

School Year: **2023-24**



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 23, 2023	August 8, 2023

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.

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Skycrest Elementary School met the criteria for the following student groups:

1. Homeless
2. Students with Disabilities

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Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

What did your data show (disaggregated by student group)?

Guidance	
Data Analysis	<p>Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups.</p> <p>Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.</p>

Site leadership including; administration, elected leadership team members, School Site Council and our English Learner Advisory Committee participated in data analysis to develop a deeper understanding of the data sources identified and create recommendations based on identification of the root causes. Specifically, Site Leadership and staff participated in the collaborative learning cycle to identify problem areas, determine causality and develop a comprehensive plan for improvement related to various models of instruction.

In reviewing data we identified the following:

English Language Arts – overall 38.8% of students are at grade level, which was a 18.9% increase from the Fall scores. Subgroups show a discrepancy in the following areas: EL group at 12.3% (26.5% discrepancy) at grade level. Students with disabilities (SWD) at 7.5% at grade level (31.3% discrepancy), this includes students in SDC classes and students within the general ed classes.

ELA Data Comparison for English learners shows that RFEP learners are at 63.4% at grade level, whereas current English Learners scored at 12.3%% at grade level and Hispanic students score at 36.7% at grade level.

Mathematics - overall 26.4% students are at grade level, which was a 11.5% increase from the Fall scores. Subgroups show a discrepancy in the following areas:

EL 6.2% at grade level (20.2% discrepancy) at grade level; Hispanic students 17.7% at grade level (8.7% discrepancy) and students with disabilities (SWD) 7.5% at grade level (18.9% discrepancy). English learners and Students with Disabilities are showing a large discrepancy and not performing as well as all other sub-groups. Also, showing a slight discrepancy is our Hispanic students.

Mathematics Data Comparison for English learners shows that that RFEP learners are at 56.1% at grade level.

English Learner Progress data (ELPAC scores) is not available at this time.

College/Career indicator for all students showed that 50.5% of our 4th and 5th grade students and 52.1% of parents are aware of the classes they will need to take and pass to graduate from high school.

Attendance data for the 2022-2023 school year shows attendance is an area of concern, both with chronically absent students and students at risk of being chronically absent.

Absent Rate:

Chronically Absent:

ALL 434 students - 32.7

SWD 93 students - 45.2%

Homeless 11 students - 45.5%

At Risk of Being Chronically absent:

ALL 434 students - 28.6%

SWD 93 students - 20.4%

Homeless 11 students - 27.3%

Attendance Rate:

All - 91.2%
SWD - 89%
Homeless - 85.2%

Suspension Rate showed that there were 2 students who were suspended; 3 students placed on a PASS due to physical aggression; 3 students were sent home due to escalated behavior in the class and on the playground. Referrals increased as the school year progressed. We began to see an increase in behavior both in physical related altercations and racial incidents. We had a total of 135 referrals. TK - 1st grade had 4 students with a total of 40 out of 74 referrals for aggression, defiance and disruptions; 3rd grade 3 students made up the majority of the 26 referrals, and 4th grade had 23 out of 28 referrals identified as major for rough play, defiance, profanity, bullying, racial, disruption, and unsafe behavior.

District Level Data District Survey results

HIGH EXPECTATIONS/CARING RELATIONSHIPS:

- The Overall percentage of students that agree/strongly agree that students are challenged academically is 72%
- The percentage of students that agree/strongly agree that there is an adult on campus who checks on how students are doing is 70%
- The percentage of students that agree/strongly agree that the school has a climate that is caring" is 77%.

MEANINGFUL PARTICIPATION

- The Overall percentage of students that agree/strongly agree that the school provides students opportunities for meaning participation is 86.8%
- The percentage of students that agree/strongly agree that they "are motivated/engaged in what they are learning" is 78.8%

SAFETY

- The Overall percentage of students that agree/strongly agree that the school supports safety is 83.8%
- The percentage of students that agree/strongly agree that "the school is a safe place for all students" is 70.8%

Site Level Data

Text Level and Writing Scores are entered and shared every 9 weeks. The most recent data taken in April 2023:

Text Level:

K=72%
1st = 61%
2nd = 64%
3rd = 68%
4th = 71%
5th = 46%
SWD = 31%

Writing Levels:

Whole School Performance Task = 35% K-5th grade writing at grade level

K= 46%
1st = 17%
2nd = 30%
3rd = 33%
4th = 41%
5th = 40%
SWD = 30%

Baseline assessments were taken at the beginning of the year to determine where student were at when they entered school at the beginning of the school and then where to target specific interventions. Targeted SMART Goals were created once this year in March for each class. These goals targeted a specific measurable goal for a specific group of students in a specific academic area. Teachers, Administrators and Academic Coaches participated in data analysis to determine progress and next steps. Text levels and writing scores were shared and reviewed every 9 weeks to determine progress and supports that were needed. Writing is an area that teachers have shared that students need additional supports and are still struggling with writing a sentence in primary grades and developing a paragraph in older grades. One pattern we noticed when we looked at the data is that students are able to demonstrate decoding and

reading fluency; even being able to read at grade level, but being able to write at grade level is not demonstrated, this included difficulty with content writing and conventions. Structured Writing was put into place starting in Summer School 2022. Teachers then utilized structured writing through the year, providing the necessary supports for students. Three writing Performance Tasks were given schoolwide: Narrative, Information, and Opinion. As students progressed through the grade levels we saw an increase in the need for vocabulary instruction, this will be incorporated into writing.

The low writing levels demonstrated are also evidenced in Math Problem solving. Students are able to decode the problem but struggle with demonstrating what next steps to take as well as being able to explain their reasoning. Based on the patterns we saw in the data collected, we predict that additional writing in structure and content is necessary. This includes lessons that include modeling the writing process as well as exemplars and rubrics present for students to see.

