



# 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
Skycrest Elementary School	34-67447-6034912	May 24th, 2022	June 28th 2022

## Purpose and Plan Summary

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

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable student outcomes. This document also serves as the Additional Targeted Support and Improvement Plan.

Summarize 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.

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

- Goal 1: Connected School Communities
- Goal 2: Healthy Environments for Socio-Emotional Growth
- Goal 3: Engaging Academic Programs
- Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements.

Title I funded activities:

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);
- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
- Are reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);
- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

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## 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

In preparation for the writing of the SPSA the following meetings were held to gather input:

Involvement with developing the School Plan began in the winter of school year 2021 - 2022. Site Leadership Team, School Site Council and English Learner Advisory Committee evaluated the current SPSA to determine if actions had been effective. Site Staff have met through out the year to analyze and discuss data and what actions were needed to support student academics as well as what actions have been beneficial. Each group noted the success of the actions that focused on supporting students in academic achievement, attendance, and social emotional connection to the school.

SSC met 5 times to discuss to review and discuss:

- \* Comprehensive Needs Assessment
- \* Site Budget
- \* Resources needed for intervention support for Reading, Writing, and Math.
- \* How to increase attendance and gather information to understand why students are not attending school, how to support and engage students as well as meet the social and emotional needs of students.

Conversations center around how to best meet student needs as students return back to in-person school. Interventions have been a major component this school year, as all staff work towards supporting students and increasing academics. Interventions include IA support for TK/Kindergarten, 1st and 2nd grade; along with Before and Afterschool interventions available and utilizing intervention teachers to support students.

The two Academic Coaches and Administrators met bi-monthly to discuss K-5 data around Reading, Writing and Math. From the data gathered, intervention groups were established to meet student needs. Continuous cycles of inquiry were established to continually move students. Information was also discussed with the academic coaches regarding intervention groups that would take place during school and the creation of before and after school. Summer School is also an option being scheduled for this year with the Academic Coaches and Admin working to establish students included in summer school and specifically planning the work to focus on - Reading, Grade Level Writing, Math Problem Solving.

ELAC met 4 times during the 2021-2022 school year: September, October, January, and April. At these meetings academic data was reviewed related to the progress of English Learners. A Parent's Needs Survey will go out to help the committee gather information around the topics parents would like to see addressed and learn more about. Parents asked about support to assist their child and strategies for them so they can support their children. They also shared they would like enrichment programs besides academic, such as arts and crafts, music, sports, to encourage students to want to attend school. Information from SSC was shared at ELAC meetings so parents could add to what they would like budgeted to support students.

Teachers and staff have met at staff meetings and during grade level GLCs to discuss concerns around student learning. Some concerns that have arisen include attendance, student engagement, and academic progress. Small group supports are recommended, with the intervention teachers and IAs providing ongoing interventions. Discussions around interventions and the impact they have had has been shared. Tutoring supports have been provided to students before and after school by teachers and IAs in the areas of writing, math and reading. It is recommended to continue with some of the current actions as progress has been made for students in K-5. Supports have been provided, along with resources and support for EL, SPED students, and students who are working far below grade level. Through the ELO Grant we were able to fund 2 additional Intervention Teachers, one to work with the TK-2nd Academic Coach and the other to work with the 3rd -5th grade Academic Coach. The staff engaged in two cycles of Targeted Instructional Support: one focused on Math and one focused on Writing. Teachers selected 3-4 students and provided additional targeted support for an 8 week cycle to target specific academics. Through the MTSS program we have received counseling support that has provided social emotional support to student as they adjusted to returning back to school and being in the classroom with others.

Site Leadership Team met a minimum of twice monthly August - May to review data, discuss next steps, interventions, and discuss how to best support students with academic intervention, character education, and social emotional learning. Leadership spent time discussing the areas of need for student interventions which included how to meet academic needs, attendance and social emotional

needs as students returned back to in - person learning. Opportunities for tutoring were made available to support the many needs in 1st - 5th that have been identified through assessments and class progress. Intervention teachers provided small group supports to students who are struggling and IA's provided before and after school tutoring Leadership discussed the concerns around attendance and what steps can be taken to get students to attend school. Attendance Boosters and Spirit Days with incentives were planned to increase student interest to be at school.

As we move forward to increasing student support and academics we will work to include parent trainings to inform parents of high school expectation and graduation requirements. This will ensure students and parents an understanding of the connection between academics in elementary and how they connect to Middle School and High School. A team of teachers will work on a plan to training parents and students about the requirements needed and future careers. Trainings will also provide a support to their children with how to support their children with class work and at home work. As more in person events are opened to parents we will also be able to increase parent/school connections.

## Resource Inequities

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

Through the Comprehensive Needs Assessment process with a focus on the current situation of distance learning and uncertainty of student academic progress and social emotion well-being, the focus of this plan is to address resource inequities related to supporting students return to in-person instruction and preparing them to meet grade level standards.

Actions described below are designed to promote academic success and engagement through innovative teaching strategies, intervention, effective communication and support with technology.

1. Interventions: As students returned to in person learning we have found the learning gap to be wide. Primary students were working at a beginning Kinder level, needing supports in phonemic awareness, phonological support, and foundational skills. We found the majority of students were struggling with writing content and conventions at grade level.
2. Due to the need, intervention groups were scheduled through out the day for 1st - 5th grade students to provide the necessary supports. Student learning gaps vary according to each student's circumstance, with the inequity in the learning gap based on poverty, language proficiency and environmental factors. Language and at home supports contribute to the deficiency experienced by students.
3. Effective Communication: As we have returned back to in person learning parent involvement has remained low. This has been due to safety precautions around additional volunteers on campus. In person parent meetings and events were also put on hold until the 3rd Trimester. Communication is an ongoing process. Phone calls are sent out along with newsletters emailed, these have provided some success. Flyers go home, along with ensuring posters are put out front and the Marquee is kept up to date with important dates. Skycrest News - S'more provides the opportunity for parents to select a language for translations, this is beneficial to our EL Families. Parent surveys, phone calls, emails, distribution of materials, and up date of the website are all other methods of communication.

4. Technology: While there is a digital divide there is also an inequity in the level of comfort with technology and connectivity. This year we were able to receive replacement Chromebook as well as purchase an additional COW. This has provided all classes to have 1-1 Chromebooks, this also includes support rooms to have chromebooks to use with their small groups. This has been a benefit and is allowing more technology opportunities for students.

5. Attendance: Chronic Absences have been a big factor this year. Students have missed school due to Covid symptoms, exposures or contracting Covid. We have also seen a growing number of students not attend due to factors unrelated to Covid. Despite ongoing phone calls and emails to find reasons why students are absent many parents do not respond. It has been an ongoing concern the number of students who are listed as Chronic Absenteeism.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.45%	0.5%	0.50%	2	2	2
African American	7.19%	5.7%	6.05%	32	23	24
Asian	1.8%	2.5%	3.78%	8	10	15
Filipino	0.22%	%	0.50%	1		2
Hispanic/Latino	38.43%	37.8%	41.31%	171	152	164
Pacific Islander	0.22%	%	%	1		
White	46.07%	47.3%	41.81%	205	190	166
Multiple/No Response	5.39%	6.0%	6.05%	24	24	24
	<b>Total Enrollment</b>			445	402	397

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	73	74	80
Grade 1	77	50	70
Grade 2	84	80	66
Grade3	57	72	63
Grade 4	74	53	71
Grade 5	80	73	47
<b>Total Enrollment</b>	445	402	397

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Connected School Communities

## LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

## SPSA/Goal 1

Caring staff actively build community relationships, identify assets and needs, and connect with students and families with resources to help parents, which in turn will support students, to help them access the best opportunities our school has to offer.

# Annual Review

## SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

What data did you use to monitor progress and how often?

District Survey was used, as well as conversations with parents at meetings, conferences, and IEPs.  
Attendance records, students present at school.

What worked and didn't work? Why? (monitoring)

Gathering information through these meetings was beneficial  
What did not work so well was relying on the district survey, especially since data was collected through an on line survey. The majority of parents did not respond despite reminders. It will be better to send home paper copies and gather information that way.



