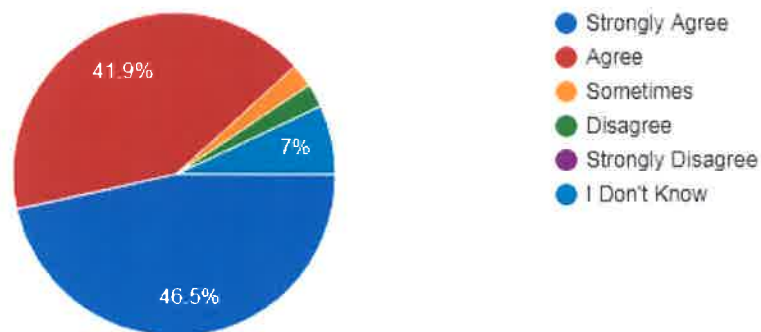
**11. There are high standards, positive messages, and high expectations of everyone at this school.**

42 responses



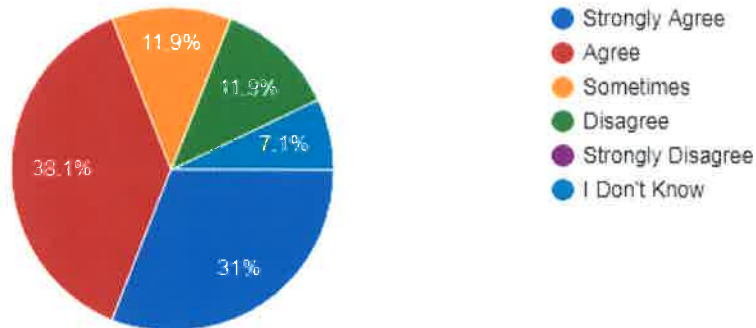
**12. Parents are invited and encouraged to visit the school.**

43 responses



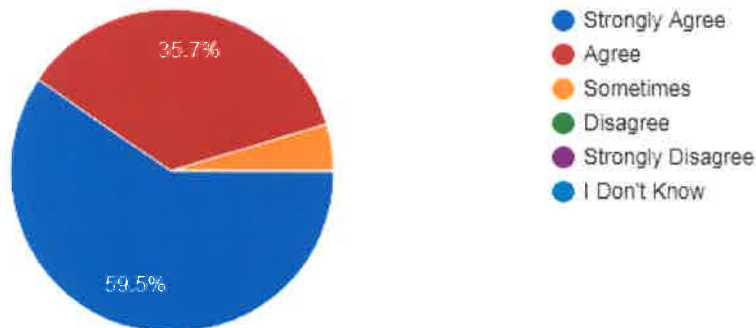
**13. Parents are invited and encouraged to help in class as a volunteer or aide.**

42 responses



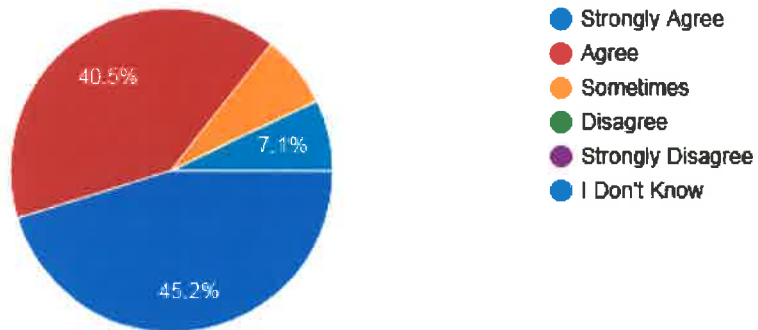
**14. Parents are invited and encouraged to attend school functions such as parent/teacher conferences, family nights or other school events.**

42 responses



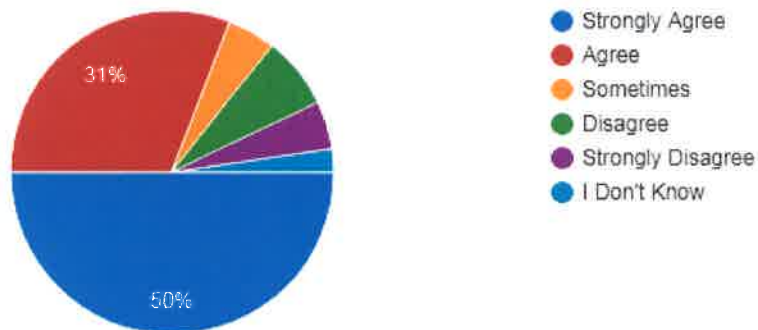
**15. Parents are invited and encouraged to serve on school and district committees.**