Our Site Leadership Team and grade level teachers noticed that students with limited growth are the students who have a higher percentage of absences. Attendance has been an area of concern, overall 32.7% of students are considered chronically absent and 28.6% are at risk. With our subgroups the following are listed as a concern: Hispanic students 34% are chronically absent and 31% are at risk of being chronically absent, EL students 27% are chronically absent and 30% are at risk of being chronically absent, and SWD 45% are chronically absent with 20% at risk of being chronically absent. Staff shared that inconsistent attendance has resulted in minimal growth, especially for students in intervention and or support group; and social /emotional concerns which result in low social skills.

Teachers came together and identified area that need support:

- * Attendance - students coming to school consistently is a concern. Chronic Absences is a concern throughout the grade levels. It is creating low levels, lack of retention and the inability for students to problem solve due to lack of social skills.

- * Math - Numbers and Operations, specifically with K, 3rd and SWD. Students in these grades are demonstrating a struggle with the foundations in numbers and operations

- * ELA - Reading Comprehension - Vocabulary development is an area needing support specifically in 3rd - 5th grade; 2nd grade and SWD were also showing lower scores around reading comprehension. Looking at i-Ready data Vocabulary was an area of need for all students, the need to continue to align writing and reading through structured school wide supports, intervention support within the class.

- * ELA - Writing - School wide this is an area that students are making progress, but it is still lagging behind text level scores. Students are reading at grade level or above, but writing is still behind, with conventions also needing to be supported.

- * ELD - Vocabulary support for all levels in ELA and Math; a need to work with class teachers and developing a plan to provide more class support to EL students. A need to work with teachers in finding structures and supports to guide EL students, especially with ELD supports within the classroom throughout the school day. Strategies that teachers can use throughout the day and not just see ELD as a time students go to the ELD teachers.

- * Classroom support - a need to work with class teachers to find ways that teachers can provide that time to provide in class supports. What structures can be put into place that can be effectively used.

- *Character Ed/ Social Emotional - a need to focus on reviewing and re-establishing PBIS so we can work effectively around positive character education and most importantly supporting students with equity. Racial tensions began to arise more prevalent this year. Social Emotional Supports is another area of need, this could include Second Step lessons and teacher training around using these programs and lessons around character traits with a focus on Kindness and Respect. This would include lesson around social equity; staff becoming more familiar with the District 8-Point commitment around equity and diversity and ways to set up the classroom and the school. Students need to continue to develop and build foundational skills in core academic areas and social skills as students build upon their skills around friendship, collaboration, working with others, following school rules and procedures in class, and demonstrating respect and other character traits. As a staff we will continue to see how we can ensure all students have a connection with a staff members, to express what they are feeling, to have a place where they feel safe, and a purpose to help others. Teachers shared some ideas they have used this year such as class meeting times, group gathering, teacher note mailbox, and teacher / student journal are some ways teachers are having students express concerns.

We feel this year's data was affected positively by the number of interventions being offered to student throughout the school day and tutoring opportunities offered before and after school. We have over 120 students serviced through interventions and support during the day and in before and after school interventions. The need for support is great, one that is still there.

A positive correlation was found between students being in school and attending interventions, whether interventions were during school or before or after school tutoring. We are seeing students with strong attendance make good growth. Attendance at school is making a difference with academics and being able to get along with others.

In general, the results show that classroom instruction, academic supports offered and students being in school have shown positive results regarding student academics and on student social emotional wellbeing.

Root Cause Analysis

What did your root causes analysis reveal?

Guidance	
Root Cause Analysis	<p>Root cause analysis follows directly from areas identified during data analysis.</p> <p>Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.</p>

Site leadership including; administration, elected leadership team members, Teachers, School Site Council and our English Learner Advisory Committee participated in reviewing data in an effort to develop a deeper understanding of the data sources identified above and create recommendations based on identification of the root causes.

Attendance is one of our greatest areas we need to address. We will be drilling down to determine specifically why students are absent and how we can work with families to get students to school. Attendance meetings will be held regularly, phone calls each day, HTC meetings to develop contracts to support families to get to school. According to the CA Dashboard our SWD and Homeless students struggle the most with attendance and then as a result academic progress is limited. We will work with the district representative to meet with families how we can support to get students to school.

Character Development is another area to address in the 23-24 school year. This year we saw an increase in aggressive behavior, inappropriate language and we started to see some racial tensions between students begin. This change in school climate around the campus impacts how students and staff feel around the campus. We will look at reviewing and reestablishing PBIS - to set up a team that will work with Tier 1 and Tier 2 strategies and have a consistent plan of action that all staff follow schoowide.

Academic Coaches and Administrators met weekly to review data and look at interventions. Intervention groups were reviewed every 8-9 weeks with students rotating in as needed for supports. Looking at our academic data one-root cause determined was the little to no progress made by several students in phonological and phonemic progress, which in turn impacted reading and writing progress. Students who showed little to no progress in overall academics displayed a high absence rate. Overall Chronic Absenteeism is 33%, with 29% being at risk of being chronically absent. Inconsistent attendance played a heavy role in the academic progress of students. Students who were not in school did not have access to class curriculum or the supports at home to assist them. They also tended to show little to no interest in being at school, which resulted in behavior referrals and difficulty in following and knowing school rules as well as social skills with their peers.

Looking at our academic data, an additional root cause was determined that with an increase of absences and limited exposure to instruction, our EL, Hispanic, and SPED students are needing additional supports and tools. It will be important to focus on GLAD strategies for making content accessible for all students. With a growing number of novice EL students, using GLAD strategies will be beneficial to support students new to the country. Besides GLAD strategies supporting EL students, the strategies will also be a benefit for students needing the scaffolds due to extensive absences. It will be necessary to include strategies to support all students in specific writing strategies and increasing support in vocabulary development.