Making calls to find out why students were not at school, this required a lot of manual hours from the office staff. The district attendance worker was not helpful at all. She was more focused on reviewing the list of students not present than on contacting families as to why they were absent. It usually fell to the clerk or admin to locate families or meet with them.

What modification(s) did you make based on the data? (evaluation)

The creation of a site specific survey is needed.

**2021-22**

**Identified Need**

Welcoming school environment that value all students and families that provides a foundation for effective learning through the identification of needs and support. As we work from distance learning to hybrid to full return, the caring staff will work together to coordinate and connect students and families to targeted resources that will support their need and help families to access the best opportunities our school has to offer.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
District School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.	Spring 2022 School Survey Parent Involvement - 86.2% strongly agree/agree	We expect Parent Involvement to increase 5% by end of Trimester 2 *As family engagement activities begin to resume more families will be invited to participate in classes and throughout the school.
District School Survey - Overall rating of questions in the School Decision Making section. Percent strongly agree/agree.	Spring 2022 School Survey Parent School Decision making - 75.9% strongly agree/agree	We expect School Decision Making involvement by parents to increase 5% by end of Trimester 2.
Attendance: Covid / Non Covid STIS - short term independent study	Baseline Attendance - December 21, 2021 = 89.7% STIS	We expect attendance (students in school attendance, in seats) to increase 6% by Trimester 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 & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Funding will be used to support parents at site meetings by utilizing BIAs to translate at various events and to translate communication sent home. This includes Back to School Night, Parent Teacher Conferences for Fall and Spring, ELAC meetings, and other parent meetings at the school site where translation is needed. School Newsletters and other material going home will also be translated in parent's native language to keep parents	All Students X English Learners Low-Income Students Foster Youth Other	Administration and teaching staff	Title I Part A Parent Involvement 4000-4999: Books And Supplies	200	School year 2022-23

	<p>informed of school information. Site to renew membership in S'more to send newsletters, flyers, and other important information to parents, has the ability to translate to needed language.</p>					
1.2	<p>Family Night activities and school celebrations will be planned to encourage families to come together with s To include but not limited to Literacy Night to encourage and support parents in working with their child/ren in how to read and work around literacy; to increase student</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Administrator, parent liaison</p>	<p>Title I Part A Parent Involvement 4000-4999: Books And Supplies</p>	<p>2,000</p>	<p>School year 2022 - 23</p>

achievement, both at school and at home; support parents in how to read and interact with children in Literacy, and make available reading resources to parents; Math / Science Night - to increase student achievement in math problem solving, engage in games and activities parents can utilize at home. To encourage Science through exploration, linking STEM skills and activities and bring parents and students together in an engaging, academic evening; and

	<p>Sami's Circuit to increase and motivate students in their learning by building positive self esteem and character development. Talent Show to involve parents in students activities, celebrations and assemblies that encourage parents to celebrate class, grade level, or school wide success.</p>					
1.3	<p>Parent Liaison - to support ongoing positive relations between the school, parents, and the community; as well as support communication</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Administrator</p>	<p>Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries</p>	<p>2,244</p>	<p>School year 2022-23</p>

between parents, the site, and district. The Parent Liaison will attend all district meetings, meet regularly with the administrator, have an active role in SSC - being the voice for parents, participate in PTO and ELAC meetings, and any other school function networking to build positive relations. This will also include contacting parents to ensure parents are aware of upcoming events and to ensure families are aware of resources that are available. Parent Liaison will work with families to

	navigate and engage with families and ways to support both at school and at home.					
1.4	Provide parent training and support through parent meetings. Meetings will be established to support and train parents in providing homework and academic support for and with their child/ren. A focus will be placed on writing, reading, and math training; working with parents to understand grade level standards and expectations. Specific parent meetings and trainings will be	X All Students X English Learners Low-Income Students X Foster Youth Other	Administration	Title I Part A Parent Involvement 4000-4999: Books And Supplies	500	School year 2022-23

	<p>established from surveys by parents. Purchase materials needed for trainings as well as to inform parents of meetings, and to provide strategies and supports for parents to use between home and school.</p>					
1.5	<p>Materials and supplies to support parent communication , parent interactions and parent involvement. This will include postcards for teachers to send home to families to keep lines of communication regarding students up to date with families. To</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Administrator	Title I Part A Parent Involvement 4000-4999: Books And Supplies	500	School year 2022-23



	include ways to support and encourage parent attendance. Materials for working and training parents how to work with their child/ren.					
1.6	For in person trainings and meetings we will provide childcare for parents to attend school trainings and parent meetings such as ELAC, Parent Community Meetings, SSC.	All Students X English Learners Low-Income Students Foster Youth Other	Administration	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	100	School year 2022-23

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Healthy Environments for Socio-Emotional Growth

## LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

## SPSA/Goal 2

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success; and support and develop the social/emotional well-being of each student by utilizing the Skycrest Character Traits, effective Social Emotional Strategies, applying the District Social Justice Standards, and engaging families as valued partners in the educational process and the development of the whole child.

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

What data did you use to monitor progress and how often?

Overall student referrals and suspensions were used to monitor behavior and needs.

What worked and didn't work? Why? (monitoring)

Common Area Training was implemented throughout the year to support students in their understanding of school rules and how to get along with each other. The main reason our behaviors were minimal was due to the staff who have taken ownership of behavior for all students, stopping to address any concerns they might have seen to review with the student or students. Constant reviewing of rules and procedures.

What modification(s) did you make based on the data? (evaluation).

Originally common area training was scheduled for the beginning of the year, this year we reviewed rules 3 times - at the beginning when students returned but were outside in specific zones, then again after winter break as a review and then again when we removed zones and students freely used the playground.

Modifications to the Attendance Booster were made to keep motivation going for students who were attending school daily. We began not counting the students who were chronically absent to keep students motivated. Due to limited or no interaction with the district attendance community rep Administrator would meet with families chronically absent to try to encourage families attendance to increase. This did provide minimal help.

**2021-22**

**Identified Need**

Develop a healthy environment that is welcoming and values all students and families and providing a foundation for effective learning. All district stakeholders will cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social emotional learning and including the district Social Justice and Equity Standards.

As a staff, work to establish supports for the classroom to encourage students to attend daily, be engaged and participating in learning.

Continue to reinforce positive Character Education and attendance and participation. Work towards re-establishing assemblies that support these areas.

Establish positive incentives for students and positive alternatives to keeping students in the classroom and engaged.

Continue to work with Tier 1 and Tier 2 groups to establish ways to support the social emotional needs of students. Will continue with social emotional learning as students, parents, and staff continue to adjust to being back in school full time.

Boosters, incentives and engaging activities are one way to work towards to encourage students to be active participants in school.

Encourage parent attendance in activities, finding ways to ensure parents are included, their voice is heard, and that parents attend workshops and trainings that will be a support for them and their child; as well as informing parents of grade level standards.

