School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Inyokern Elementary School	15-73742-6009609	December 10, 2019	January 16, 2020

Purpose and Description

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

Schoolwide Program
Comprehensive Support and Improvement

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

District goals were revised to align with the Eight State Priorities. The district goals were adopted as the LCAP goals and were validated through the stakeholder engagement process. The LCAP goals become each school site's School Plan for Student Achievement goals. This allows the district, school sites, and various stakeholder groups (Parent Advisory Committee, DELACs, ELACs, School Site Councils, etc.) to work towards meeting the same goals and addressing the same priorities as identified in the Dashboard. Sierra Sands will align the use of federal funds with activities funded by state and local funds and across federal grant programs based on district and site needs identified through data analysis.

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 2019:
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, Safety
Professional Development - Building Capacity, PBIS, Special Education support

September 2019:
SSC Training - Site Council overview
PTO meeting - discussed student store and costs, Fall Festival, Volunteer Protocol
Staff Meeting - School Safety, student intervention schedules and plans, discuss student assessments,
Professional Development - Building Capacity

October 2019:
Title I Presentation - Annual Title 1 Parent meeting
SSC Meeting - parent compact, review SBAC data, SPSA review
PTO meeting - Fundraisers, fall festival, Book Fair
Staff Meeting - school safety, parent conference schedules and family involvement
Professional Development - Building Capacity, EL training

November 2019:
PTO Meeting - Fundraising, Fall Festival, Santa
Staff Meeting - Review parent conferences, inclement weather planning, planned for Winter Program parent involvement
Professional Development - Building Capacity, MTSS

December 2019:
SSC Meeting - SBAC data, SPSA
PTO meeting - Fundraising,Santa
Staff Meeting - After school intervention, SPSA, funding
Professional Development - Building Capacity

January 2020
SSC Meeting - Safety Plan, Review expenses
PTO meeting - Fundraising, Track and Field Day
Staff Meeting - Safety Plan, SPSA, PBIS
Professional Development - Building Capacity, ELPAC

February 2020
PTO meeting - Fundraising, Track and Field Day, Book Fair
Staff Meeting - Assessments, safety, PBIS
Professional Development - Building Capacity

March 2020
SSC Meeting - Review expenses, review data
PTO meeting - Fundraising, Track and Field Day
Staff Meeting - Conferences, CAASPP testing, PBIS

Professional Development - Building Capacity

April 2020
SSC Meeting - Review expenses, data
PTO meeting - Fundraising, Book Drive
Staff Meeting - CAASPP, fieldtrips, PBIS
Professional Development - Building Capacity

May 2020
PTO meeting - Fundraising, Book give away, shaved Ice Shack, WooHoo BooHoo, Ice cream social
Staff Meeting - Textbook inventory, check-out, PBIS
Professional Development - Building Capacity

Resource Inequities

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

All Sierra Sands Unified School District elementary schools are school-wide Title I programs. Funding is distributed equitably based upon per low income pupil allocations. However, one resource inequity has been identified regarding site Title I Teachers on Special Assignment (TOSAs) affiliated with each elementary site. Inyokern Elementary has the lowest enrollment, so they have a .49 Full Time Employee (FTE) TOSA who provides support in collaboration and intervention. The other five elementary sites have full time (FTE) TOSAs supporting the collaboration and intervention model.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	5.6%	5.77%	3.21%	11	12	6
African American	2.0%	1.44%	1.07%	4	3	2
Asian	1.0%	0.48%	0.53%	2	1	1
Filipino	1.5%	1.44%	2.14%	3	3	4
Hispanic/Latino	23.2%	22.60%	28.34%	46	47	53
Pacific Islander	%	%	%			
White	65.7%	66.83%	64.17%	130	139	120
Multiple/No Response	%	%	%			
			Total Enrollment	198	208	187

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	35	33	29
Grade 1	38	39	27
Grade 2	28	36	32
Grade3	37	30	31
Grade 4	27	43	30
Grade 5	33	27	38
Total Enrollment	198	208	187

Conclusions based on this data:

1. The population has decreased by 10% from 17-18.

2. American Indian student population has decreased while Hispanic student population has increased.

3. First and fourth grade student enrollment has decreased dramatically, while fifth grade enrollment has increased.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
English Learners	9	10	8	4.5%	4.8%	4.3%
Fluent English Proficient (FEP)	1	1	2	0.5%	0.5%	1.1%
Reclassified Fluent English Proficient (RFEP)	1		0	7.7%	0	0.0%

Conclusions based on this data:

1. The English Learner enrollment dropped slightly from 2017-18 to 2018-19.

2. Very few EL students meet the re-designation criteria. Designated and integrated EL instruction will be provided 30 minutes daily to EL students.

3. EL students require instructional supports that are matched to aid them in becoming English fluent.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	38	26	32	38	26	32	38	26	32	100	100	100
Grade 4	25	42	28	25	41	28	25	41	28	100	97.6	100
Grade 5	30	28	43	30	28	43	30	28	43	100	100	100
All Grades	93	96	103	93	95	103	93	95	103	100	99	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2408.	2406.	2405.	18.42	19.23	18.75	28.95	15.38	25.00	21.05	23.08	15.63	31.58	42.31	40.63
Grade 4	2425.	2444.	2416.	12.00	14.63	14.29	20.00	17.07	10.71	12.00	36.59	28.57	56.00	31.71	46.43
Grade 5	2524.	2489.	2457.	16.67	21.43	11.63	50.00	25.00	11.63	20.00	21.43	32.56	13.33	32.14	44.19
All Grades	N/A	N/A	N/A	16.13	17.89	14.56	33.33	18.95	15.53	18.28	28.42	26.21	32.26	34.74	43.69

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.42	26.92	18.75	44.74	34.62	43.75	36.84	38.46	37.50
Grade 4	20.00	17.07	17.86	44.00	56.10	39.29	36.00	26.83	42.86
Grade 5	36.67	28.57	16.28	43.33	42.86	41.86	20.00	28.57	41.86
All Grades	24.73	23.16	17.48	44.09	46.32	41.75	31.18	30.53	40.78

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.16	15.38	12.50	47.37	34.62	53.13	39.47	50.00	34.38
Grade 4	4.00	12.20	7.14	36.00	48.78	53.57	60.00	39.02	39.29
Grade 5	30.00	28.57	9.30	50.00	32.14	48.84	20.00	39.29	41.86
All Grades	16.13	17.89	9.71	45.16	40.00	51.46	38.71	42.11	38.83

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	18.42	15.38	6.25	57.89	69.23	75.00	23.68	15.38	18.75
Grade 4	12.00	19.51	14.29	64.00	58.54	46.43	24.00	21.95	39.29
Grade 5	20.00	25.00	6.98	76.67	46.43	67.44	3.33	28.57	25.58
All Grades	17.20	20.00	8.74	65.59	57.89	64.08	17.20	22.11	27.18

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	7.89	23.08	9.38	76.32	30.77	53.13	15.79	46.15	37.50
Grade 4	24.00	14.63	14.29	52.00	53.66	42.86	24.00	31.71	42.86
Grade 5	30.00	17.86	6.98	60.00	50.00	41.86	10.00	32.14	51.16
All Grades	19.35	17.89	9.71	64.52	46.32	45.63	16.13	35.79	44.66

Conclusions based on this data:

1. Based on the data, there was an overall decrease of 6.75% in ELA for grades 3rd - 5th for students Exceeding and Met standards.

2. The data shows an increase of 8.95% in Standards Not Met. Targeted interventions will be provided during the day, as well as before and after school.