Actions for the 2023-2024 school year will include PD around ELD strategies to support our EL community. Another action that will continue next year, that showed success, is to continue with Targeted SMART goals, using a cycle of inquiry to support students in interventions and tutoring. The data collected will direct the instruction teachers will use, while rotating students within these programs. We will continue to collect data around Text Level and Writing Levels and include data around Number Sense for primary and Problem Solving data school wide. To ensure continuity across all the grade levels Leadership, along with Academic Coaches and Admin, will look at designing Professional Development for teachers to strengthen specific skill during Guided Reading - phonics, phonemic awareness, comprehension, vocabulary; Linking writing to grade level standards to ensure teachers are focusing on specifically what is expected, and using strategies linked to breaking down writing prompts and using those strategies with Problem Solving to help students understand how to break down a problem and be able to solve the problem, show how solve and be able to

explain in writing how solved. We will continue with measuring areas of writing and problem solving by having a performance task for those two areas each trimester.

Resource Inequities

What resource inequities did you discover?

Guidance	
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

Through the Comprehensive Needs Assessment, the focus of this plan is to address resource inequities related to reducing learning gaps and supporting students as we continue to work on increasing attendance and building foundation skills.

1. Providing extra hours for teachers to provide small group intervention outside of the regular school day - Before and or After school.
2. Utilizing ELO funds to support before and after school Interventions. Academic interventions will focus on reading, writing, and math- building foundational skills.
3. Use FTE allotment for ELO to fund an Intervention Teacher for grades K - 5th during the regular school day. A cycle of learning will be used after reviewing data we will determine where the academic need is.
4. Using academic data to determine groups for before and / or after school interventions. Continued focus will be on ELA : foundational skills, vocabulary, comprehension - GR text level aligning with writing and Math - struggle problems.
5. Providing time for teachers to backwards map to ensure scaffolding is folded into instruction and the year is planned to ensure all standards are taught within a grade level.
6. Providing collaboration time with teachers, coaches, and administrators to review data, plan targeted learning cycles and then review to adjust or move on.
7. English Language Development professional development has been minimal. Site Leadership Team will work with district EL TOSAs to plan and implement PD around ELD. There is a Designated English Language Development, D-ELD, schedule in place, with the site EL teachers and class teachers working on presenting supportive lessons around D-ELD, but ongoing training around both D-ELD and integrated ELD is needed. Teachers need strategies and supports they can use to support the EL students they teach within the classroom. Strategies include the use of visual, pictorial graphs, structure of ELD lessons, tools students can access to name a few. With approximately 45% EL students ongoing supports for our EL students is needed.
8. Cultural understanding of students, learning more about the 8-Point commitments and how as a site we can implement strategies to create a positive and diverse community - PBIS. We will review and re-implement PBIS within the structure of the school day and together with the teams plan systems for increasing attendance and systems with ongoing behavior concerns.
9. Implement strategies similar to GR for math - Guided Math. Create more small group settings to meet student needs in math. Work with teachers in planning small group instruction to meet the varied levels within the classroom.

Input from Educational Partners

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 has been in progress throughout the school year. 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, Math, and SEL/class boosters.
- * 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 support students. 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 weekly to discuss K-5 data around Reading, Writing and Math. The data gathered from Text Levels, Writing scores, Math scores, and Performance Tasks was used to create intervention groups to meet student needs. Information was 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 another 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 2022-2023 school year: September, October, January, and April. At these meeting academic data was reviewed related to the progress of English Learners. A Parent's Needs Survey went 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 at home. 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.

The Administrator met with parents at Mugs and Muffins. This was an opportunity to share important district and school information with parents and have an open forum for parents to share with the administrator. Parents discussed such topics as attendance, progress notices, safety, and interventions. This group allowed parents the flexibility to attend and share their concerns and how we could best support them and their student.

The Administrator gave a student survey to all 3rd - 5th students to get an understanding of how they are feeling connected to the school and if there were concerns listed. From this survey a student group met to share in person with the admin to elaborate a little more from the survey. From this meeting it was discovered that many students were trying to handle racial comments, or the feeling of discrimination because of their beliefs. This led to the administrator bringing the equity / diversity back to staff and start planning how we address this concern as a site, using the District's 8-Point Equity commitment.

Teachers and staff have met at staff meetings and during grade level GLCs to discuss concerns around student learning. Concerns that have arisen include attendance, student engagement, social emotional behavior, 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 two additional Intervention Teachers, one to work with TK-2nd students and one to work with 3rd-5th students along with the Academic Coaches. We will fund one Intervention Teachers, for the 23-24 school year, who will work with TK-5th. The staff engaged in this year in one cycle of Targeted Instructional Support: Teachers selected 3-4 students and provided additional targeted support for an 8 week cycle to target specific academics, 23-24 we will be planning one Targeted goal per trimester. Through the MTSS program we have received counseling support that has provided social emotional support to student at school and learning to work 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 continue to acclimate to being in social settings. 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 well as starting the year with regular attendance meetings and sending letters to families already chronically absent.

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 have 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 train parents and students about the requirements needed for future careers. Training will also include how parents can support their children with class work and homework.

Family Nights were very positive with parents sharing how these events were appreciated. We will continue with three Family Nights that allow families to come out and share an evening with their children and the school community.

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 high attendance and the needs for student academic progress and social emotion well-being, the

focus of this plan is to address resource inequities related to supporting students for academic 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: Learning gaps continue to be wide especially for students who have increased absences. Primary students who are working at a below level often need supports in phonemic awareness, phonological support, and foundational skills. We found the majority of students that were struggling with reading also had struggles with writing content and conventions.

2. Due to the need, intervention groups are scheduled through out the day for K - 5th grade students to provide the necessary supports and foundational skills. Student learning gaps vary according to each student's circumstance, learning gaps increased for students who had an increase in chronic absenteeism. Language is also a factor as we have seen an increase in the number of new comers. Language and at home supports contribute to be a concern as parents are unsure how to help.

3. ELD training and supports. With a high percentage of EL students teachers need support and training with best practices and strategies around effective ELD supports. Work with District TOSAs to plan PD.