42 responses



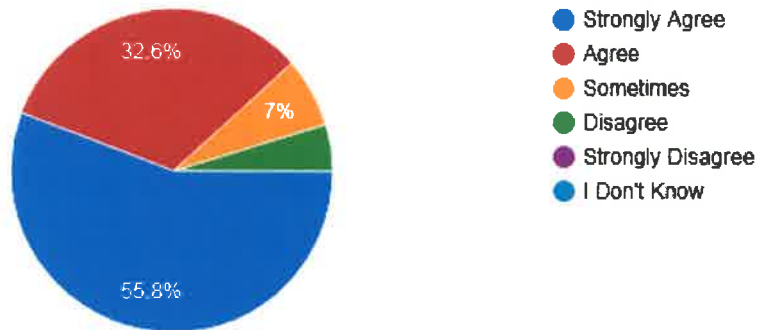
**16. Activities and meetings for parents are scheduled at times and places that are convenient for parents.**

42 responses



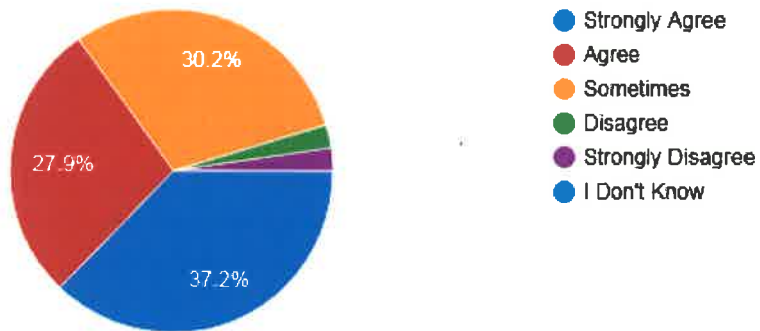
**17. Parents are able to talk to someone at the school when they have concerns or questions.**

43 responses



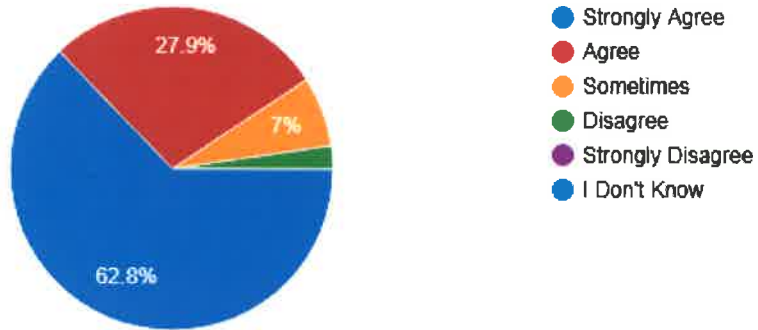
**18. Teachers communicate frequently with parents.**

43 responses



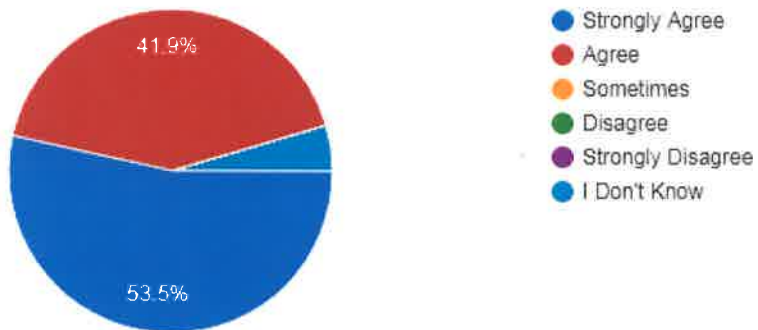
**19. ParentSquare, the school newsletter, and calendar provide valuable information to parents.**

43 responses



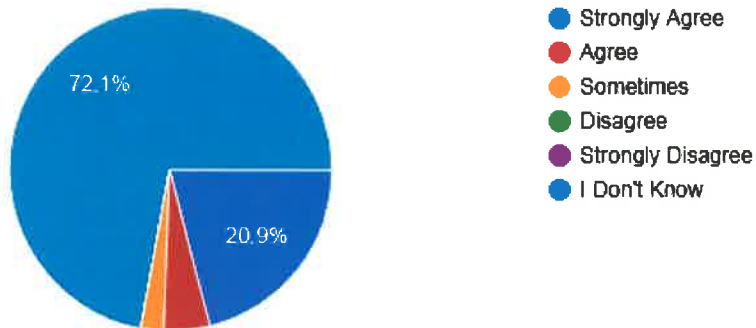
**20. Materials are provided to parents in their home language.**