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	38	26	32	38	26	32	38	26	32	100	100	100
Grade 4	25	42	28	25	41	28	25	41	28	100	97.6	100
Grade 5	30	28	43	30	28	43	30	28	43	100	100	100
All Grades	93	96	103	93	95	103	93	95	103	100	99	100

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

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2419.	2410.	2415.	7.89	19.23	15.63	28.95	19.23	28.13	39.47	30.77	25.00	23.68	30.77	31.25
Grade 4	2430.	2430.	2441.	0.00	0.00	14.29	20.00	17.07	7.14	36.00	48.78	42.86	44.00	34.15	35.71
Grade 5	2488.	2461.	2459.	10.00	3.57	2.33	13.33	21.43	13.95	43.33	42.86	41.86	33.33	32.14	41.86
All Grades	N/A	N/A	N/A	6.45	6.32	9.71	21.51	18.95	16.50	39.78	42.11	36.89	32.26	32.63	36.89

	Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.32	23.08	21.88	44.74	30.77	46.88	28.95	46.15	31.25
Grade 4	0.00	2.44	25.00	44.00	36.59	28.57	56.00	60.98	46.43
Grade 5	16.67	3.57	4.65	33.33	32.14	41.86	50.00	64.29	53.49
All Grades	16.13	8.42	15.53	40.86	33.68	39.81	43.01	57.89	44.66

	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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.53	23.08	15.63	57.89	46.15	43.75	31.58	30.77	40.63
Grade 4	0.00	4.88	14.29	56.00	58.54	35.71	44.00	36.59	50.00
Grade 5	10.00	10.71	6.98	60.00	53.57	44.19	30.00	35.71	48.84
All Grades	7.53	11.58	11.65	58.06	53.68	41.75	34.41	34.74	46.60

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.68	23.08	18.75	55.26	38.46	50.00	21.05	38.46	31.25
Grade 4	4.00	0.00	17.86	48.00	48.78	42.86	48.00	51.22	39.29
Grade 5	10.00	3.57	2.33	63.33	53.57	44.19	26.67	42.86	53.49
All Grades	13.98	7.37	11.65	55.91	47.37	45.63	30.11	45.26	42.72

Conclusions based on this data:

1. Based on the data, the Concepts & Procedures section showed the most percentage gains.

2. 26.21% of all the students met or exceeded the Standards. Targeted interventions will be provided during school, as well as before and after school hours.

3. Evidence shows students would continue to benefit from targeted intervention in Math, especially in Problem Solving and Communicating Reasoning.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	**Overall**		**Oral Language**		**Written Language**		**Number of Students Tested**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 2	*	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*	4
Grade 4	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*
All Grades							*	8

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
2	*	*	*	*		*		*	*	*
3		*	*	*		*	*	*	*	*
All Grades	*	*	*	*		*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
3		*	*	*		*	*	*	*	*
All Grades	*	*	*	*		*	*	*	*	*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
2	*	*	*	*		*		*	*	*
3		*	*	*		*	*	*	*	*
All Grades	*	*	*	*		*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. EL enrollment numbers are too low to generate data.

2. The greatest number of EL students were in the 3rd grade for 18-19.

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.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
187	**79.7**	**4.3**	**1.1**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	8	4.3
Foster Youth	2	1.1
Socioeconomically Disadvantaged	149	79.7
Students with Disabilities	23	12.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	1.1
American Indian	6	3.2
Asian	1	0.5
Filipino	4	2.1
Hispanic	53	28.3
Two or More Races	1	0.5
White	120	64.2

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 promote 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

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Chronic absenteeism will be a site focus to reduce the number of absences. The A2A attendance program will continue to alert parents to chronic absences.

2. Mathematics and ELA instruction will be an area of focus for all student groups, Targeted interventions will be offered during the day and before/after school hours.

3. Positive school culture will be a site focus to reduce the number of suspensions and motivate students to attend.
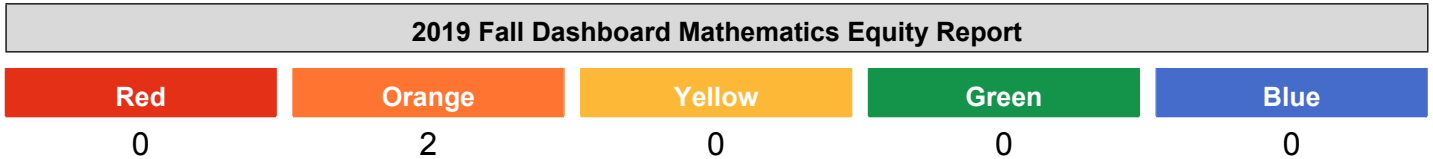
School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

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

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

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

All Students	English Learners	Foster Youth
Orange	No Performance Color	
40.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	
Declined Significantly -16 points		
94	7	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Orange	No Performance Color
	54.1 points below standard	109.6 points below standard
	Declined Significantly -19.2 points	Declined Significantly -32.9 points
	78	18

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
2	3	1	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color			Orange
40.2 points below standard			41.7 points below standard
Maintained ++1 points			Declined Significantly -22.1 points
26			60

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	44.5 points below standard
		Declined Significantly -18.9 points
6	1	87

Conclusions based on this data:

1. Socioeconomically disadvantaged students will be targeted for intensive interventions.

2. Students with disabilities will be provided additional support to improve ELA performance.

3. Before and after school interventions will be provided in ELA.

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	2	0	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	
47.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	
Increased ++4 points	7	
94		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Orange	No Performance Color
	58.8 points below standard	82.7 points below standard
	Maintained ++0.1 points	Increased ++5.2 points
	78	18

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
2	3	1	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color			Orange
45.3 points below standard			50.9 points below standard
Increased ++3.8 points			Maintained ++1 points
26			60

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	51.6 points below standard
		Maintained ++2.3 points
6	1	87

**Conclusions based on this data:**

1. Socioeconomically disadvantaged students will be provided with intensive interventions to improve math performance.

2. Students with disabilities will be provided with additional supports to scaffold learning.

3. Before and after school interventions will be provided in math..

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
making progress towards English language proficiency
Number of EL Students:
Performance Level: No Data
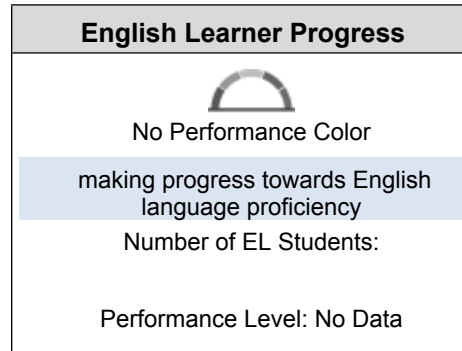
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. Not enough students to generate data.

2. All EL students will receive 30 minutes of designated and integrated EL instruction daily.

3. Level 3 or 4 EL students will be provided with support to assist in re-designation by 5th grade.

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.

2019 Fall Dashboard College/Career Equity Report

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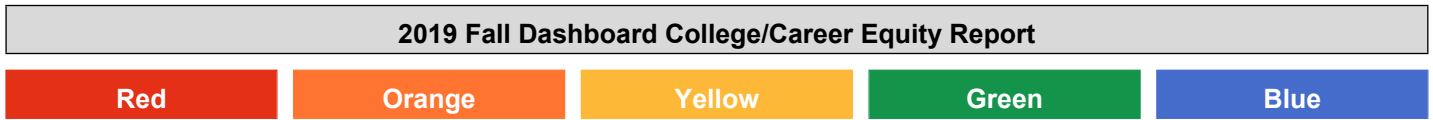
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 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.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. 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:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	0	3	0	0
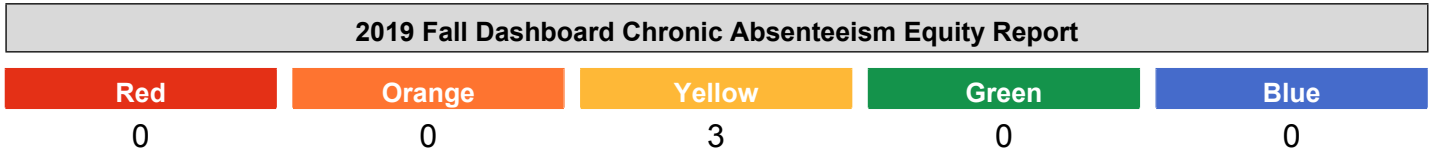
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	No Performance Color
10.8	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -6.4		
	9	2
203		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	11.7	18.5
	Declined Significantly -6.9	Declined -4.1
0		
	162	27

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
4	7	1	4
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Yellow
11.1	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	11.5
Declined -8.1			Declined -5.7
54	2	0	131

Conclusions based on this data:

1. Positive behavior supports will be implemented to improve school culture.

2. The A2A attendance program will continue to be implemented.

3. Parents will be informed about the importance of regular school 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.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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.