4. Effective Communication: Continue with providing as many avenues to get school information out to parents. This is still a factor as several parents continue to share they never are aware of information despite information being emailed, texted, phone call and even handouts. Parent involvement has remained low when it comes to classroom support. A large number of families attend school events that occur during the day - field day, jog a thon, parent lunches, and family nights. 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 information. Skycrest News is sent through the S'more app and 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 we have been able to ensure all classroom have a COW to implement technology we are still behind with up to date technology in the classroom - this would include such items as smart boards, TV's. While there is a digital divide there is also an inequity in the level of comfort with technology and connectivity with staff and students.

5. Attendance: Chronic Absences have been a big factor this year. Students have missed school for a variety of reasons.. 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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.50%	0.48%	2	2	2
African American	5.7%	6.05%	7.26%	23	24	30
Asian	2.5%	3.78%	2.91%	10	15	12
Filipino	%	0.50%	0.97%		2	4
Hispanic/Latino	37.8%	41.31%	38.98%	152	164	161
Pacific Islander	%	%	0%			0
White	47.3%	41.81%	43.83%	190	166	181
Multiple/No Response	6.0%	6.05%	5.57%	24	24	23
	Total Enrollment			402	397	413

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	74	80	83
Grade 1	50	70	56
Grade 2	80	66	70
Grade3	72	63	72
Grade 4	53	71	65
Grade 5	73	47	67
Total Enrollment	402	397	413

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	131	131	138	32.60%	33.0%	33.4%
Fluent English Proficient (FEP)	33	45	55	8.20%	11.3%	13.3%
Reclassified Fluent English Proficient (RFEP)	8			6.1%		

Skycrest Elementary - 2022-2023 Grades TK-2 i-Ready/Tex: Level Grade Level Proficiency

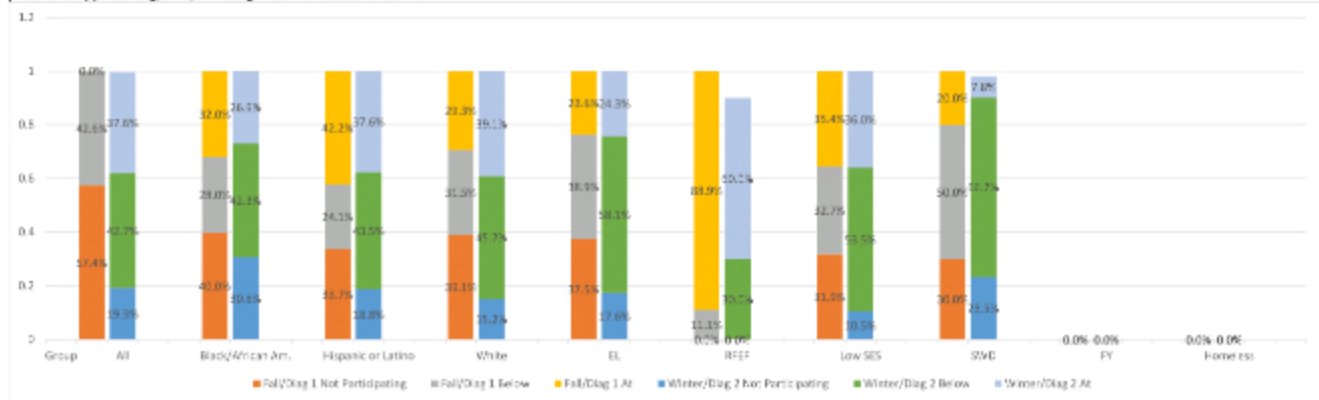
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	217	81	60	0	42	93	82			
Black/African Am.	26	10	7	8	8	11	7			
Hispanic or Latino	85	28	20	35	16	37	32			
White	92	36	29	27	14	42	36			
EL	74	27	28	17	13	43	18			
RFP	10	0	1	8	0	3	6			
Low SES	114	36	37	40	12	61	41			
SWD	51	15	25	10	12	34	4			
FY	1	0	0	1	0	0	1			
Homeless	3	1	1	0	0	2	0			

Skycrest Elementary - 2022-2023 Grades TK-2 i-Ready/Tex: Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	218	57.4%	42.6%	0.0%	19.3%	42.7%	37.6%			
Black/African Am.	26	40.0%	28.0%	32.0%	30.8%	42.3%	26.9%			
Hispanic or Latino	85	33.7%	24.1%	42.2%	18.8%	43.5%	37.6%			
White	92	39.1%	31.5%	29.3%	15.2%	45.7%	39.1%			
EL	74	37.5%	38.9%	23.6%	17.6%	58.1%	24.3%			
RFP	10	0.0%	11.1%	88.9%	0.0%	30.0%	60.0%			
Low SES	114	31.9%	32.7%	35.4%	10.5%	53.5%	36.0%			
SWD	51	30.0%	50.0%	20.0%	23.5%	66.7%	7.8%			
FY	1	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%			
Homeless	3	50.0%	50.0%	0.0%	0.0%	66.7%	0.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

†Below = Approaching, One, or Two grade levels below standard



Skycrest Elementary - 2022-2023 Grades TK-2 i-Ready/Text: Level Grade Level Proficiency

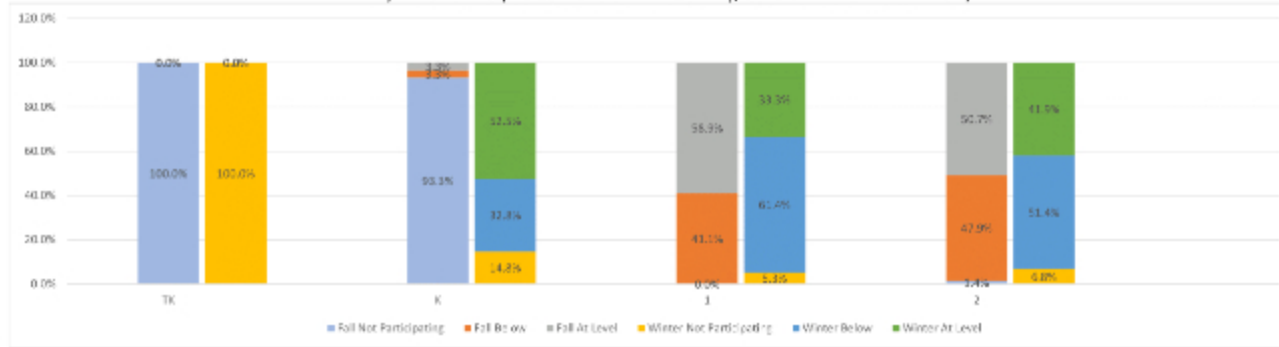
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	25	24	0	0	25	0	0			
K	61	56	2	2	9	20	32			
1	57	0	23	33	3	35	19			
2	74	1	35	37	5	38	31			