43 responses



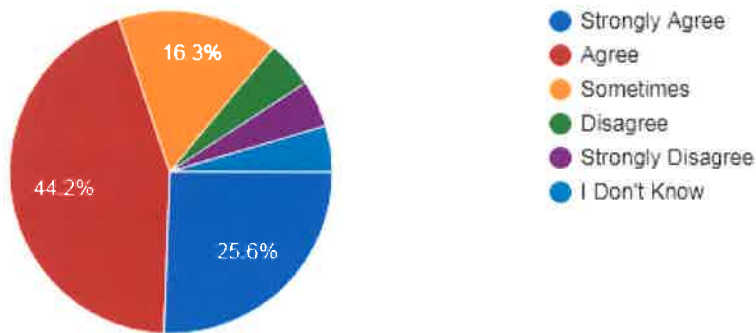
21. If a parent needs a translator, the school tries to accommodate that need.

43 responses



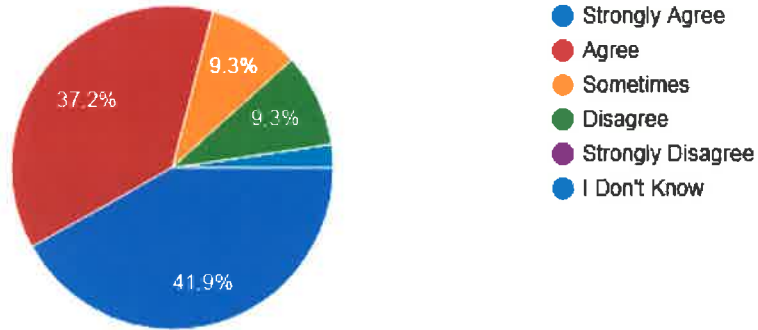
22. There are high academic standards for all students and all ability levels.

43 responses



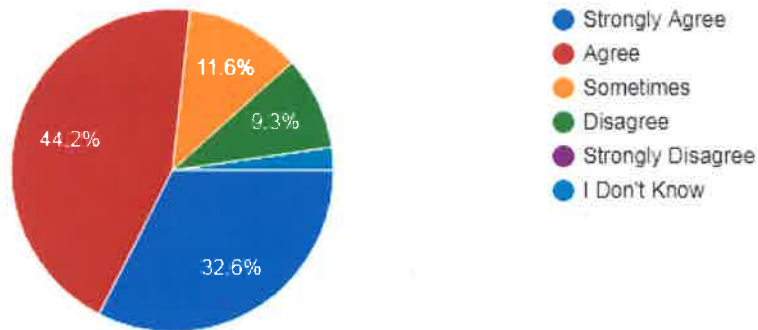
### 23. I know the standards my child must meet.

43 responses



### 24. I understand clearly how my child's work will be graded.

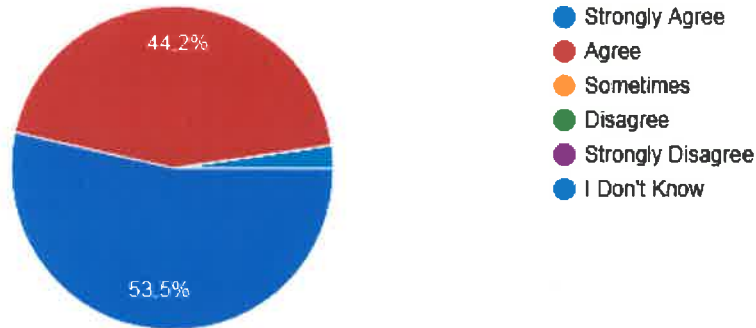
43 responses





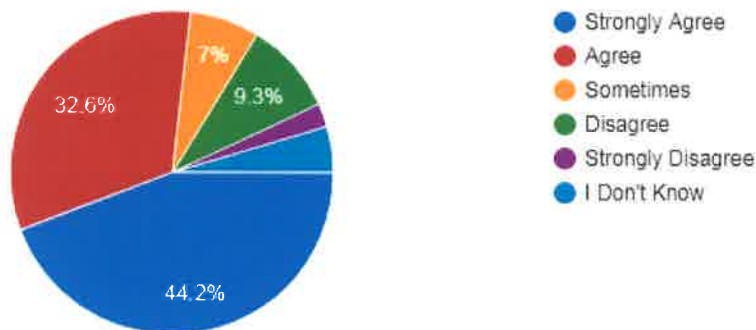
**25. Parents are informed about their child's academic progress through progress reports or conferences.**