Creating ways that parents can take an active role in the school - be helpers by using skills parents have.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Attendance Chronic Absenteeism	Attendance - August 2021 - December 2021 All: 89.7% Low Income: 89.8% ELL 91.1% Hispanic. 89.3%	Attendance: By end of Tri. 2 - We expect attendance to increase: All - 5% Low Income 5% ELL - 4%

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
	<p>Chronic Absenteeism - August 2021 - December 2021</p> <p>All: 38.5%</p> <p>Low Income: 35.6%</p> <p>ELL 34.6%</p> <p>Hispanic. 41.2%</p>	<p>Hispanic 6%</p> <p>Chronic Absenteeism: By end of Tri 2 (Spring 2023) - We expect Chronic Absenteeism to decrease by: All - decrease by 20% Low Income - decrease by 15% ELL - decrease by 20% Hispanic - decrease by 20%</p>
<p>Suspensions School Wide Behaviors / Referrals</p>	<p>1st and 2nd Trimester All: 2 home suspensions resulting in 2 days of instruction total lost. 0 - on site or PASS</p> <p>1st and 2nd trimester - 15 referrals were made. This coincided when more areas around the campus were opened and students were interacting with students outside their class.</p>	<p>We expect suspensions to continue to be minimal. As a site we will continue to implement Positive Behavior Intervention Support and build positive Character.</p> <p>All - decrease by % to % to remain below 2%, less than 10 days total of instruction lost. Low Income - decrease by % to % ELL - decrease by % to % Hispanic - decrease by % to. %</p> <p>PASS All - decrease to % Low Income - decrease to % ELL and Hispanic maintain and keep at 0%</p>
<p>District Survey - School Culture Staff. Percent strongly agree/agree overall.</p>	<p>Spring 2022 School Survey School Culture - Staff 95.6% strongly agree / agree overall.</p>	<p>We expect School Culture % for staff to increase by 2%.</p>
<p>District Survey - School Culture Parents. Percent strongly agree/agree overall.</p>	<p>Spring 2022 School Survey School Culture - Parents 86.2% strongly agree / agree overall. Total number of parents</p>	<p>We expect School Culture % for parents to increase by 4%.</p>

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
	participating in the spring 2022 survey was 29 parent (8% of parents)	
District Survey - School Culture Students. Percent strongly agree/agree overall.	Spring 2022 School Survey School Culture - Students 77.5% strongly agree / agree overall. Total number of students participating in the spring 2021 survey was 91 (98% of 4th and 5th graders)	We expect School Culture % for students to increase by 10%.
District Survey- Safety (Parents) Percent strongly agree/agree overall.	Spring 2022 School Survey Safety - Parents 82% strongly agree / agree overall.	We expect overall safety % for parents to increase by 8%.
District Survey- Safety (staff) Percent strongly agree/agree overall.	Spring 2021 School Survey Safety - Staff 95.6% strongly agree / agree overall.	We expect to increase overall safety % for staff by % to reach 2%.
District Survey- Safety (students) Percent strongly agree/agree overall.	Spring 2021 School Survey Safety - Students 83.8% strongly agree / agree overall.	We expect overall safety % for students to increase by 7%.

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Purchase of classroom materials to teach and support the monthly characterized and encourage school attendance. Mentor Texts to be	X All Students English Learners Low-Income Students Foster Youth Other	Administration, classroom teachers, support staff, classified staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	720	School year 2022-23

purchased for the classroom, used by teachers to support Character Education, Successful Practices and social emotional learning. A Monthly assembly to introduce the trait along with materials to support the trait. The school will hold monthly character education assemblies to kick off the monthly character education trait. Teachers will teach the trait in classroom each week. PBIS team and the Site Leadership Team will look at mentor text to support the

	<p>monthly traits and other support materials for the classroom. Items to include incentives to support Character education (bands, pencils, booster supports/prizes ), Red Ribbon Week activities and incentives, school attendance incentives - i.e attendance dog tags, certificates as some suggestions.</p>					
2.2	<p>Support funding for rec aides both centrally funded and additional site funding.</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Administration</p>	<p>LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified</p>	<p>3,412 8,000</p>	<p>School year 2022-2023</p>

				Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries		
2.3	Professional services may be provided to support student learning in the areas of Character Development from stories in history. Services will be provided as enrichments throughout the school year during the day and specific Family Nights in the evening. Examples include but not limited to authors selected to share with	X All Students English Learners Low-Income Students Foster Youth Other	Administrator, class teachers, support staff	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	750	School year 2022-2023



students,  
Drama  
Productions,  
and Sami's  
Circuit.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Engaging Academic Programs

## LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

## SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective innovative instructional strategies to increase student achievement.

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

What data did you use to monitor progress and how often?

Student Text Level, Writing, and cumulative math scores. Text Levels and Writing were monitored every 9 weeks, math cumulative monitored every trimester.  
SMART Goals developed twice by each teacher then reviewed.

What worked and didn't work? Why? (monitoring)

Teachers would enter data every 9 weeks for Text and writing level; and math scores broken down by standards into a google doc that is shared with Admin and academic coaches and intervention teacher. This data was then analyzed and intervention support groups were established for a 8 week cycle of learning. Student progress was documented and then new groups were created, or students would continue with the group.

Teachers created SMART goals for Trimester 1 and 2 around Writing and Math. Teachers selected students who would benefit from an 8 week cycle of inquiry on a specific skill. Teachers then shared mid point data with the admin and coaches, and then met after 8 weeks to review the data and create next steps of support. Collaboration with teachers and coaches was successful with teachers having the opportunity to learn with one another.

What modification(s) did you make based on the data? (evaluation)

Modifications around teacher data days and collaboration since release days were not an option. We used GLC time and or paid teachers before or after school time to analyze data.

**2021-22**

### **Identified Need**

Connected communities and personal relationships are foundational for learning. We will ensure each student is engaged and supported in a challenging and broad course of study that builds skills, knowledge and experiences preparing students to be critical thinkers who communicate effectively, collaborate and civic minded.

Data is showing that academic progress is being made, especially with students who are attending consistently. This has been evident in reading, writing and math, specifically problem solving and basic number sense.

1. Conceptual and procedural understanding of math, including problem solving and critical thinking.
2. Student understanding of grade level text and writing. Students are demonstrating an understanding of their reading, increasing in grade level text level but student writing is not aligned with the text students are reading at.

In looking at data within the school we have found that interventions and supports will continue to be needed for all grade levels. To support this need we will continue to fund an intervention teacher. This will allow specific strategies and skills be provided to the grade levels

Planning, collaboration and analyzing class/school data have proven to be beneficial. To support teachers in adjusting midyear planning and pacing additional release time will be included.

An emphasis will be made to support early literacy phonemic awareness. Instructional Materials will be purchased and training planned for TK, K, 1st and 2nd grade with academic coaches and intervention teachers participating. Additional funding will be included to support before and after school tutoring allotting time for thoughtful and strategic planning.

## Annual Measurable Outcomes

### Metric/Indicator

### Baseline 2021-22

### Expected Outcome 2022-23

Text Level - Running Records and text levels will be used as indicators of student grade level proficiency. Text level data will be collected every 9 weeks with information collected.

Writing Level: Grade levels will each have a writing assessment given each trimester to determine student proficiency - narrative, informational, and persuasive. Writing assessments will be aligned with writing standards for the grade and the use of rubrics that are shared with students. Data to be collected each trimester.

March 4/2022 (end of 2nd tri)  
EOY 2021 - 2022  
Text Level:  
Text Level  
Kinder - 64% .  
55%  
1st gr - 34% 46%  
2nd gr - 58 % 64%  
3rd gr - 51% 46%  
4th gr - 38% 38%  
5th gr - 59% 45%

% of students K-5 reading at proficiency or above = 46%

March 4/2021.  
EOY 2021-2022  
Writing Level:  
Writing Level:  
Kinder - 51%  
57%  
1st gr. = 29%.  
42%  
2nd gr. = 22%.  
45%  
3rd gr. = 17%  
25%  
4th gr. = 40%  
53%  
5th gr. = 22%  
38%

% of students K-5 writing at proficiency or above = 43%

November 2022 (end of 1st tri)  
EOY 2022- 2023  
Text Level:  
Text Level  
Kinder - % . %  
1st gr - % %  
2nd gr - % %  
3rd gr - % %  
4th gr - % %  
5th gr - % %

November 2022.  
EOY 2022-2023  
Writing Level:  
Writing Level:  
% of students K-5  
% of students K-5 expected to be writing at proficiency or above.  
writing at proficiency or above

% of Kindergarten. %  
% of 1st grade. %  
% of 2nd grade %  
% of 3rd grade %  
% of 4th grade %  
%  
% of 5th grade %  
%