Skycrest Elementary -2022-2023 Grades TK-2 i-Ready/Text: Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	25	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	61	93.3%	3.3%	3.3%	14.8%	32.8%	52.5%			
1	57	0.0%	41.1%	58.9%	5.3%	61.4%	33.3%			
2	74	1.4%	47.9%	50.7%	6.8%	51.4%	41.9%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
 *Below = Approaching, One, or Two grade levels below standard

Skycrest Elementary - 2022-2023 Grades TK-2 i-Ready/Text: Level Grade Level Proficiency



Skycrest Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

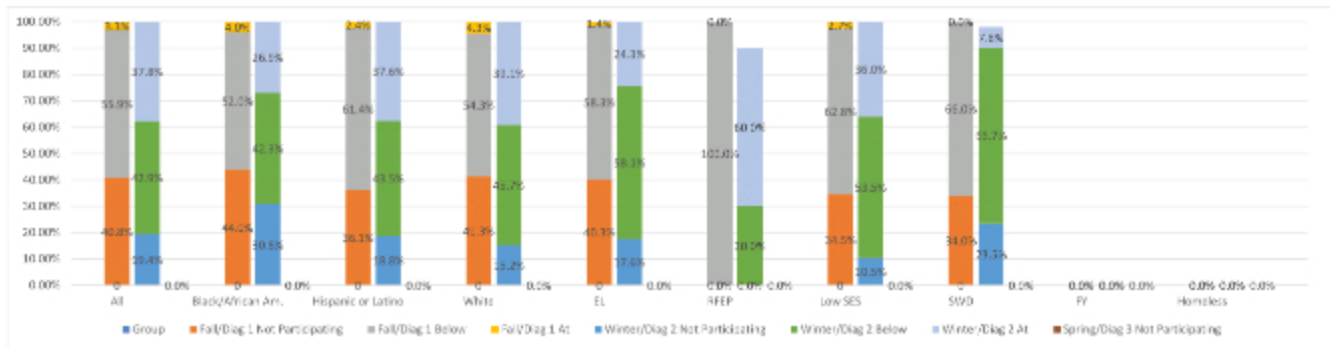
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	217	87	119	7	91	119	7			
Black/African Am.	26	11	13	1	11	14	1			
Hispanic or Latino	85	30	51	2	33	50	2			
White	92	38	50	4	38	50	4			
EL	74	29	42	1	31	42	1			
RFP	10	0	9	0	0	9	0			
Low SES	114	39	71	3	40	71	3			
SWD	51	17	33	0	18	32	0			
FY	1	0	1	0	0	1	0			
Homeless	3	1	1	0	1	1	0			

Skycrest Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	218	40.8%	55.9%	3.3%	41.7%	54.6%	3.2%			
Black/African Am.	26	44.0%	52.0%	4.0%	42.3%	53.8%	3.8%			
Hispanic or Latino	85	36.1%	61.4%	2.4%	38.8%	58.8%	2.4%			
White	92	41.3%	54.3%	4.3%	41.3%	54.3%	4.3%			
EL	74	40.3%	58.3%	1.4%	41.9%	56.8%	1.4%			
RFP	10	0.0%	100.0%	0.0%	0.0%	90.0%	0.0%			
Low SES	114	34.5%	62.8%	2.7%	35.1%	62.3%	2.6%			
SWD	51	34.0%	66.0%	0.0%	35.3%	62.7%	0.0%			
FY	1	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%			
Homeless	3	50.0%	50.0%	0.0%	33.3%	33.3%	0.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard



Skycrest Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	25	24	0	0	25	0	0			
K	61	60	0	0	61	0	0			
1	57	1	53	2	2	53	2			
2	74	2	66	5	3	66	5			

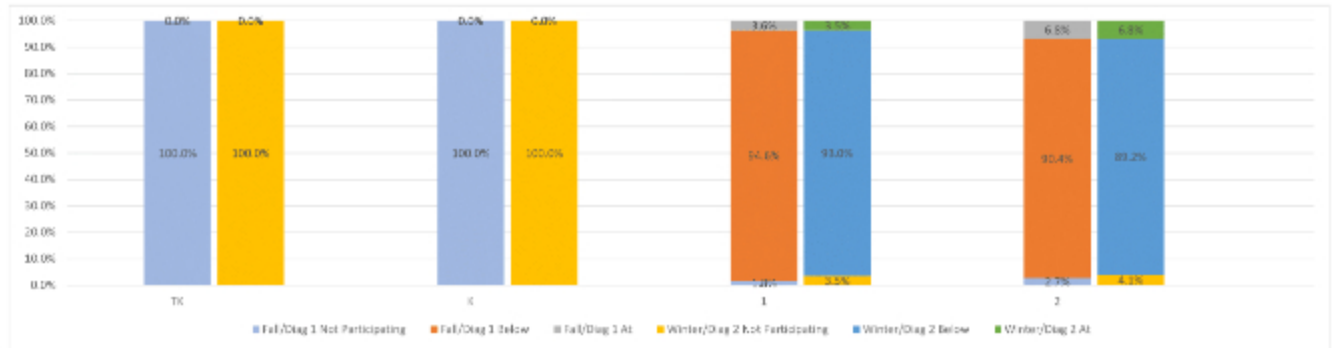
Skycrest Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	25	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	61	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
1	57	1.8%	94.6%	3.6%	3.5%	93.0%	3.5%			
2	74	2.7%	90.4%	5.8%	4.1%	89.2%	6.8%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard

Skycrest Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency



Conclusions based on this data:

1. In ELA Reading, % of students in grades 3-5 met or exceeded growth targets.
In ELA Reading, % of students in grades 3-5 were at or exceeding standards.
In ELA Reading, __N/A__% of students in grades 7-8 met or exceeded growth targets.
In ELA Reading, __N/A__% of students in grades 7-8 were at or exceeding standards.
In ELA Reading, __N/A__% of students in grade 9 met or exceeded growth targets.
In ELA Reading, __N/A__% of students in grade 9 were at or exceeding standards.