43 responses



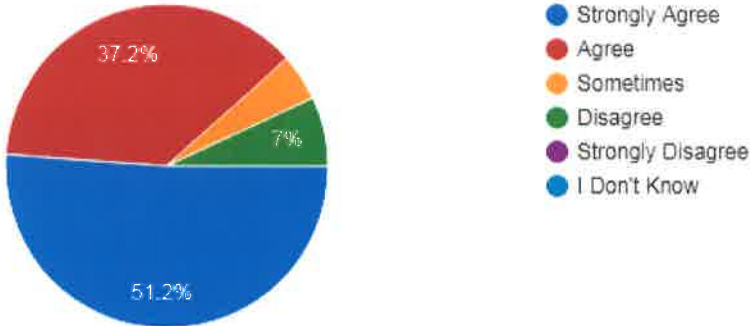
**26. All students have an equal opportunity to learn at Inyokern.**

43 responses



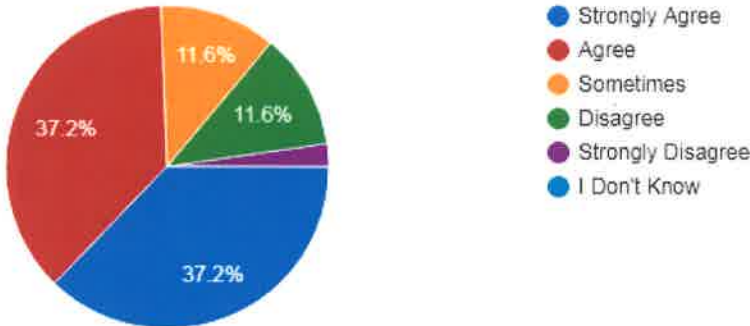
**27. My child is making good progress in reading.**

43 responses



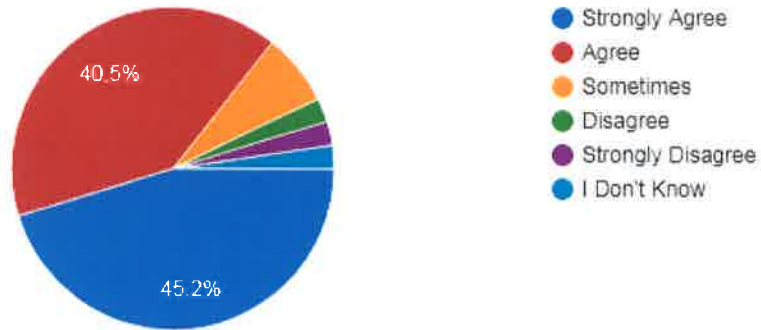
**28. My child is making good progress in writing.**

43 responses



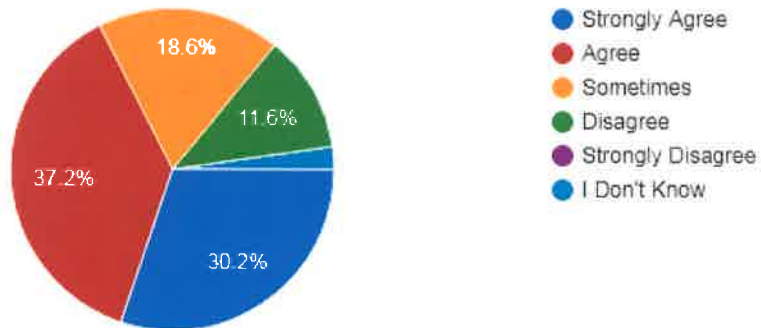
### 29. My child is making good progress in math.

42 responses



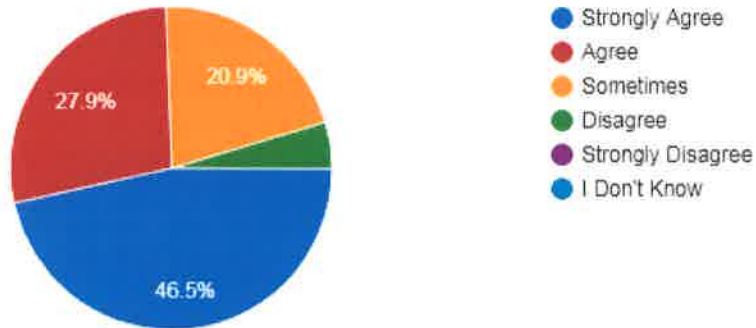
### 30. My child has the right amount of homework.