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:

1. Graduation rate not applicable to this school.

School and Student Performance Data

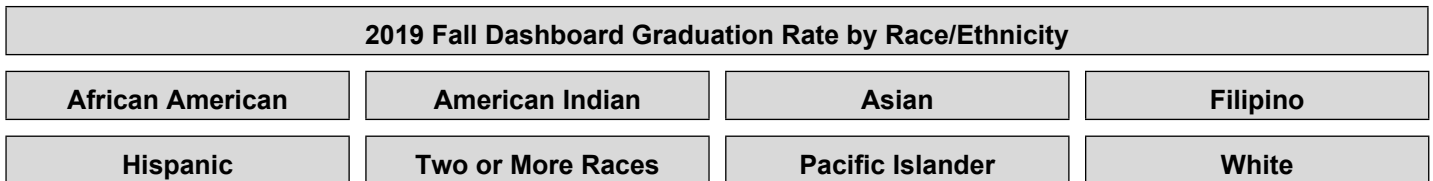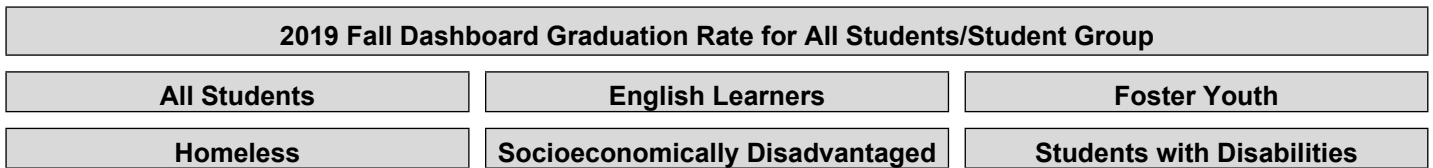## Conditions & Climate
Suspension Rate

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

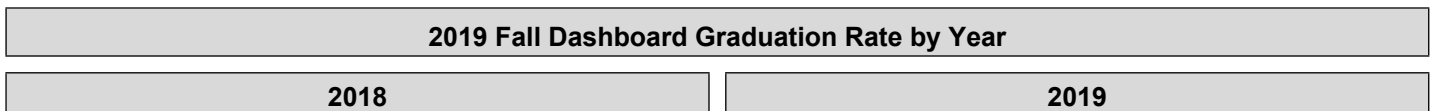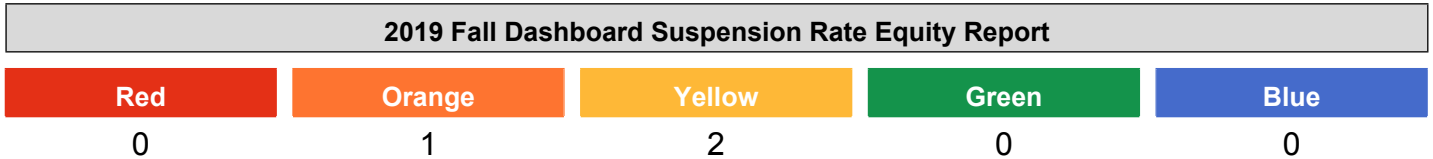Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	0	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	No Performance Color	No Performance Color
4.6	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -1.6	9	2
219		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Yellow	No Performance Color
	5.2	3.6
	Declined Significantly -2.2	Declined -2.9
	174	28

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data
4	7	1	4

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color		Orange
5.3	Less than 11 Students - Data		4.2
	2		
Declined -4.2			Maintained +0.2
57			144

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	6.1	4.6

Conclusions based on this data:

1. The overall suspension rate declined.

2. Restorative practices and Second Step lessons will be used to educate students and decrease the number of suspendable student actions.

3. Alternatives to suspension will be explored and utilized when appropriate.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

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

Goal 1

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

Identified Need

Identified areas of need in SBAC assessment results and Dashboard data

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard Priority 2 Implementation of Academic Standards Reflection Tool (1-5 lowest to highest)	Progress in making instructional materials aligned to standards in ELA/ELD-5 and math 5	Maintain level 5 full implementation and sustainability.
CAASPP Assessments	District 2019 CAASPP Data: ELA 51% Math 36% District: Site: 3rd ELA: 48% 44% 3rd Math: 49% 44% 4th ELA: 50% 25% 4th Math: 45% 21% 5th ELA: 50% 23% 5th Math: 38% 26%	Increase performance in Level 3 and 4 by 2% over baseline for all student groups

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	General Unrestricted 4000-4999: Books And Supplies Pencils, paper, folders, ink, toner, etc. for Office use
2875	General Unrestricted 4000-4999: Books And Supplies Paper, ink, toner, etc. for Classroom use

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1200	Title I Part A: Allocation 4000-4999: Books And Supplies Teacher supplemental materials including manipulatives, intervention resources, etc.

Strategy/Activity 3
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1840	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Purchase Reading Eggs computer subscription to supplement reading instruction in grades TK - 5 and ELD students.
8600	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Purchase Dream Box computer subscription to supplement math instruction TK - 5
4000	General Unrestricted 4000-4999: Books And Supplies Replacement projectors, computers, printers, scanners, document cameras, etc.

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
49,904.00	Title I Part A: Site Assigned ESSA Teacher 1000-1999: Certificated Personnel Salaries Projects teacher salary and benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1800	General Unrestricted 4000-4999: Books And Supplies Classroom supplies including paper, pencils, folders, paints, etc.
1000	General Unrestricted 5000-5999: Services And Other Operating Expenditures Multilith copies for classroom instructional use

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
300	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Substitutes for SST meetings and Child Study Team meetings
53	Title I Part A: Allocation 3000-3999: Employee Benefits Substitutes benefits

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	General Unrestricted 4000-4999: Books And Supplies Pencils, paper, folders, ink, labels, book repair supplies, etc. for Media Center use
200	General Unrestricted 4000-4999: Books And Supplies Library books and instructional materials
400	General Unrestricted 4000-4999: Books And Supplies Computer Lab headphones and instructional materials

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

8. Inyokern CSI Strategy: Contract with ASCD to build teacher capacity via research-based learning, on site and virtual coaching, and professional literature.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
166,800.00	Comprehensive Support and Improvement 5000-5999: Services And Other Operating Expenditures Contract with ASCD
6683.20	Comprehensive Support and Improvement 1000-1999: Certificated Personnel Salaries Substitute costs for PD
996.62	Comprehensive Support and Improvement 3000-3999: Employee Benefits

	Benefits for substitutes
65.18	Comprehensive Support and Improvement 4000-4999: Books And Supplies Professional literature

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Maximize student engagement and achievement.

Goal 2

Maximize student engagement and achievement.

Identified Need

Identified needs based on SBAC assessment data and Dashboard data

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate/Chronic Absenteeism Rate	District Attendance Rate 95.2%; Chronic Absenteeism Rate 11.5% Inyokern Attendance Rate 94.8% Inyokern Chronic Absenteeism Rate 17.3%	Maintain/Increase attendance rate by 2%; Maintain/Decrease Chronic Absenteeism by 2%
Suspension Rate	District Suspension Rate 6.6%; Inyokern Suspension Rate 6.1%	Decrease/Maintain Suspension rate by 2%
California Healthy Kids Survey	Fall 2018 Survey Summary: 45% of 5th grade felt connected to school all the time	Maintain/Increase school connectedness by 2%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCFF Supp Conc - Intervention (BS/AS) 1000-1999: Certificated Personnel Salaries Intervention Teachers - Supplemental Concentration
994	LCFF Supp Conc - Intervention (BS/AS) 3000-3999: Employee Benefits Employee benefits - Supplemental Concentration
1483	General Unrestricted 5000-5999: Services And Other Operating Expenditures Bus transportation fees
6039	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Additional interventions provided by computer paraprofessional - Title I portion
6521	Title I Part A: Allocation 3000-3999: Employee Benefits Employee benefits - Computer Paraprofessional

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1400	General Unrestricted 4000-4999: Books And Supplies Supplies and materials to support student recognition (PeaceBuilder of the month, Student of the Month , attendance, Bucket Fillers, recognition awards,etc.)
200	General Unrestricted 4000-4999: Books And Supplies

	Purchase BOB books to supplement reading comprehension through Battle of the Books Program.
400	General Unrestricted 5000-5999: Services And Other Operating Expenditures Transportation for BOB in Ridgecrest and Bakersfield

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
900	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Field trip transportation costs

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Grow family and community partnerships that benefit students.