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
<p>SWUN Online Assessments - Grades TK - 1st; 3rd - 5th will utilize SWUN assessments that are aligned with grade level standards.</p> <p>Performance Tasks- PTs are incorporated within the SWUN and Envision program. PTs will be used by all grade levels and have been scheduled within each grade level year long plan.</p> <p>i-Ready Assessments - i-Ready assessments for Math and Reading are scheduled for 1st - 5th for all students for the Fall 2022 (August -September) and Winter (January 2023).</p>	<p>3rd Trimester SWUN Cumulative: EOY - June 2022 % of students demonstrating proficiency</p> <p>Kinder - 89% 1st gr. - 81% 2nd gr. - 63% 3rd gr. - 42% 4th gr. - 35% 5th gr - 33%</p>	<p>SWUN on line assessments will be the common school wide assessment used through out grade levels. 1st trimester scores will be used for a baseline and then also use end of the year.</p> <p>BOY EOY Year Cumulative August 2022. June 2023 Kinder - Kinder - 1st gr 1st gr - 2nd gr 2nd gr - 3rd gr 3rd gr - 4th gr 4th gr 5th gr 5th gr</p>
<p>i-Ready data: Fall 2022 (22.23) Winter 2023 (22.23)</p>	<p>i-Ready Spring 2022 Scores: Reading: 1st grade - 23% on level or exceeds 2nd grade - 24% on level or exceeds 3rd grade - 38% on level or exceeds 4th grade - 28% on level or exceeds 5th grade - 37% on level or exceeds</p> <p>Math: 1st grade - 18% on level or exceeds 2nd grade - 23% on level or exceeds 3rd grade - 19% on level or exceeds</p>	<p>i-Ready Winter 22.23 scores Expected increase in Reading: 1st grade - 26% on level or exceeds 2nd grade - 27% on level or exceeds 3rd grade - 41% on level or exceeds 4th grade - 31% on level or exceeds 5th grade - 40% on level or exceeds</p> <p>Math: 1st grade - 21% on level or exceeds 2nd grade - 26% on level or exceeds 3rd grade - 22% on level or exceeds</p>

Metric/Indicator

Baseline 2021-22

Expected Outcome 2022-23

4th grade - 34% on level or exceeds  
5th grade - 26% on level or exceeds

Reading i-Ready Winter 2022  
All-25.9%  
Hispanic or Latino - 23.4%  
White - 29.5%  
EL - 10%  
SPED - 0%  
Low SES - 22.9%

Math i-Ready Winter  
All-33.5%  
Hispanic or Latino - 29.7%  
White - 36.8%  
EL - 6%  
SPED - 8.7%  
Low SES - 33.1%

Schoolwide Date 1st - 5th grade:  
Reading - % on level or exceeds  
Math - % on level or exceeds

Final Diagnostic i-Ready Spring 2022  
data:  
1st - 2nd:  
.05% or 7 students did not test for  
Reading  
.04% or 5 students did not test for Math

i-Ready Final Diagnostic June 2022  
Scores:  
Reading:  
1st grade - 32% on level or exceeds  
2nd grade - 42% on level or exceeds

4th grade - 37% on level or exceeds  
5th grade - 29% on level or exceeds

Reading i-Ready Winter 2023  
All- 28.9%  
Hispanic or Latino - 26.4%  
White - 32.5%  
EL - 13%  
SPED - 3%  
Low SES - 25.9%

Math i-Ready Winter 2023  
All- 36.5%  
Hispanic or Latino - 32.7%  
White - 39.8%  
EL - 9%  
SPED -11.7%  
Low SES - 36.1%

Schoolwide Date 1st - 5th grade:  
Reading - % on level or exceeds  
Math - % on level or exceeds

Final Diagnostic i-Ready Spring  
2023data:  
1st - 2nd:  
% of students did not test for Reading  
% of students did not test for Math

i-Ready Final Diagnostic June 2023  
Scores:  
Reading:  
1st grade - % on level or exceeds  
2nd grade - % on level or exceeds

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
	Math: 1st grade - 32% on level or exceeds 2nd grade - 41% on level or exceeds	Math: 1st grade - % on level or exceeds 2nd grade - % on level or exceeds
SBAC ELA Scores Overall 2022 CA School Dashboard	CAASPP 2022 - 3rd - 5th: Reading; 3rd grade - 4th grade - 5th grade -  Science; 5th grade	CAASPP 2023 - 3rd - 5th: Reading; 3rd grade - 4th grade - 5th grade -  Science; 5th grade
SBAC Math Scores Overall 2022 CA School Dashboard	CAASPP 2022 - 3rd - 5th: Math; 3rd grade - 4th grade - 5th grade	CAASPP 2023 - 3rd - 5th: Math; 3rd grade - 4th grade - 5th grade
SBAC Science Scores Overall 2022 CA School Dashboard	CAASPP 2022 - 5th: Science  5th grade	CAASPP 2023 - 5th: Science  5th grade

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 & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Grade Level Collaboration/Release days will be planned teachers, 2X per year. 2 full days per year per grade level K - 5th. Grade level teams will meet with administration, academic coach/intervention teacher, and support staff to analyze student data for ELA / Literacy/Writing and Math/Problem Solving. Teachers will work collaboratively to address key student achievement gaps. Analysis of ELA and Math data will	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Academic Coach, Support Staff, all Certificated Teaching Staff	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	4,950	School year 2022-23



be scheduled twice during the school year to address learning loss, design learning cycles, monitor progress and establish goals with each teacher. Benchmark targets will be identified and monitored by administrators, grade level teams, and site leadership team. Release time will be used to support student achievement. Each teacher will create a targeted learning goal for the class to support a specific group of students in ELA: Reading level/writing or Math.

3.2	<p>Release time will be provided for teachers to meet with Administrators and Academic coach/Intervention Teacher. 2 - 3 x per year teachers will discuss text level data and writing alignment from the formative assessment results of students in K-5th grade. Teachers will keep ongoing, consistent running records of students during Guided Reading time along with writing samples. Every 6 - 9 weeks GR levels and writing scores will be recorded with teachers and then time to meet with the</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Principal, Academic Coach, and Certificated Teaching Staff</p>	<p>Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries</p>	4,127	<p>School year 2022-23</p>
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	<p>Principal, Vice Principal, and Academic Coach / Intervention teachers to discuss and analyze student levels and next steps to meet student needs. Learning Plans will be reviewed and new targeted goals will be established to support students to meet grade level benchmarks in reading and writing.</p>					
3.3	<p>To support writing and provide differentiation instruction, Writing Strategies will be purchased for teachers who do not have a copy. This book will</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Administrator, Academic Coach, Classroom teachers</p>	<p>Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation</p>	<p>200 300</p>	<p>School year 2022-23</p>

	be used for PLC, teacher release days, and targeted learning cycles.					
3.4	Teachers will be released from the classroom at the beginning of the year to plan backwards mapping for the year, along with supports needed. Then again at the end of Tri. 2 to review student data and pacing with curriculum with the administrators and academic coaching. Adjustments will be made to ensure teachers are presenting all curriculum and interventions and supports are put into place for students	X All Students English Learners Low-Income Students Foster Youth Other	Administrator, Academic Coach, classroom teachers	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation	1,250  500	School year 2022-23

	needing extra supports.					
3.5	To support students and classroom learning and instruction technology will be purchased. Items to purchase and update include but not limited to: Chromebooks, laptops, iPads, projectors, doc cameras (ELMOs), bulbs for equipment, laminator, scanners, speakers, 3D printer, robotics, and other equipment items that can be used to support and engage students in their learning while supporting 21st century	X All Students X English Learners X Low-Income Students X Foster Youth Other	Administrator, classroom teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	4,500	School year 2022-23

	learning skills and increase academics.					
3.6	Provide mentor text that is specific for students to work in developing a Positive Growth Mindset. This text will be used between home and school focusing on increasing a Positive Growth Mindset with all students. Lessons will be presented within the class and at assemblies. Parent workshops will be presented to parents.	X All Students X English Learners X Low-Income Students X Foster Youth Other	Administrator, Academic Coach, Classroom teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation	750 500	School year 2022-23
3.7	Funding will be used in conjunction of ELO funds to support the funding of an	X All Students English Learners Low-Income Students Foster Youth Other	Administrator	Title I Part A Site Allocation 1000-1999: Certificated	42,903	School year 2022-23

intervention teacher. Intervention teacher will work with students 1st - 5th in the areas of reading, writing and math. Teacher will work with 1st - 5th grade students within the classroom or pull out if necessary. Teacher will work with Admin, intervention /coach teachers and class teacher to identify the specific needs of students and appropriate actions to address those needs; collaborating on lesson design and delivery; formative and summative data collection,