43 responses



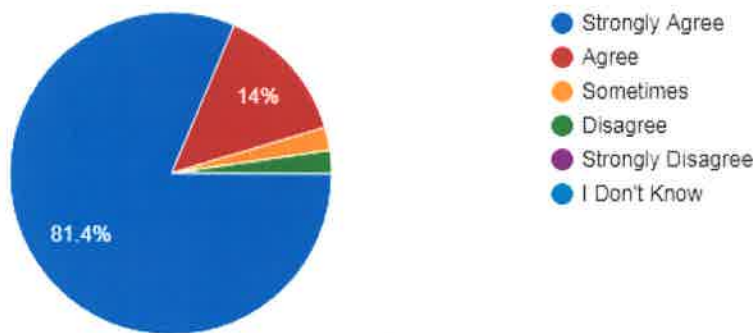
### 31. My child is getting a good education.

43 responses



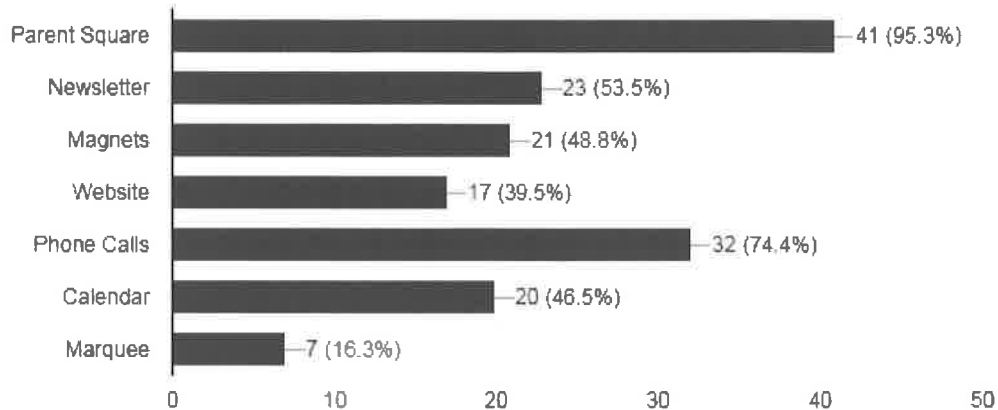
### 32. Inyokern should continue to provide free breakfast and lunch to all students.

43 responses



### 33. Which types of communication tools have you used this year?

43 responses



If at all possible smaller class sizes. Zero tolerance for bullying (2)  
Would like to see more peacebuilder instead of other students getting away with being what I call a bully.

Thank you to all the Inyokern staff. Everybody does an outstanding job.

Inyokern has the best atmosphere for all!! The Teachers, Principle, office staff, and over all that help at Inyokern is the best!!! I love the school!!!

There has NOT been an adult at the Inyokern school entrance in the mornings. About 85% of the time for the last 3 months. My TK student is bored and is not being challenged enough.

Something needs to be done about the outbreak of lice. My children has gotten it 4 time this year. I spend so much time (combing and washing everything) and money (\$70 each time) trying to prevent my children from getting it. I clean my home according to the paper sent home and my children still get them. Is there anything you can do at the school (steam clean carpets). I feel some other parents treat the kids so they can go back to school but they don't treat the house. There has to be more WE all can do. Thank you

Something need to be done about the lice infestation at the school.

The bullying is continuing And the bullys parents are bully my kids to. They call and lie an nothing is being done about the bullying. I dont ant my kids at Inyokern school again.

I love the follow thru when one of my kids has a complaint over bullying. I've received call backs from both the teachers and the principal.

Excellent school. Great teachers & staff

I love Inyokern School and the staff!

I believe the head lice is a big problem. Addition to the kids being treated. My question is are the classrooms being treated.

The teachers and staff are amazing and I absolutely love Inyokern Elementary. There is so many fun activities for kids and opportunities for parent involvement. It is safe, clean and staff is well informed of ongoings at school. Thank You so much for your dedication.

The only thing I would like to see is someone standing at the front gate in the morning greeting the children. I never see anyone out there where the parents drop off the kids.

I'd like more communication from the teachers and staff. I'd also like for the ladies in the office to stop being so hostile and rude. As well as less homework. The kids are still so little!

My child regularly comes home with complaints of bullying from classmates which are addressed by the principal once I make a phone call but since the class he is in is so large it is hard for the teacher to recognize positive behavior because there is a lot of negative/disruptive behavior according to my child. Also as a mental health worker I have seen a rise in bullying all Sierra Sands schools.

There were too many "problem" children in my daughter kindergarten class. I believe this distracted the class too much. I also hope there will be less combo classes

My kids LOVE the after school program.

Both my kids teachers Doyle and Eberhardt were amazing!