Goal 3

Grow family and community partnerships that benefit students.

Identified Need

District LCAP Parent Survey results

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Parent Surveys	Spring 2019 LCAP Parent Survey: 73.5% of district-wide parents surveyed feel welcome at school	Maintain/Increase percentage of parents feeling welcome at school
Title I Parent Surveys	See 2019 Title 1 Parent Survey Results Addendum	See 2019 Title 1 Parent Survey Results Addendum

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
640	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Niki's Homework Folders

150	Title I Part A: Allocation 4000-4999: Books And Supplies 5th grade student planners
100	Title I Part A: Allocation 4000-4999: Books And Supplies Paper and toners costs for Title I Parent Newsletters and other parent/guardian engagement communications
81	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Postage costs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
150	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Light refreshments for parents/guardians at Family Nights and special events
100	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Family Night and special events supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1320	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Counselor salary to provide Parent education workshops, Parent Project classes
254	Title I Part A: Allocation 3000-3999: Employee Benefits Employee benefits
250	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Loving Solutions books
350	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Light refreshments for parents/guardians at training nights
200	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Child care for parent/guardian meetings
52	Title I Part A: Allocation 3000-3999: Employee Benefits Employee benefits

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Guarantee safe and well-maintained facilities.

Goal 4

Guarantee safe and well-maintained facilities.

Identified Need

Results of Facility Inspection Tool; Dashboard data-local indicators

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Facility Inspection Tool	2018 FIT Rating: Exemplary	Maintain/Increase FIT rating

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1. Support safe and well-maintained facilities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	General Unrestricted 4000-4999: Books And Supplies Custodial supplies

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

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

Goal 5

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

Identified Need

Dashboard data-local indicators

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number/rate of fully credentialed teachers	Number/rate of fully credentialed teachers: 7/10 or 70%; 5 out of 7 teachers are fully credentialed	Maintain/Increase the number/rate of fully credentialed teachers by 2%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
720	General Unrestricted 2000-2999: Classified Personnel Salaries Classified staff training including systematic student supervision, safety procedures, PBIS,

	compliance/mandated topics per education code, etc.
87	General Unrestricted 3000-3999: Employee Benefits Employee benefits
1000	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Travel and conference fees for teachers and/or support staff to attend professional development
260	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Substitutes for teachers
59	Title I Part A: Allocation 3000-3999: Employee Benefits Employee Benefits

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Academic Program Survey Implementation Rubric (Scale 1-4)	Maintain/Increase APS Level 3 or 4 in ELA/ELD and math	2017-18 APS Site Rubric Scores: 3.3 in ELA/ELD and 3.5 in Math; 2018-19 Academic Performance Survey (APS) Results: ELA/ELD-4 and math 4
CAASPP Assessments	Increase performance in Level 3 and 4 by 2% over baseline for all student groups	2018 ELA 37% and math 25%; 2019 ELA 30% and math 26%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Provide non-instructional, basic site operation supplies. (Example: office, classroom, library supplies.)	Provided non-instructional basic site operation supplies.	Pencils, paper, folders, ink, toner, etc. for office use 4000-4999: Books And Supplies General Unrestricted 2000.00	Pencils, paper, folders, ink, toner, etc. for office use 4000-4999: Books And Supplies General Unrestricted 5632.66
			Pencils, paper, folders, ink, toner, etc. for classroom use 4000-4999: Books And Supplies General Unrestricted 1803
2. Provide evidence-based supplemental instructional materials to support substantial implementation of Common Core State Standards. (Title I)	Provided evidence-based supplemental instructional materials to support implementation of CCSS.		Teacher supplemental materials including manipulatives, intervention resources, etc. 4000-4999: Books And Supplies Title I Part A: Allocation 7400.67
3. Provide technology equipment and computer based instruction to students and staff to support Common Core implementation.	Provided technology equipment and computer based instruction to students and staff to support CCSS.	Purchase Reading Eggs computer subscription to supplement reading instruction in grades TK - 5 and ELD students. 5000-5999: Services And Other Operating	Purchase Reading Eggs computer subscription to supplement reading instruction in grades TK - 5 and ELD students. 5000-5999: Services And Other Operating

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Expenditures Title I Part A: Allocation 1840	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 1485
		Replacement projectors, computers, and printers 4000-4999: Books And Supplies General Unrestricted 2900	Replacement projectors, computers, and printers 4000-4999: Books And Supplies General Unrestricted 667.81
			Purchase Dream Box computer subscription to supplement instruction in grades TK - 5 and ELD students. 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 8600
4. Provide site assigned projects teacher to coordinate collaboration and intervention model with the principal.	Provided site assigned projects teacher to coordinate collaboration and intervention model with the principal.	Projects teacher salary and benefits 1000-1999: Certificated Personnel Salaries Title I Part A: Site Assigned ESSA Teacher 49,650.00	Projects teacher salary and benefits 1000-1999: Certificated Personnel Salaries Title I Part A: Site Assigned ESSA Teacher 49,650.00
5. Support of Common Core Standards within the classroom with materials and supplies.	Supported CCSS within the classroom with materials and supplies.	Teacher Supplies- math manipulatives/projects and NGSS materials including copying supplies if necessary. 4000-4999: Books And Supplies General Unrestricted 5711.18	Teacher Supplies- math manipulatives/projects and NGSS materials including copying supplies if necessary. 4000-4999: Books And Supplies General Unrestricted 1430.83
		Multilith copies for classroom instructional use 5000-5999: Services And Other Operating Expenditures General Unrestricted 2000	Multilith copies for classroom instructional use 5000-5999: Services And Other Operating Expenditures General Unrestricted 0
6. Collaboration in PLC teams, including our SST Team, to review student	Did not provide substitutes for collaboration.	Substitutes - Teachers meet in collaborative PLC teams weekly to	Substitutes - Teachers meet in collaborative PLC teams weekly to

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
progress towards Common Core Standards.		review student growth and interventions. Leadership Team meets once a month to determine direction for our PLC. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 648	review student growth and interventions. Leadership Team meets once a month to determine direction for our PLC. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 0
		Substitutes benefits 3000-3999: Employee Benefits Title I Part A: Allocation 124	Substitutes benefits 3000-3999: Employee Benefits Title I Part A: Allocation 0
		Substitutes for SST meetings 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 780	Substitutes for SST meetings 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 0
		Substitute Benefits 3000-3999: Employee Benefits Title I Part A: Allocation 149	Substitute Benefits 3000-3999: Employee Benefits Title I Part A: Allocation 0
7. Instructional Media and Library supplies and books to support the Common Core Standards.	Provided BOB and AR books.	Library copies of BOB and new AR books for promoting CCSS ELA standards 4000-4999: Books And Supplies General Unrestricted 400	Library copies of BOB and new AR books for promoting CCSS ELA standards 4000-4999: Books And Supplies General Unrestricted 160.72

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 except: Substitutes for PLC collaborations and SST meetings.

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. 2018-19 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. "Teacher supplemental materials" was misquoted on the original plan which resulted in an increase to spending in the Title I Allocation category.

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.