Personnel Salaries

	analysis and goal setting.					
3.8	Title 1 intervention teacher / Academic Coach will work with specifically targeted students in the area of language and math. Teacher will work with 3rd - 5th grade teachers within the classroom or pull out if necessary, focusing on using best practices for all students. Focus will be on early intervention to bring students to grade level readiness. Teacher will work with administration and support staff to facilitate supports and	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal, Academic Coach / Title 1 Intervention Teacher	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	128,530	School year 2022-23



intervention in the areas of ELA/ELD and Math. Supports will include:

- \* Early interventions- using LLI kits, appropriate text level readers to close gap in reading and writing. Phonics, Text Level, and comprehension support will be provided.
- \* Focus on early intervention to support low performing EL and EO students. Students will be identified for supports from collected data from metric categories and student review team meetings.
- \*Support will be provided to students in 1st - 5th grade in

	core areas of Math, specifically Math Problem Solving, critical thinking; and Literacy - Writing.					
3.9	Staff will be provided opportunities for grade levels and support staff to work together outside the school day (before school/ after school) to analyze data and make plans regarding targeted groups for a cycle of inquiry. To support student growth in ELA and Math.	All Students English Learners Low-Income Students Foster Youth Other	Principal, Academic Coach, and Certificated Teaching Staff	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	1,200	School year 2022-23
3.10	Ensure all English Learners receive Designated and Integrated English	All Students English Learners Low-Income Students Foster Youth Other	ELD Teacher(s); Site Administration	LCFF Supplemental English Learner Central 1000-1999: Certificated	260,498	School year 2022-23

	Language Development (ELD) daily. 1.8 FTE ELD Teachers			Personnel Salaries		
3.11	1.875 FTE BIAs, will provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA).	All Students English Learners Low-Income Students Foster Youth Other	Bilingual Instructional Assistant/Instructional Assistant; ELD teachers; Site Administration	LCFF Supplemental English Learner Central 2000-2999: Classified Personnel Salaries	93,852	School year 2022-23
3.12		All Students English Learners Low-Income Students Foster Youth Other				

3.13	<p>1.0 FTE Coach/ intervention teacher will be funded to support and nurture improved instructional processes resulting in improved student achievement. Teacher will work with specifically targeted students in the area of language and math. Teacher will work with K-2nd grade teachers within the classroom or pull out if necessary, focusing on using best practices for all students. Focus will be on early intervention to bring students to grade level readiness.</p>	<p>X All Students  X English Learners  X Low-Income Students  X Foster Youth  Other</p>	<p>Title 1 Intervention Teacher with Coaching Responsibilities; Site Administration</p>	<p>Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries</p>	120,870	<p>School year 2022-23</p>
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Teacher will work with administration and support staff to facilitate supports and intervention in the areas of ELA/ELD and Math. Supports will include:

- \* Early interventions- using LLI kits, appropriate text level readers to close gap in reading and writing. Phonics, Text Level, and comprehension support will be provided.
- \* Focus on early intervention to support low performing EL and EO students. Students will be identified for supports from collected data from metric categories and

student review team meetings.  
\*Support will be provided to students in 1st - 2nd grade in core areas of Math, specifically Math Problem Solving, critical thinking; and Literacy - Writing. Engage in a cycle of teacher observation followed by careful and reflective feedback on a variety of instructional practices (identifying the specific needs of students and appropriate actions to address those needs; collaborating on lesson design and delivery; formative and summative data collection,

	analysis and goal setting).					
3.14	Funding will be provided to support students in before or after school interventions in the area of ELA - writing aligned to text level and Math. Teachers will be funded to provide before or after school interventions. Teachers will monitor and support students in grades K- 5th grade utilizing Leveled Text level materials, LLI kits, i-Ready Math program, and SWUN math. Data will be collected, monitoring academic progress in the	X All Students English Learners Low-Income Students Foster Youth Other	Administratrat or, Academic Coaches	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	2,250	School year 2022-23

	area of GR, Writing, and math.					
3.15	Instructional supplies will be purchased to support and increase student achievement in the classrooms. Materials will be purchased that are aligned to be used with grade level curriculum to enhance and support all students. Materials will be purchased to support the implementation of Writers Workshop, Balanced Literacy, Common Core Standards, English Language Development, Hand Writing without Tears (TK/K/1/2), and	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	10,650 6,600	School year 2022-23



Math instruction. Materials and supplies include such items as Mentor text, Units of Study, supplies needed to support Guided Reading (leveled texts and materials), Shared Reading and Inter Active Read Alouds, books for leveled school and class libraries, materials to support integration of Social Studies and Science such as, but not limited to Scholastic News and Mystery Science, and Math. Supplies will also include student whiteboards for students to

	<p>participate in group activities and headphones to use during group work. Leveled readers will be purchased as needed to support reading, headphones with mics to enable students to focus and engage with minimal distractions when working in small groups.</p>					
3.16	<p>Books/Materials will be purchased to support Social Studies and Science Shared Reading in grades TK-5th, i.e Scholastic News, Mentor Text, reading intervention groups, Level</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	22,000	School year 2022-23

	Paired Guided Reading books (i.e. Okapi, Scholastic), Reading Recovery materials, and other materials, such as SWUN Math homework and journal books for students, teachers, and Sped books, needed to support student in math, reading and writing.					
3.17	Class mentor text to support students in developing a Positive Growth Mindset, Social Justice and Equity, and Character Education. This text will be used to focus on increasing a Positive Growth Mindset and	X All Students English Learners Low-Income Students Foster Youth Other	Administrator, Academic Coach, Title 1 Teacher, Classroom Teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	750	School year 2022-23

	building a warm and welcoming environment for all. Lessons will be presented within the class and at assemblies. Parent workshops will be presented to parents,					
3.18	Provide Early Literacy Support in TK, K, and 1st grade. Phonemic Awareness materials provided to teachers to develop strong phonic skills for students. purchase of Heggerty Phonemic materials, or other materials to support early literacy phonemic awareness.	X All Students English Learners Low-Income Students Foster Youth Other	Administrators , Title 1 Teacher/ Academic Coach, Classroom teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	1,100	School year 2022-23

	Materials purchased to support early reading and phonic skills development that will be used for both at school and home instruction and practice.					
3.19	To continue the support of Guided Reading throughout all grades purchase The Next Step Forward in Guided Reading for classroom teachers, if needed. To be used in providing GR instruction within the classroom, for interventions, and continued Professional Development with teachers.	All Students English Learners Low-Income Students Foster Youth Other	Administrator, Title 1 teacher/Academic Coach, Classroom teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	250	School year 2022-23

3.20		All Students English Learners Low-Income Students Foster Youth Other				
3.21	Contract with Web Based Learning Services and outside supports: A contract will be established through MyOn Reading and Myon News (Renaissance), More Starfall, Moby Max, Mystery Science, Typing Club, Seesaw and other web based programs that encourage and promote student reading and proficiency in Reading Comprehension, supporting core instruction, and	X All Students X English Learners X Low-Income Students Foster Youth Other	Classroom teachers, Technology specialist, Administration	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	11,000 7,284	School year 2022-23

supporting engagement both while distance learning and when we return to hybrid learning. Programs will support learning within the classroom during groups and centers. Students will utilize MYON, More Starfall, Moby Max, and other programs listed during technology time, within centers in the classroom and practice skills at home. The purchase of a movie license to allow movies in the classroom that will be a support for ELA - compare and contrast, character analyzation, character