In Math, % of students in grades 3-5 met or exceeded growth targets.
In Math, % of students in grades 3-5 were at or exceeding standards.
In Math, __N/A__% of students in grades 7-8 met or exceeded growth targets.
In Math, __N/A__% of students in grades 7-8 were at or exceeding standards.
In Math, __N/A__% of students in grade 9 met or exceeded growth targets.
In Math, __N/A__% of students in grade 9 were at or exceeding standards.

Based on this data,

1. % of 3rd - 5th grade students met or exceeded growth targets in reading.
2. of 3rd - 5th grade students met or exceeded growth targets in math.
3. % of 4th graders met or exceeded growth targets with % not meeting.
4. % of 4th graders and 3% of 5th graders were at or exceeding standards in math.



Spring 2023
District Climate Survey Results by School

Skycrest

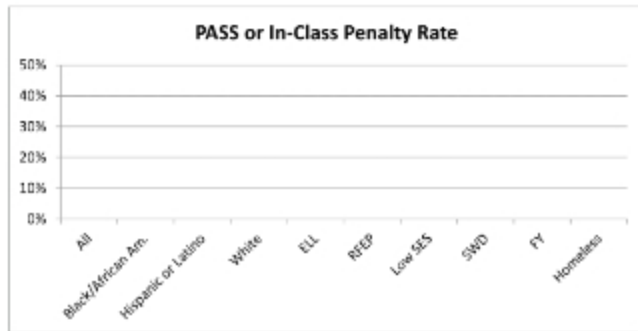
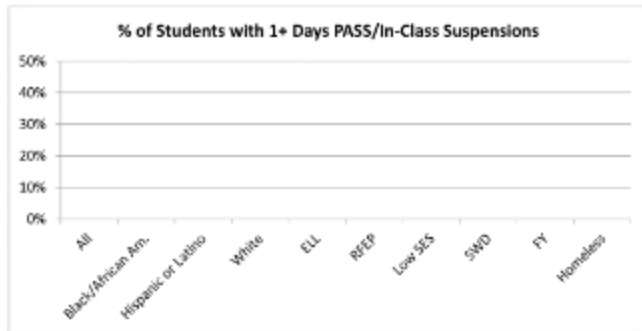
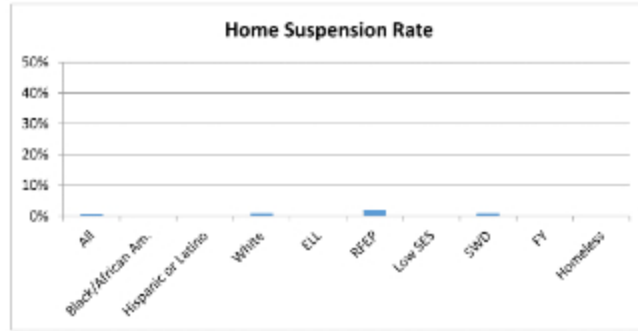
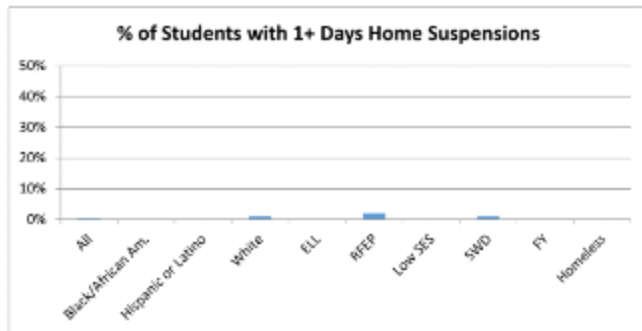
	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Caring Relationships						
Pct Strongly Agree/Agree						
A) School has a climate that is caring.	238	92.86%	97	77.32%	40	97.50%
B) There are students and staff on campus who listen to students when they have something to say.	237	90.72%	95	68.42%	40	100.00%
C) There is an adult from the school who checks on how students are doing.	237	83.12%	96	69.79%	40	100.00%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	238	90.76%	95	78.95%	40	82.50%
E) Staff feels supported to do their job well in meeting the needs of all students.					39	89.74%
F) Staff feels part of an effective team.					40	97.50%
Family and Staff Engagement						
Pct Strongly Agree/Agree						
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	238	93.70%			40	80.00%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	238	93.28%			40	87.50%
C) The school offers families opportunities to be involved in school and classroom activities.	237	92.41%			40	90.00%
D) The school keeps families well-informed about school activities.	238	94.96%			40	95.00%
E) The staff at our school listens to family concerns about issues.	237	89.45%			40	95.00%
F) The staff at school are helpful and welcoming when families come to school or call.	238	93.28%			40	95.00%
G) The school and families are partners in promoting positive behavior for my student.	236	94.49%			40	85.00%
H) Families who speak a language other than English receive general information about our school in their home language.	235	92.34%			40	82.50%
I) Staff receive information about upcoming events and important information about the school.					40	95.00%
School Decision Making						
Pct Strongly Agree/Agree						
A) School seeks input when making important decisions.	235	80.43%	96	41.67%	40	90.00%
B) Important school decisions reflect diverse input.	238	80.67%	96	36.46%	40	90.00%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	234	88.03%				
D) The principal and staff listen to concerns of other staff members about issues.					40	82.50%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					40	90.00%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					40	82.50%
G) Our school uses data from this survey to inform site decision making.					40	85.00%
H) Staff voice matters in decision making.					40	72.50%
Safety						
Pct Strongly Agree/Agree						
A) Concerns about student safety are taken seriously.	238	91.18%	96	84.38%	40	87.50%
B) Concerns about student safety are addressed in a timely manner at my school.	237	90.30%	97	69.07%	40	90.00%
C) My school is a safe place for all students.	238	87.82%	98	70.83%	40	95.00%
D) My school is a safe place for all staff.					40	87.50%
E) Students know what staff member to go to if they have a safety concern.	237	90.72%	95	71.58%	40	92.50%
F) Students know school safety protocols.	237	84.81%	94	89.30%	40	87.50%
G) I feel safe sharing different viewpoints and perspectives at my school.	237	84.39%	96	51.04%	40	87.50%
Sense of Belonging						
Pct Strongly Agree/Agree						
A) School staff respects student diversity.	235	91.06%	96	84.38%	40	100.00%
B) Adults at my school treat students respectfully.	237	89.87%	95	74.74%	40	97.50%
C) Students are respectful to each other at school.	237	79.32%	97	37.11%	40	85.00%
D) Students have opportunities to socialize with other students often at school.	237	94.51%	96	77.08%	40	97.50%
E) Students have an adult on campus they trust.	235	88.09%	96	82.29%	39	100.00%
F) Students trust other students at school.	235	80.00%	94	78.72%	40	90.00%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	231	77.49%	96	65.63%	40	82.50%
H) School staff reflects student diversity.	232	85.78%	92	82.61%	40	60.00%
Academic Progress						
Pct Strongly Agree/Agree						
A) Families and students understand how assignments and tests are graded.	237	90.30%	96	81.25%	40	80.00%
B) Questions and concerns about schoolwork are addressed.	235	94.47%	94	88.30%	40	90.00%
C) Student grades reflect their knowledge of the material.	237	89.87%	93	80.65%	40	80.00%
D) Adults at my school believe all students can be successful.	236	92.37%	92	88.04%	39	94.87%
E) Students feel comfortable and unjudged to ask their teacher for help.	237	88.19%	95	67.37%	40	97.50%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	235	92.34%	94	82.98%	40	97.50%
G) Teachers at my school go out of their way to help all students.	236	88.98%	92	64.13%	40	97.50%
H) Students receive timely and regular feedback on their learning.	235	91.91%	95	82.11%	40	90.00%
I) Staff at my school provides resources or ideas that help families support their students at home.	235	88.94%			40	77.50%
High Expectations						
Pct Strongly Agree/Agree						
A) Students are challenged academically at school.	233	81.53%	94	72.34%	40	90.00%
B) School recognizes and celebrates the academic success of all students.	235	88.09%	93	76.34%	40	87.50%
C) Adults on campus motivate students to do their best.	234	89.32%	93	82.80%	40	97.50%
D) School provides additional academic support when students are struggling.	236	85.59%	93	77.42%	40	90.00%