There will be a change in how some of the materials are purchased to reflect the true nature of the purchases.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

Maximize student engagement and achievement.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Rate/Chronic Absenteeism Rate	Maintain/Increase attendance rate by 1%; Maintain/Decrease Chronic Absenteeism by 1%	District Attendance Rate Increased .2%; Chronic Absenteeism Rate Increased 1.3%; Inyokern Chronic Absenteeism increased 3.4%
Suspension Rate	Decrease/Maintain Suspension rate by 1%	District Suspension Rate 6.6%; inyokern Suspension Rate 6.1%; Increased 3.6%
California Healthy Kids Survey	Maintain/Increase school connectedness by 1%	Fall 2017 50% of 5th graders feel connected; Fall 2018 Survey Summary: 45% of 5th grade felt connected to school all the time

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Provide before/after school or lunch time academic interventions.	Provided before/after school or lunch time academic interventions.	Intervention Teachers - Supplemental Concentration 1000-1999: Certificated Personnel Salaries LCFF Supp Conc - Intervention (BS/AS) 2950	Intervention Teachers - Supplemental Concentration 1000-1999: Certificated Personnel Salaries LCFF Supp Conc - Intervention (BS/AS) 2816
		Employee benefits - Supplemental Concentration 3000-3999: Employee Benefits LCFF Supp Conc - Intervention (BS/AS) 567	Employee benefits - Supplemental Concentration 3000-3999: Employee Benefits LCFF Supp Conc - Intervention (BS/AS) 541.61
		Bus transportation fees 5000-5999: Services And Other Operating Expenditures LCFF Supp Conc - Intervention (BS/AS) 1483	Bus transportation fees 5000-5999: Services And Other Operating Expenditures LCFF Supp Conc - Intervention (BS/AS) 0
		Intervention Teachers - Title I 1000-1999:	Intervention Teachers - Title I 1000-1999:

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Certificated Personnel Salaries Title I Part A: Allocation 2405	Certificated Personnel Salaries Title I Part A: Allocation 1139.50
		Employee benefits - Title I 3000-3999: Employee Benefits Title I Part A: Allocation 463	Employee benefits - Title I 3000-3999: Employee Benefits Title I Part A: Allocation 149.29
		Additional interventions provided by computer paraprofessional - Title I portion 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 4363.82	Additional interventions provided by computer paraprofessional - Title I portion 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 4363.82
		Additional interventions provided by computer paraprofessional - General Unrestricted portion 2000-2999: Classified Personnel Salaries General Unrestricted 1256.82	Additional interventions provided by computer paraprofessional - General Unrestricted portion 2000-2999: Classified Personnel Salaries General Unrestricted 1247.82
		Employee benefits - Computer Paraprofessional 3000-3999: Employee Benefits Title I Part A: Allocation 6114.02	Employee benefits - Computer Paraprofessional 3000-3999: Employee Benefits Title I Part A: Allocation 5218.11
2. Provide evidence-based, supplemental academic intervention materials.	Did not provide evidence-based, supplemental academic intervention materials.		
3. Implement student engagement strategies and/or programs including but not limited to Positive Behavior Intervention and Supports (PBIS), Restorative Practices, etc.	Implemented student engagement strategies and/or programs including but not limited to Positive Behavior Intervention and Supports (PBIS), Restorative Practices, etc.	Supplies and materials to support student recognition (PeaceBuilder of the month, Student of the Month t-shirts, attendance, Bucket Fillers, etc.) 4000-4999: Books And Supplies General Unrestricted 1000.00	Supplies and materials to support student recognition (PeaceBuilder of the month, Student of the Month t-shirts, attendance, Bucket Fillers, etc.) 4000-4999: Books And Supplies General Unrestricted 746.28
		Transportation cost for 6th grade orientation 5000-5999: Services And Other Operating Expenditures General Unrestricted 100.00	Transportation cost for 6th grade orientation 5000-5999: Services And Other Operating Expenditures General Unrestricted 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Purchase BOB books to supplement reading comprehension through Battle of the Books Program. 4000-4999: Books And Supplies General Unrestricted 500	Purchase BOB books to supplement reading comprehension through Battle of the Books Program. 4000-4999: Books And Supplies General Unrestricted 177.31
		Transportation for BOB in Ridgecrest and Bakersfield 5000-5999: Services And Other Operating Expenditures General Unrestricted 400	Transportation for BOB in Ridgecrest and Bakersfield 5000-5999: Services And Other Operating Expenditures General Unrestricted 0
4. INYOKERN Strategy: Provide supplemental field trips to enrich student learning and experiences.	Did not provide supplemental field-trips.	Field trip student registration costs or participation costs 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 500	Field trip student registration costs or participation costs 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 0
		Field trip transportation costs 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 1500	Field trip transportation costs 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 291.54
5. Promote connectedness, positive school climate, and culture with Student Council, clubs, and transition activities.	Did not purchase supplies for school clubs.	Supplies for school clubs 4000-4999: Books And Supplies General Unrestricted 100	Supplies for school clubs 4000-4999: Books And Supplies General Unrestricted 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 except: Money for bus for intervention was not spent, Under spent for field trips.

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. Math is still a district and site goal.

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 cost to implement planned actions/services, plus some were not implemented at all.

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.

Strategies and activities will be adjusted based on identified site needs and district initiatives. The additional Computer Paraprofessional time will be funded out of Title I funds.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

Grow family and community partnerships that benefit students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCAP Parent Surveys	Maintain/Increase percentage of parents feeling welcome at school	2018-82% and 2019-73.5%; Declined 8.5%
Title I Parent Surveys	See 2019 Title 1 Parent Survey Results Addendum	See 2019 Title 1 Parent Survey Results Addendum

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Engage parents/guardians in ongoing, two-way communication.	Did not purchase homework folders or magnets to engage parents in ongoing, two-way communication.	Niki's Homework Folders 4000-4999: Books And Supplies Title I Part A: Parent Involvement 270.00	Niki's Homework Folders 4000-4999: Books And Supplies Title I Part A: Parent Involvement 0
		Magnetic calendars Magnet Street Magnets 4000-4999: Books And Supplies Title I Part A: Parent Involvement 267.00	Magnetic calendars Magnet Street Magnets 4000-4999: Books And Supplies Title I Part A: Parent Involvement 0
		5th grade student planners 4000-4999: Books And Supplies Title I Part A: Allocation 200.00	5th grade planners 4000-4999: Books And Supplies Title I Part A: Allocation 107.68
		Paper and toners costs for Title I Parent Newsletters and other parent/guardian engagement communications 4000-4999: Books And Supplies Title I Part A: Allocation 200.00	Paper and toners costs for Title I Parent Newsletters and other parent/guardian engagement communications 4000-4999: Books And Supplies Title I Part A: Allocation 200.00
		Postage costs 5000-5999: Services And Other Operating Expenditures Title I Part	Postage costs 5000-5999: Services And Other Operating

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		A: Parent Involvement 100.00	Expenditures Title I Part A: Parent Involvement 0
2. Support family involvement with the school through programs such as Back to School, Open House, Holiday Programs, SSC, Conferences, and Family Nights.	Provided light refreshments, supplies, and child care for family events.	Light refreshments for parents/guardians at Family Nights 4000-4999: Books And Supplies Title I Part A: Parent Involvement 200.00	Light refreshments for parents/guardians at Family Nights 4000-4999: Books And Supplies Title I Part A: Parent Involvement 57.53
		Family Nights supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 522.00	Family Nights supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 0
		Child care for parent/guardian meetings 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 100.00	Child care for parent/guardian meetings 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 216.00
		Employee Benefits 3000-3999: Employee Benefits Title I Part A: Parent Involvement 26.00	Employee Benefits 3000-3999: Employee Benefits Title I Part A: Parent Involvement 58.78
3. Provide parent education including but not limited to Parent Project/Loving Solutions, Site Parent Resources, College and Career Readiness, etc.	Provided parent education.	Counselor salary to provide Parent education workshops, Parent Project classes 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1320	Counselor salary to provide Parent education workshops, Parent Project classes 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1815
		Employee benefits 3000-3999: Employee Benefits Title I Part A: Parent Involvement 254	Employee benefits 3000-3999: Employee Benefits Title I Part A: Parent Involvement 349.2
		Loving Solutions books 4000-4999: Books And Supplies Title I Part A: Parent Involvement 400	Loving Solutions books 4000-4999: Books And Supplies Title I Part A: Parent Involvement 468.98
		Light refreshments for parents/guardians at training nights 4000-4999: Books And	Light refreshments for parents/guardians at training nights 4000-4999: Books And

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Supplies Title I Part A: Parent Involvement 300	Supplies 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 : The Counselor salary for the workshops was higher than anticipated, nothing was spent for supplies for Family Nights, Niki Folders and magnets were not purchased.