	<p>education, Social Justice and Equity, and other areas of academic. SWUN online service will be purchased to gather data and progress in the areas of math. Along with Web Based programs, support materials such as Scholastic News will be considered by the Site Leadership Team and School Site Council, to be purchased to enhance learning and support student achievement and engagement..</p>					
3.22	<p>Professional services may be provided to support student learning in the</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Principal	LCFF Supplemental Site Allocation	1,178	School year 2022-23



areas of ELA, Math, VAPA, Science, History, and Character Dev. Services will be provided as enrichments at Family Nights and during the school day. Examples include but not limited to authors selected to share with students, Science exploration, Phil Tulga, Drama Productions, Sami's Circuit. To support class and grade instructions enrichment activities will be planned which include field trips, bussing, or presenter such as assemblies that will provide enrichment and

5000-5999:  
Services  
And Other  
Operating  
Expenditur  
es

	support to class learning.					
3.23	Professional development designed to support teachers in providing specific teaching strategies to support all students in literacy and math instruction. Support through consultants around guided reading, math standards, literacy, social emotional learning, materials/books to support Social Justice Standards and restorative practices. PD will be determined by Leadership Team with input from staff.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Site Leadership Team, Classroom Teachers	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	800	School year 2022-23

This will include purchase of books for Staff PD and book studies that will support class instruction and support student learning. Book studies to include, but not limited to: What do you do with a Problem; What do you do with an Idea, Growth Mindset books, Social Emotional, Restorative Practices, Writing Strategies, Instructional Routines Differentiation, Class Differentiation and Best Strategies.

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# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Clear Pathways to Bright Futures

## LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

## SPSA/Goal 4

Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares the student for college, career and bright futures filled with opportunity.

# Annual Review

## SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

What data did you use to monitor progress and how often?

Parent and Student Survey

What worked and didn't work? Why? (monitoring)

Parent survey was only given through on line, many parents did not participate.

We scheduled a time for all students to take the survey during a time in class.

What modification(s) did you make based on the data? (evaluation)

Create a site specific survey and provide parents a copy to turn in instead of using the online only

**2021-22**

**Identified Need**

As a staff we need to message to parents and students, especially our 4th and 5th graders, the graduation requirements and how elementary impacts reaching graduation goals. Provide trainings for parents in understanding what student expectations are as well as look into scheduling class time with students to make them aware of the requirements. As a site we need to encourage our students to reach out and have STEAM opportunities. It is important for our female students to have exposure to science, engineering and technology and open opportunities for them, as well as for all our students.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Winter 2022 -23 School Survey - College and Career - Students know what classes to pass to graduate high school	41.3% of students know what classes they must pass in order to graduate from High School.	By end of Tri. 2 we expect at least 75% of 5th graders will gain an understanding of H.S graduation expectations.
Winter 2022 - 23 School Survey - College and Career - Parents are informed about career pathways and programs available at middle and high schools.	50% of parents are informed and have an understanding about career pathways and programs available at middle and high school.	By end of Tri. 2 we expect at least 75% of our parents to have an understanding of classes their child will need to take and pass to graduate from high school.
Number of enrichment opportunities offered before, during or after school	Enrichment opportunities were not offered . Interventions for academics were offered.	Together the staff and the district will work to find ways to provide enrichment opportunities (STEAM, VAPA) and interventions to support students.

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 & Proposed Expenditures**



4.24	Provide funding for afterschool enrichment/academic activities that are	X All Students English Learners Low-Income Students Foster Youth Other	Administrator, Classroom teachers	Title I Part A Site Allocation 1000- 1999: Certificate	1,500  324	School Year 2022-23
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	focused around STEAM.			d Personnel Salaries LCFF Supplemental Site Allocation		
4.25	Professional services may be provided to support student learning in the areas of Science Technology, Engineering, Arts, and Math, Services may be provided as enrichments at for class engagement, virtually fieldtrips, or assemblies; if return possible in-person visitors if allowed. Examples include but not limited to authors	X All Students English Learners Low-Income Students Foster Youth Other	Administrator, Classroom teachers	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	1,000	School Year 2022-23

selected to share with students, Science exploration, and Drama Productions. Activities will be geared to support student engagement in STEAM activities and provide opportunities for learning. Activities will provide enrichment and support to class learning.

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<ol style="list-style-type: none"> <li>1. Summer Programs</li>   <li>2. Intervention</li>   <li>3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language</li>   <li>4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students.</li> </ol>	<p>School year 2022-23</p> 	<p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p> <p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p> <p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p> <p>Salary and benefits, materials, and supplies.</p>	<p>\$1,200,000</p> <p>\$617,219</p> <p>100,000</p> <p>771,420</p>	<p>Title I</p> 



# 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).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$750,042.00

## 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 (\$)
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Subtotal of additional federal funds included for this school: \$

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 (\$)
LCFF Supplemental Centralized Services (District Only)	\$3,412.00
LCFF Supplemental English Learner Central	\$354,350.00
LCFF Supplemental Site Allocation	\$53,856.00
Title I Part A Parent Involvement	\$5,544.00
Title I Part A Site Allocation	\$332,880.00

Subtotal of state or local funds included for this school: \$750,042.00

Total of federal, state, and/or local funds for this school: \$750,042.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	53,856.00	0.00
LCFF Supplemental English Learner Central	354,350.00	0.00
LCFF Supplemental Centralized Services (District Only)	3,412.00	0.00
Title I Part A Site Allocation	332,880.00	0.00
Title I Part A Parent Involvement	5,544.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	3,412.00
LCFF Supplemental English Learner Central	354,350.00
LCFF Supplemental Site Allocation	53,856.00
Title I Part A Parent Involvement	5,544.00
Title I Part A Site Allocation	332,880.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	568,878.00
2000-2999: Classified Personnel Salaries	107,608.00
4000-4999: Books And Supplies	50,720.00
5000-5999: Services And Other Operating Expenditures	21,212.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	3,412.00

1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	260,498.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	93,852.00
	LCFF Supplemental Site Allocation	1,624.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	1,200.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	8,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	33,820.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	9,212.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	2,344.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	3,200.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	307,180.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	13,700.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	12,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,544.00
Goal 2	12,882.00
Goal 3	728,792.00
Goal 4	2,824.00

# 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
- 4 Parent or Community Members

Name of Members	Role
Sandra Rangel	Principal
Danielle Cardenas	Classroom Teacher
Ashley Fieger	Parent or Community Member
Julie McKay	Other School Staff
Dana Molony	Classroom Teacher
Janda Rangel	Parent or Community Member
Denice Reed	Parent or Community Member
Margie Reeves	Classroom Teacher
Sarah Sanjurjo	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/24/2022.

Attested:



Principal, Sandra Rangel on 5/24/2022



SSC Chairperson, Margie Reeves on 5/24/2022

# Budget By Expenditures

## Skycrest Elementary School

**Funding Source: LCFF Supplemental Centralized Services (District Only) \$3,412.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Support funding for rec aides both centrally funded and additional site funding.	2000-2999: Classified Personnel Salaries	\$3,412.00	Healthy Environments for Socio-Emotional Growth	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$3,412.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

**Funding Source: LCFF Supplemental English Learner Central \$354,350.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 1.8 FTE ELD Teachers	1000-1999: Certificated Personnel Salaries	\$260,498.00	Engaging Academic Programs	
1.875 FTE BIAs, will provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA).	2000-2999: Classified Personnel Salaries	\$93,852.00	Engaging Academic Programs	
LCFF Supplemental English Learner Central Total Expenditures:		\$354,350.00		
LCFF Supplemental English Learner Central Allocation Balance:		\$0.00		

# Skycrest Elementary School

**Funding Source: LCFF Supplemental Site Allocation**

**\$53,856.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
<p>To support students and classroom learning and instruction technology will be purchased. Items to purchase and update include but not limited to: Chromebooks, laptops, iPads, projectors, doc cameras (ELMOs), bulbs for equipment, laminator, scanners, speakers, 3D printer, robotics, and other equipment items that can be used to support and engage students in their learning while supporting 21st century learning skills and increase academics.</p>	4000-4999: Books And Supplies	\$4,500.00	Engaging Academic Programs	
<p>Professional services may be provided to support student learning in the areas of Character Development from stories in history. Services will be provided as enrichments throughout the school year during the day and specific Family Nights in the evening. Examples include but not limited to authors selected to share with students, Drama Productions, and Sami's Circuit.</p>	5000-5999: Services And Other Operating Expenditures	\$750.00	Healthy Environments for Socio-Emotional Growth	
	2000-2999: Classified Personnel Salaries	\$8,000.00	Healthy Environments for Socio-Emotional Growth	
<p>Books/Materials will be purchased to support Social Studies and Science Shared Reading in grades TK-5th, i.e Scholastic News, Mentor Text, reading intervention groups, Level Paired Guided Reading books (i.e. Okapi, Scholastic), Reading Recovery materials, and other materials, such as SWUN Math homework and journal books for students, teachers, and Sped books, needed to support student in math, reading and writing.</p>	4000-4999: Books And Supplies	\$22,000.00	Engaging Academic Programs	

## Skycrest Elementary School

Purchase of classroom materials to teach and support the monthly character ed trait and encourage school attendance. Mentor Texts to be purchased for the classroom, used by teachers to support Character Education, Successful Practices and social emotional learning. A Monthly assembly to introduce the trait along with materials to support the trait.