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

The strategies and activities in goal 3 were not effective in achieving goal 3.

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.

The strategies and activities will be adjusted to address the site identified needs and district initiatives.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 4

Guarantee safe and well-maintained facilities.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Facility Inspection Tool	Maintain/Increase FIT rating	FIT rating went from exemplary to good

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Support safe and well-maintained facilities.	Supported safe and well-maintained facilities.	Custodial supplies 4000-4999: Books And Supplies General Unrestricted 1500.00	Custodial supplies 4000-4999: Books And Supplies General Unrestricted 1947.22

Analysis

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

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

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 not 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 underestimation 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.

Budgets will be analyzed to address the overspending on custodial supplies.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 5

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number/rate of fully credentialed teachers	Maintain/Increase the number/rate of fully credentialed teachers by 2%	7/10 Fully Credentialed Teachers 70%

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Provide professional development in identified area(s) of site need and district initiatives related to Common Core and PLC.	Provided classified and certificated employees training.	Classified staff training including systematic student supervision, safety procedures, compliance/mandated topics per education code. 2000-2999: Classified Personnel Salaries General Unrestricted 615.00	Classified staff training including systematic student supervision, safety procedures, compliance/mandated topics per education code. 2000-2999: Classified Personnel Salaries General Unrestricted 325.00
		Employee benefits 3000-3999: Employee Benefits General Unrestricted 167.00	Employee benefits 3000-3999: Employee Benefits General Unrestricted 93.48
		Travel and conference fees for teachers and/or support staff to attend professional development 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 1081.36	Travel and conference fees for teachers and/or support staff to attend professional development 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 110
		Substitutes for teachers 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 684	Substitutes for teachers 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 156.50
		Employee Benefits 3000-3999: Employee	Employee Benefits 3000-3999: Employee

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Benefits Title I Part A: Allocation 72	Benefits Title I Part A: Allocation 32.83
		Classified staff training and additional support in PBIS, instructional support, advanced behavior management 2000-2999: Classified Personnel Salaries General Unrestricted 630	Classified staff training and additional support in PBIS, instructional support, advanced behavior management 2000-2999: Classified Personnel Salaries General Unrestricted 41.40
		Employee Benefits 3000-3999: Employee Benefits General Unrestricted 64	Employee Benefits 3000-3999: Employee Benefits General Unrestricted 11.28
		Training resources from the Solutions Tree Company for training staff on PLC concepts 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 894.80	Training resources from the Solutions Tree Company for training staff on PLC concepts 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 894.80
		Training resources for online course to provide PD for teaching staff on PLC concepts (Online Course and Textbooks) 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 1550	Training resources for online course to provide PD for teaching staff on PLC concepts (Online Course and Textbooks) 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 2350.20

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: Funds for Travel/conferences were not utilized, there was an overage in the online courses.

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 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.

Professional development activities and strategies will be adjusted to address site identified needs and district initiatives.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Allocations by Funding Source

Funding Source	Amount	Balance
General Unrestricted	17,765.00	0.00
Title I Part A: Allocation	28,848.00	0.00
Title I Part A: Parent Involvement	1,571.00	0.00
LCFF Supp Conc - Intervention (BS/AS)	5,994.00	0.00
Title I Part A: Site Assigned ESSA Teacher	49,904.00	0.00
Comprehensive Support and Improvement	174,545.00	0.00

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$80,323.00
Total Federal Funds Provided to the School from the LEA for CSI	$174,545.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$278,627.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Part A: Allocation	$28,848.00
Title I Part A: Parent Involvement	$1,571.00

Subtotal of additional federal funds included for this school: $30,419.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Comprehensive Support and Improvement	$174,545.00

General Unrestricted	$17,765.00
LCFF Supp Conc - Intervention (BS/AS)	$5,994.00
Title I Part A: Site Assigned ESSA Teacher	$49,904.00

Subtotal of state or local funds included for this school: $248,208.00

Total of federal, state, and/or local funds for this school: $278,627.00

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

0 Secondary Students

Name of Members	Role
Beverly Anne Ewbank	Principal
Kim Kennedy	Classroom Teacher
Tai Neely	Classroom Teacher
Sergio Ramirez	Classroom Teacher
Tracey Rowland	Other School Staff
Ginger Dovre	Parent or Community Member
Laurie Luster	Parent or Community Member
William Mathis	Parent or Community Member
Sandy Morales	Parent or Community Member
Trisha Rowe	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
	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 12/10/2019.

Attested:

Beverly Anne Ewbank	Principal, Beverly Anne Ewbank on 12/10/2019
Laurie Luster	SSC Chairperson, Laurie Luster on 12/10/2019

M

2018-2019 Inyokern Title I Parent Survey - English

QUESTIONS   RESPONSES   16

16 responses

Not accepting responses ⬤

Message for respondents

This form is no longer accepting responses

| SUMMARY | INDIVIDUAL |

Please choose the teacher and grade levels of all of your students. Slide the gray bar to view all Inyokern teachers.
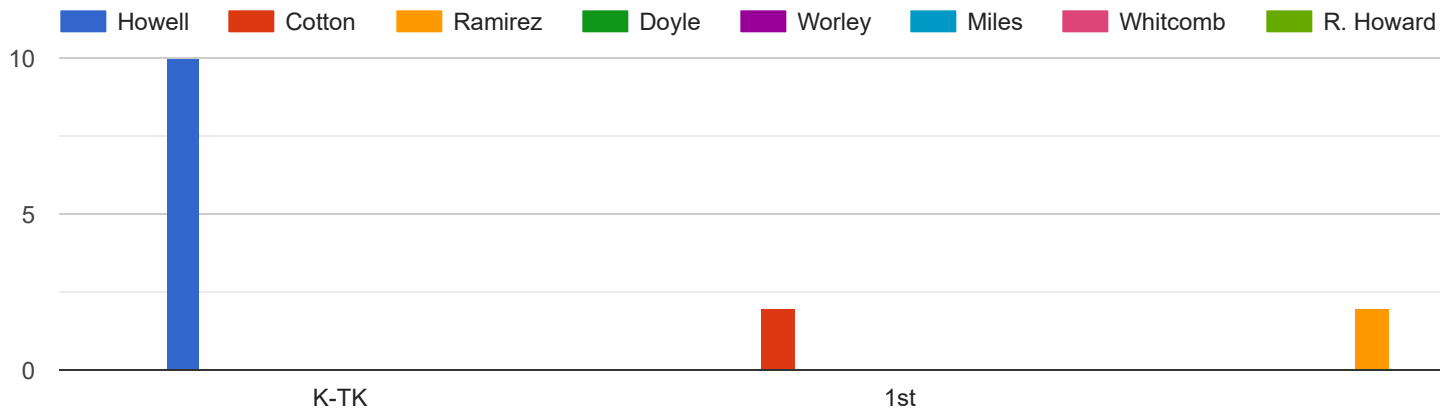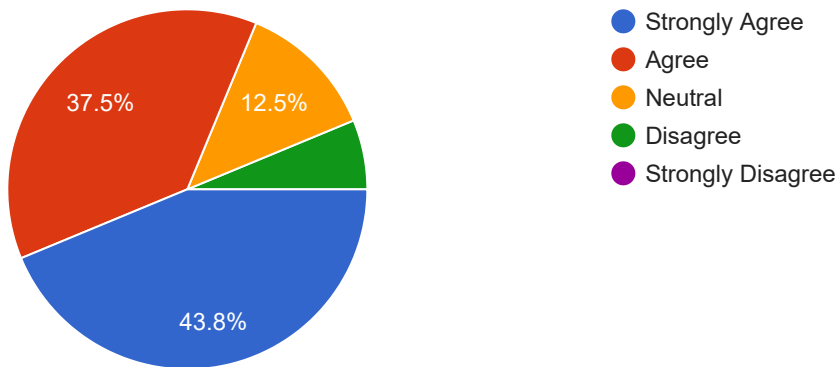
School Culture

## Parents and students feel welcome at this school.

16 responses

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

43.8%

50%
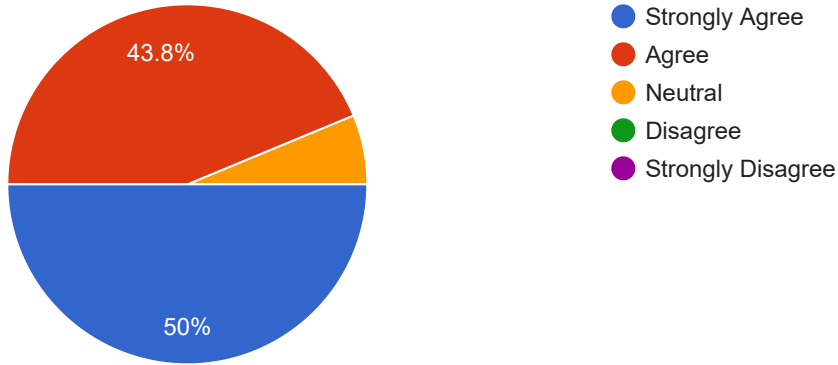
My child feels safe at Inyokern Elementary.