The school will hold monthly character education assemblies to kick off the monthly character education trait. Teachers will teach the trait in classroom each week. PBIS team and the Site Leadership Team will look at mentor text to support the monthly traits and other support materials for the classroom. Items to include incentives to support Character education (bands, pencils, booster supports/prizes), Red Ribbon Week activities and incentives, school attendance incentives - i.e attendance dog tags, certificates as some suggestions.

Staff will be provided opportunities for grade levels and support staff to work together outside the school day (before school/ after school) to analyze data and make plans regarding targeted groups for a cycle of inquiry. To support student growth in ELA and Math.

4000-4999: Books And Supplies

\$720.00 Healthy Environments for Socio-Emotional Growth

1000-1999: Certificated Personnel Salaries

\$1,200.00 Engaging Academic Programs



## Skycrest Elementary School

Professional services may be provided to support student learning in the areas of ELA, Math, VAPA, Science, History, and Character Dev. Services will be provided as enrichments at Family Nights and during the school day. Examples include but not limited to authors selected to share with students, Science exploration, Phil Tulga, Drama Productions, Sami's Circuit. To support class and grade instructions enrichment activities will be planned which include field trips, bussing, or presenter such as assemblies that will provide enrichment and support to class learning.

5000-5999: Services And Other Operating Expenditures	\$1,178.00	Engaging Academic Programs
	\$300.00	Engaging Academic Programs
	\$500.00	Engaging Academic Programs
	\$500.00	Engaging Academic Programs
4000-4999: Books And Supplies	\$6,600.00	Engaging Academic Programs
5000-5999: Services And Other Operating Expenditures	\$7,284.00	Engaging Academic Programs
	\$324.00	Clear Pathways to Bright Futures

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LCFF Supplemental Site Allocation Total Expenditures: \$53,856.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

**Funding Source: Title I Part A Parent Involvement \$5,544.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Skycrest Elementary School

Funding will be used to support parents at site meetings by utilizing BIAs to translate at various events and to translate communication sent home. This includes Back to School Night, Parent Teacher Conferences for Fall and Spring, ELAC meetings, and other parent meetings at the school site where translation is needed. School Newsletters and other material going home will also be translated in parent's native language to keep parents informed of school information. Site to renew membership in S'more to send newsletters, flyers, and other important information to parents, has the ability to translate to needed language.

4000-4999: Books And Supplies

\$200.00 Connected School Communities

Family Night activities and school celebrations will be planned to encourage families to come together with s To include but not limited to Literacy Night to encourage and support parents in working with their child/ren in how to read and work around literacy; to increase student achievement, both at school and at home; support parents in how to read and interact with children in Literacy, and make available reading resources to parents; Math / Science Night - to increase student achievement in math problem solving, engage in games and activities parents can utilize at home. To encourage Science through exploration, linking STEM skills and activities and bring parents and students together in an engaging, academic evening; and Sami's Circuit to increase and motivate students in their learning by building positive self esteem and character development. Talent Show to involve parents in students activities, celebrations and assemblies that encourage parents to celebrate class, grade level, or school wide success.

4000-4999: Books And Supplies

\$2,000.00 Connected School Communities

## Skycrest Elementary School

Parent Liaison - to support ongoing positive relations between the school, parents, and the community; as well as support communication between parents, the site, and district. The Parent Liaison will attend all district meetings, meet regularly with the administrator, have an active role in SSC - being the voice for parents, participate in PTO and ELAC meetings, and any other school function networking to build positive relations. This will also include contacting parents to ensure parents are aware of upcoming events and to ensure families are aware of resources that are available. Parent Liaison will work with families to navigate and engage with families and ways to support both at school and at home.

2000-2999: Classified Personnel Salaries

\$2,244.00 Connected School Communities

Provide parent training and support through parent meetings. Meetings will be established to support and train parents in providing homework and academic support for and with their child/ren. A focus will be placed on writing, reading, and math training; working with parents to understand grade level standards and expectations. Specific parent meetings and trainings will be established from surveys by parents. Purchase materials needed for trainings as well as to inform parents of meetings, and to provide strategies and supports for parents to use between home and school.

4000-4999: Books And Supplies

\$500.00 Connected School Communities

## Skycrest Elementary School

Materials and supplies to support parent communication, parent interactions and parent involvement. This will include postcards for teachers to send home to families to keep lines of communication regarding students up to date with families. To include ways to support and encourage parent attendance. Materials for working and training parents how to work with their child/ren.

4000-4999: Books And Supplies

\$500.00

Connected School Communities

For in person trainings and meetings we will provide childcare for parents to attend school trainings and parent meetings such as ELAC, Parent Community Meetings, SSC.

2000-2999: Classified Personnel Salaries

\$100.00

Connected School Communities

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Title I Part A Parent Involvement Total Expenditures: \$5,544.00

Title I Part A Parent Involvement Allocation Balance: \$0.00

### Funding Source: Title I Part A Site Allocation

**\$332,880.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Skycrest Elementary School

Grade Level Collaboration/Release days will be planned teachers, 2X per year. 2 full days per year per grade level K - 5th. Grade level teams will meet with administration, academic coach/intervention teacher, and support staff to analyze student data for ELA / Literacy/Writing and Math/Problem Solving. Teachers will work collaboratively to address key student achievement gaps. Analysis of ELA and Math data will be scheduled twice during the school year to address learning loss, design learning cycles, monitor progress and establish goals with each teacher. Benchmark targets will be identified and monitored by administrators, grade level teams, and site leadership team. Release time will be used to support student achievement. Each teacher will create a targeted learning goal for the class to support a specific group of students in ELA: Reading level/writing or Math.

1000-1999: Certificated  
Personnel Salaries

\$4,950.00 Engaging Academic  
Programs

Release time will be provided for teachers to meet with Administrators and Academic coach/Intervention Teacher. 2 - 3 x per year teachers will discuss text level data and writing alignment from the formative assessment results of students in K-5th grade. Teachers will keep ongoing, consistent running records of students during Guided Reading time along with writing samples. Every 6 - 9 weeks GR levels and writing scores will be recorded with teachers and then time to meet with the Principal, Vice Principal, and Academic Coach / Intervention teachers to discuss and analyze student levels and next steps to meet student needs. Learning Plans will be reviewed and new targeted goals will be established to support students to meet grade level benchmarks in reading and writing.

1000-1999: Certificated  
Personnel Salaries

\$4,127.00 Engaging Academic  
Programs

## Skycrest Elementary School

<p>To support writing and provide differentiation instruction, Writing Strategies will be purchased for teachers who do not have a copy. This book will be used for PLC, teacher release days, and targeted learning cycles.</p>	<p>4000-4999: Books And Supplies</p>	<p>\$200.00</p>	<p>Engaging Academic Programs</p>
<p>Teachers will be released from the classroom at the beginning of the year to plan backwards mapping for the year, along with supports needed. Then again at the end of Tri. 2 to review student data and pacing with curriculum with the administrators and academic coaching. Adjustments will be made to ensure teachers are presenting all curriculum and interventions and supports are put into place for students needing extra supports.</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>\$1,250.00</p>	<p>Engaging Academic Programs</p>
<p>Provide mentor text that is specific for students to work in developing a Positive Growth Mindset. This text will be used between home and school focusing on increasing a Positive Growth Mindset with all students. Lessons will be presented within the class and at assemblies. Parent workshops will be presented to parents.</p>	<p>4000-4999: Books And Supplies</p>	<p>\$750.00</p>	<p>Engaging Academic Programs</p>
<p>Funding will be used in conjunction of ELO funds to support the funding of an intervention teacher. Intervention teacher will work with students 1st -5th in the areas of reading, writing and math. Teacher will work with 1st - 5th grade students within the classroom or pull out if necessary. Teacher will work with Admin, intervention /coach teachers and class teacher to identify the specific needs of students and appropriate actions to address those needs; collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting.</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>\$42,903.00</p>	<p>Engaging Academic Programs</p>

## Skycrest Elementary School

Title 1 intervention teacher / Academic Coach will work with specifically targeted students in the area of language and math. Teacher will work with 3rd - 5th grade teachers within the classroom or pull out if necessary, focusing on using best practices for all students. Focus will be on early intervention to bring students to grade level readiness. Teacher will work with administration and support staff to facilitate supports and intervention in the areas of ELA/ELD and Math. Supports will include:

\* Early interventions- using LLI kits, appropriate text level readers to close gap in reading and writing. Phonics, Text Level, and comprehension support will be provided.

\* Focus on early intervention to support low performing EL and EO students. Students will be identified for supports from collected data from metric categories and student review team meetings.

\*Support will be provided to students in 1st - 5th grade in core areas of Math, specifically Math Problem Solving, critical thinking; and Literacy - Writing.

1000-1999: Certificated Personnel Salaries

\$128,530.00 Engaging Academic Programs

## Skycrest Elementary School

1.0 FTE Coach/ intervention teacher will be funded to support and nurture improved instructional processes resulting in improved student achievement. Teacher will work with specifically targeted students in the area of language and math. Teacher will work with K-2nd grade teachers within the classroom or pull out if necessary, focusing on using best practices for all students. Focus will be on early intervention to bring students to grade level readiness. Teacher will work with administration and support staff to facilitate supports and intervention in the areas of ELA/ELD and Math. Supports will include:

\* Early interventions- using LLI kits, appropriate text level readers to close gap in reading and writing. Phonics, Text Level, and comprehension support will be provided.

\* Focus on early intervention to support low performing EL and EO students. Students will be identified for supports from collected data from metric categories and student review team meetings.

\*Support will be provided to students in 1st - 2nd grade in core areas of Math, specifically Math Problem Solving, critical thinking; and Literacy - Writing. Engage in a cycle of teacher observation followed by careful and reflective feedback on a variety of instructional practices (identifying the specific needs of students and appropriate actions to address those needs; collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting).

1000-1999: Certificated  
Personnel Salaries

\$120,870.00 Engaging Academic  
Programs



## Skycrest Elementary School

Funding will be provided to support students in before or after school interventions in the area of ELA - writing aligned to text level and Math. Teachers will be funded to provide before or after school interventions. Teachers will monitor and support students in grades K- 5th grade utilizing Leveled Text level materials, LLI kits, i-Ready Math program, and SWUN math. Data will be collected, monitoring academic progress in the area of GR, Writing, and math.

1000-1999: Certificated  
Personnel Salaries

\$2,250.00 Engaging Academic  
Programs

Instructional supplies will be purchased to support and increase student achievement in the classrooms. Materials will be purchased that are aligned to be used with grade level curriculum to enhance and support all students. Materials will be purchased to support the implementation of Writers Workshop, Balanced Literacy, Common Core Standards, English Language Development, Hand Writing without Tears (TK/K/1/2), and Math instruction. Materials and supplies include such items as Mentor text, Units of Study, supplies needed to support Guided Reading (leveled texts and materials), Shared Reading and Inter Active Read Alouds, books for leveled school and class libraries, materials to support integration of Social Studies and Science such as, but not limited to Scholastic News and Mystery Science, and Math. Supplies will also include student whiteboards for students to participate in group activities and headphones to use during group work. Leveled readers will be purchased as needed to support reading, headphones with mics to enable students to focus and engage with minimal distractions when working in small groups.

4000-4999: Books And  
Supplies

\$10,650.00 Engaging Academic  
Programs

## Skycrest Elementary School

Provide funding for afterschool enrichment/academic activities that are focused around STEAM.	1000-1999: Certificated Personnel Salaries	\$1,500.00	Clear Pathways to Bright Futures
Professional services may be provided to support student learning in the areas of Science Technology, Engineering, Arts, and Math, Services may be provided as enrichments at for class engagement, virtually fieldtrips, or assemblies; if return possible in-person visitors if allowed. Examples include but not limited to authors selected to share with students, Science exploration, and Drama Productions. Activities will be geared to support student engaement in STEAM activities and provide opportunities for learning. Activities will provide enrichment and support to class learning.	5000-5999: Services And Other Operating Expenditures	\$1,000.00	Clear Pathways to Bright Futures
Professional development designed to support teachers in providing specific teaching strategies to support all students in literacy and math instruction. Support through consultants around guided reading, math standards, literacy, social emotional learning, materials/books to support Social Justice Standards and restorative practices. PD will be determined by Leadership Team with input from staff. This will include purchase of books for Staff PD and book studies that will support class instruction and support student learning. Book studies to include, but not limited to: What do you do with a Problem; What do you do with an Idea, Growth Mindset books, Social Emotional, Restorative Practices, Writing Strategies, Instructional Routines Differentiation, Class Differentiation and Best Strategies.	1000-1999: Certificated Personnel Salaries	\$800.00	Engaging Academic Programs

## Skycrest Elementary School

Class mentor text to support students in developing a Positive Growth Mindset, Social Justice and Equity, and Character Education. This text will be used to focus on increasing a Positive Growth Mindset and building a warm and welcoming environment for all. Lessons will be presented within the class and at assemblies. Parent workshops will be presented to parents,	4000-4999: Books And Supplies	\$750.00	Engaging Academic Programs
Provide Early Literacy Support in TK, K, and 1st grade. Phonemic Awareness materials provided to teachers to develop strong phonic skills for students. purchase of Heggerty Phonemic materials, or other materials to support early literacy phonemic awareness.	4000-4999: Books And Supplies	\$1,100.00	Engaging Academic Programs
Materials purchased to support early reading and phonic skills development that will used for both at school and home instruction and practice.			
To continue the support of Guided Reading throughout all grades purchase The Next Step Forward in Guided Reading for classroom teachers, if needed. To be used in providing GR instruction within the classroom, for interventions, and continued Professional Development with teachers.	4000-4999: Books And Supplies	\$250.00	Engaging Academic Programs

## Skycrest Elementary School

<p>Contract with Web Based Learning Services and outside supports: A contract will be established through MyOn Reading and Myon News (Renaissance), More Starfall, Moby Max, Mystery Science, Typing Club, Seesaw and other web based programs that encourage and promote student reading and proficiency in Reading Comprehension, supporting core instruction, and supporting engagement both while distance learning and when we return to hybrid learning. Programs will support learning within the classroom during groups and centers. Students will utilize MYON, More Starfall, Moby Max, and other programs listed during technology time, within centers in the classroom and practice skills at home. The purchase of a movie license to allow movies in the classroom that will be a support for ELA - compare and contrast, character analyzation, character education, Social Justice and Equity, and other areas of academic. SWUN online service will be purchased to gather data and progress in the areas of math. Along with Web Based programs, support materials such as Scholastic News will be considered by the Site Leadership Team and School Site Council, to be purchased to enhance learning and support student achievement and engagement..</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>\$11,000.00</p>	<p>Engaging Academic Programs</p>
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Title I Part A Site Allocation Total Expenditures:	\$332,880.00
Title I Part A Site Allocation Allocation Balance:	\$0.00
Skycrest Elementary School Total Expenditures:	\$750,042.00