16 responses

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

37.5%   12.5%

43.8%

Expectations are taught through Positive Behavior Supports (PBIS): Be Respectful, Be Responsible, Be Safe and our teaching strategies.

16 responses

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
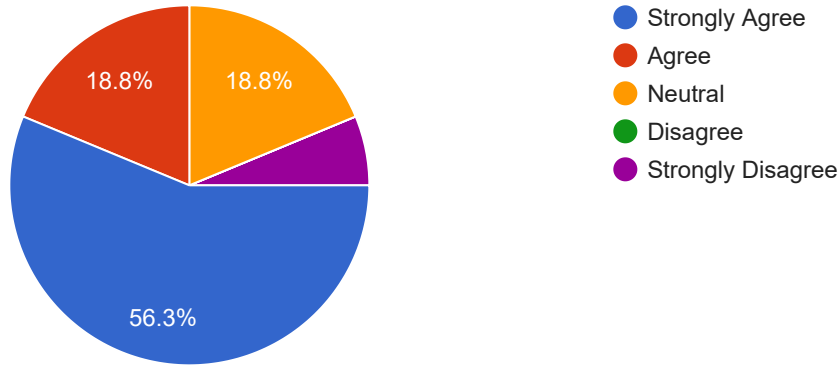
Inyokern Elementary school is well maintained.

16 responses

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
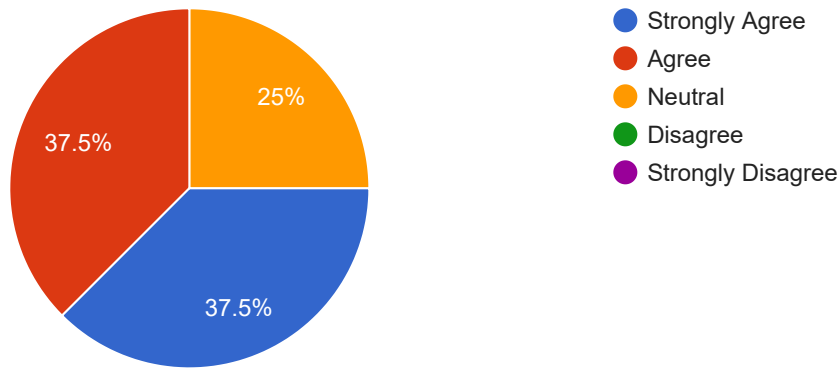
Parent/Community Involvement

Parents are encouraged to participate in their child's education at home.

16 responses

31.3%
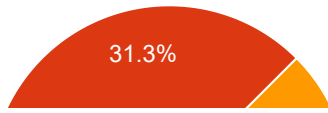
- ● Strongly Agree
- ● Agree
- ● Neutral

Parents are encouraged to volunteer at school in the classrooms, on field trips, and for special events.

16 responses

43.8%

56.3%
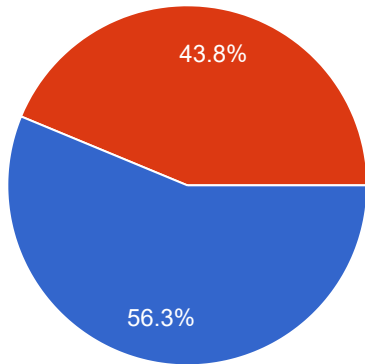
- ● Strongly Agree
- ● Agree
- ● Neutral
- ● Disagree
- ● Strongly Disagree

Parents are invited and encouraged to attend school functions, parent/teacher conferences, family nights, and other school events.

16 responses

18.8%

81.3%
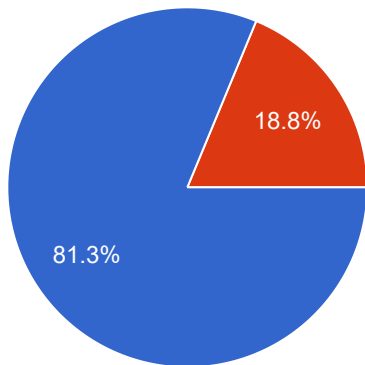
- ● Strongly Agree
- ● Agree
- ● Neutral
- ● Disagree
- ● Strongly Disagree

Home/School Communication

Parents know who to go to when they have concerns or questions.

16 responses

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

56.3%

37.5%
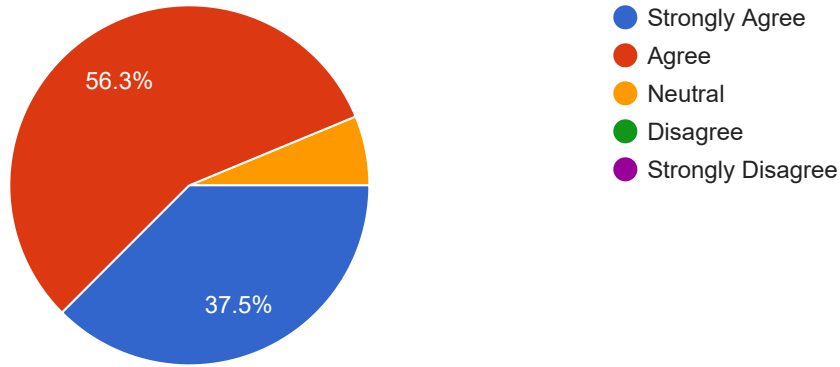
Teachers communicate effectively with parents.

16 responses

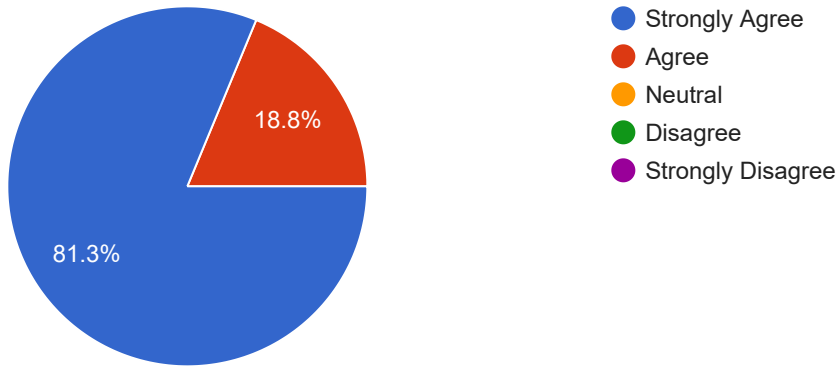- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

37.5%   12.5%

43.8%
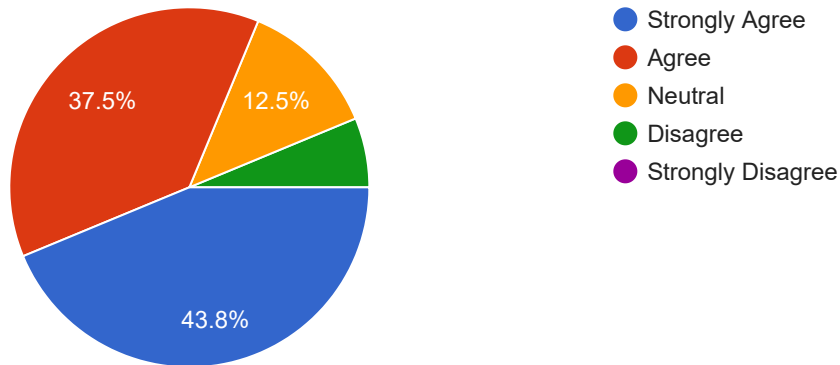
Parent Square or other teacher formats are effective ways for teachers and the school to communicate with parents.

16 responses

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

50%

43.8%
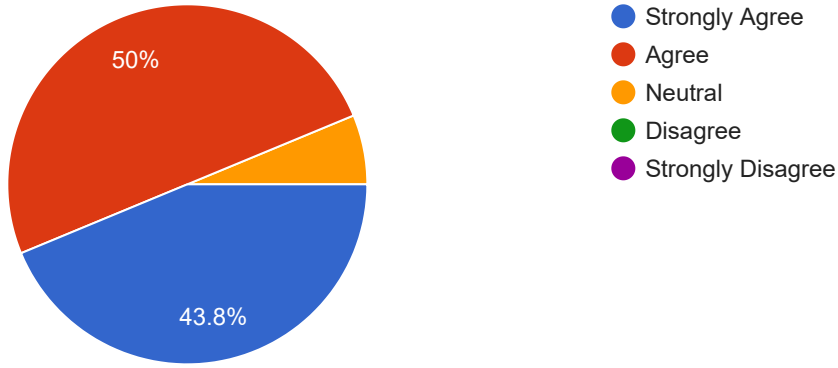
Communication between school and home is sent in my primary language.

16 responses

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

18.8%

81.3%

Standards and Assessments
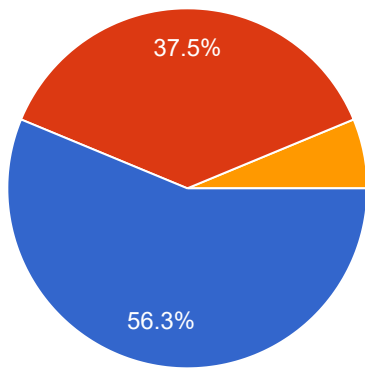
Inyokern Elementary has high academic standards for all students.

16 responses

- Strongly Agree
- Agree
- Neutral
- Disagree

43.8%
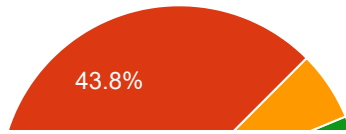
Parents are fully informed about their child's academic progress through progress reports and conferences (November and March).
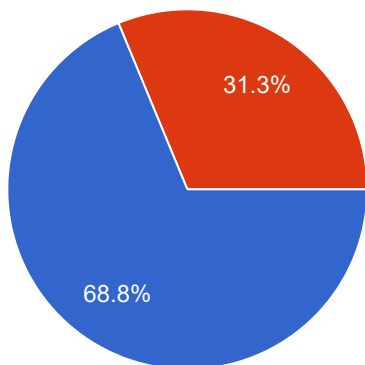
16 responses

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

37.5%

56.3%

Teaching and Learning

My child is making progress in reading.
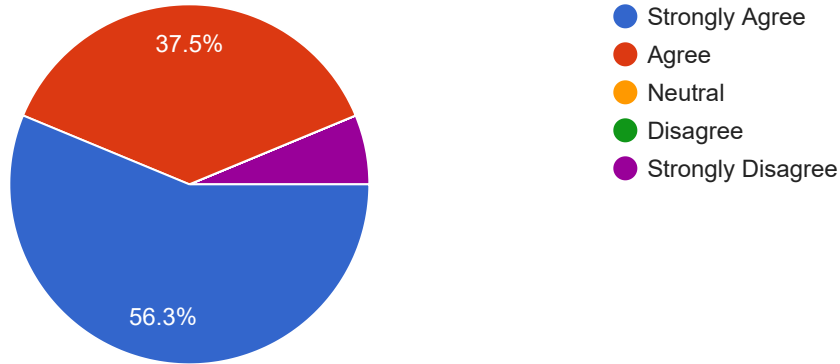
16 responses

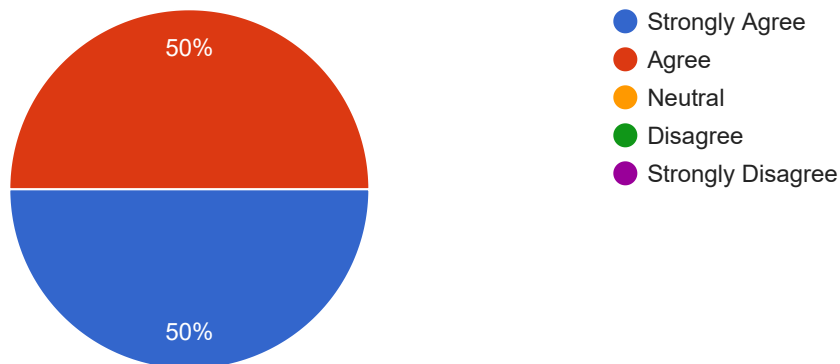- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

31.3%
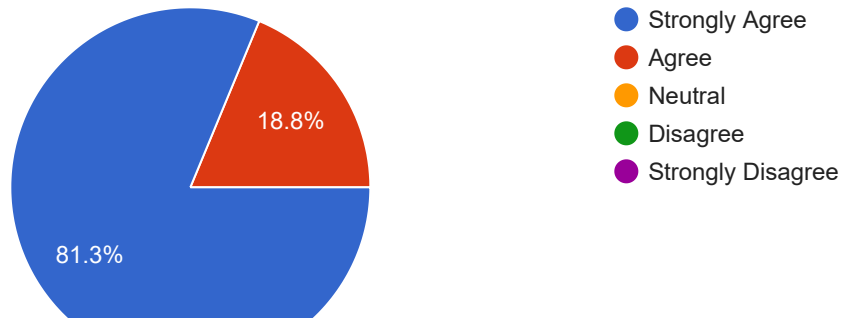
68.8%

My child is making progress in writing.

16 responses

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

37.5%

56.3%

My child is making progress in math.

16 responses

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

50%

50%

My child is regularly assigned homework.

16 responses

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Overall, my child is receiving a good education.

16 responses

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
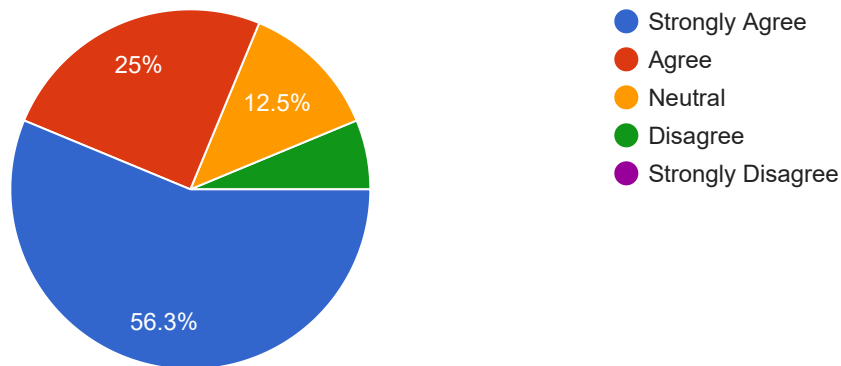
Additional Comments:

5 responses

Fantastic school with an excellent staff!

The extreme focus on a few individuals with problems has taken away attention from the student body in general. Rewarding rare good behavior in chronically misbehaving students with "Game Room" time does not encourage the normally well-behaved students to continue to be so. All "carrot" and no "stick" is not an effective discipline policy.

1. Too much homework when both parents work full time. Kids go to school, then after school program(school). We put ours in extra activities so dance 3 hours a week and work and feed horses (if they have time to help). By the time we get home we have 2 hours to spend with them before bed and they have to eat dinner, do homework, and get ready for bed. I don't like working when I get home from work why should they? Why should our teachers? I understand homework but 4 plus pages a night. Down time could actually help them learn more the next day.
2. Knowing of activities the day of makes scheduling hard. Being told of activities a week in advance would help.

Mrs. Bull is rude/unprofessional.

My wife and I love this school and we love the staff my kids Skarlette and Christian love it there