	Per Strongly Agree/Agree					
	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Student Engagement						
A) Students are interested in what they are learning.	236	88.98%	93	64.52%	40	92.50%
B) Students have access to classes and activities that meet their interests and talents.	236	88.98%	92	53.20%	40	87.50%
C) Students understand how to complete their schoolwork.	234	87.61%	91	84.62%	40	85.00%
D) Students complete assignments on time.	236	88.14%	93	59.14%	40	57.50%
E) Students are motivated to do their schoolwork.	233	84.12%	92	78.26%	40	70.00%
College and Career Readiness						
Per Strongly Agree/Agree						
	N	Pct	N	Pct	N	Pct
A) Students are encouraged to take the required courses needed to be prepared for college and career.	219	51.60%	94	62.77%	40	42.50%
B) Students and families know what classes they will have to take and pass to graduate from high school.	213	52.11%	93	50.54%	40	20.00%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.	212	60.85%	94	65.83%	40	27.50%
D) School offers college and career programs.	213	35.21%	93	21.51%	40	12.50%
E) Students participate in programs to learn about different jobs, careers, and colleges.	212	35.38%	94	35.11%	40	20.00%
F) Students are prepared for the next step of their educational experience.	213	61.50%	94	73.40%	40	60.00%
G) Staff are optimistic about the future of their career in San Juan Unified.					39	66.67%
H) There are equitable opportunities for advancement in the district.					40	55.00%
Customer Satisfaction						
Per Strongly Agree/Agree						
	N	Pct	N	Pct	N	Pct
A) I would recommend my school to other families.	232	91.38%	95	77.80%	40	92.50%
B) San Juan Unified School District is a district that I would recommend to other families.	228	88.16%	95	70.53%	40	92.50%

Skycrest Elementary 2022-2023 Suspension Data

Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions						PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate	
All	434	2	0.46%	3	2	0.46%	0	0.00%	0	0.00%	
Black/African Am.	41	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
Hispanic or Latino	169	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
White	198	2	1.01%	3	2	1.01%	0	0.00%	0	0.00%	
ELL	145	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
RFEF	49	1	2.04%	1	1	2.04%	0	0.00%	0	0.00%	
Low SES	241	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
SWD	93	1	1.08%	2	1	1.08%	0	0.00%	0	0.00%	
FY	1	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
Homeless	11	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	



* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

Skycrest Elementary - I-Ready Diagnostic 2 ELA Proficiency Level by Group

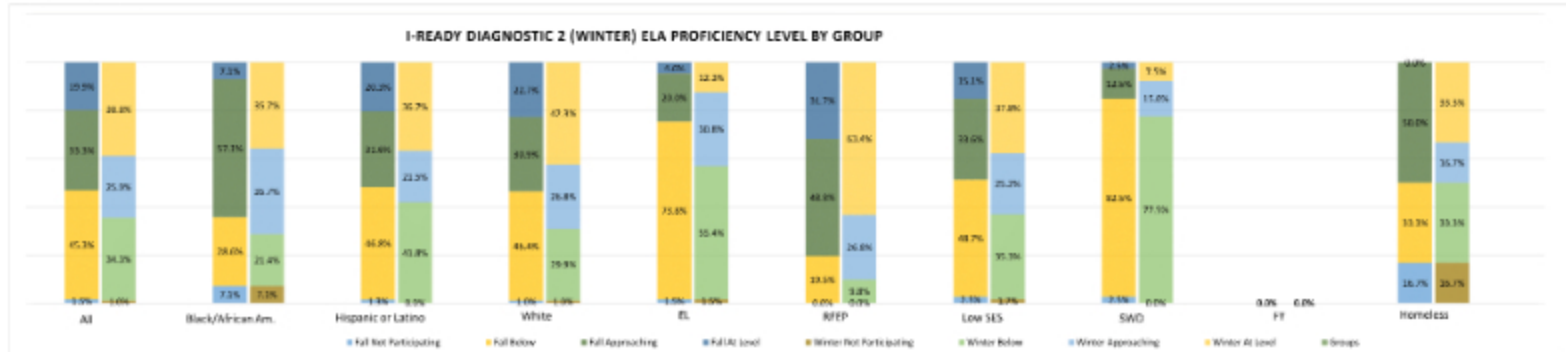
Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	201	3	91	67	40	2	69	52	78				
Black/African Am.	14	1	6	8	1	1	3	5	5				
Hispanic or Latina	79	1	37	25	16	0	33	17	29				
White	97	1	44	30	22	1	29	26	41				
EL	45	1	48	13	3	1	36	20	8				
FFEP	41	0	8	20	13	0	4	11	26				
Low SES	119	3	58	40	18	2	42	30	45				
SWD	40	1	33	5	1	0	31	6	3				
FY	0	0	0	0	0	0	0	0	0				
Homeless	6	1	3	3	0	1	2	1	2				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	201	1.5%	45.3%	33.3%	18.9%	1.0%	34.3%	25.9%	38.8%				
Black/African Am.	14	7.1%	28.6%	57.1%	7.1%	7.1%	21.4%	35.7%	35.7%				
Hispanic or Latina	79	1.3%	46.8%	31.6%	20.3%	0.0%	41.8%	21.5%	36.7%				
White	97	1.0%	45.4%	30.9%	22.7%	1.0%	29.9%	26.8%	42.3%				
EL	45	1.9%	73.8%	20.0%	4.8%	1.9%	55.4%	30.8%	12.8%				
FFEP	41	0.0%	19.5%	48.8%	31.7%	0.0%	9.8%	26.8%	63.4%				
Low SES	119	2.5%	48.7%	33.6%	15.1%	1.7%	35.3%	25.2%	37.8%				
SWD	40	2.5%	82.5%	12.5%	2.5%	0.0%	77.5%	15.0%	7.5%				
FY	0												
Homeless	6	16.7%	33.3%	50.0%	0.0%	16.7%	33.3%	16.7%	33.3%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below - Two grade levels or more below standard

**Approaching - One grade level below standard



Skycrest Elementary - i-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

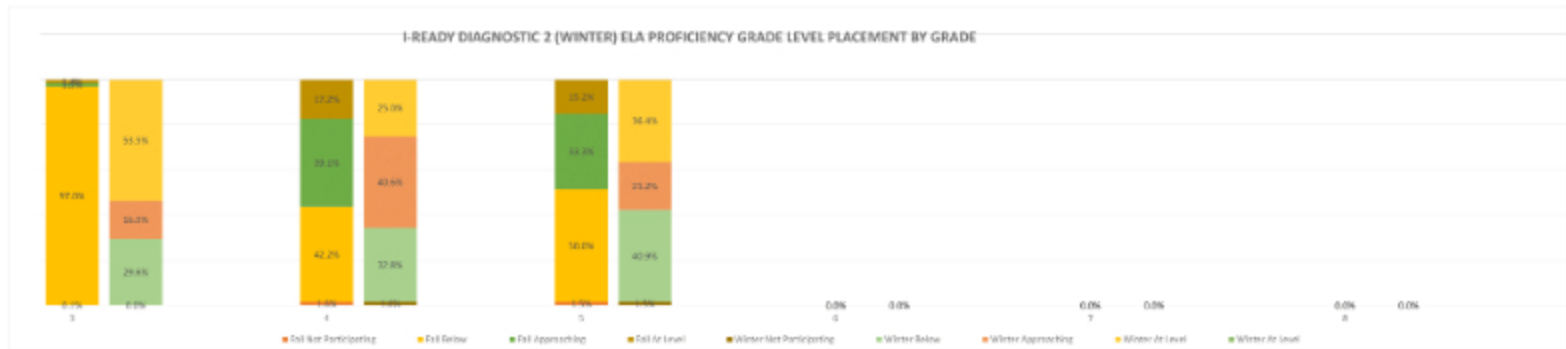
Grade	Fall/Diagnostic 1 i-Ready Grade Level Placement					Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	71	1	31	20	39	0	21	12	38				
4	84	1	27	25	31	1	21	26	36				
5	86	1	33	22	30	1	27	14	24				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Fall/Diagnostic 1 i-Ready Grade Level Placement					Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	71	1.4%	43.7%	28.2%	26.8%	0.0%	29.6%	16.9%	53.5%				
4	84	1.8%	42.2%	30.1%	17.2%	1.6%	32.8%	40.6%	25.0%				
5	86	1.5%	50.0%	33.3%	15.2%	1.5%	40.9%	21.2%	36.4%				
6	0												
7	0												
8	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard



Skycrest Elementary - I-Ready Diagnostic 2 Math Proficiency Level by Group

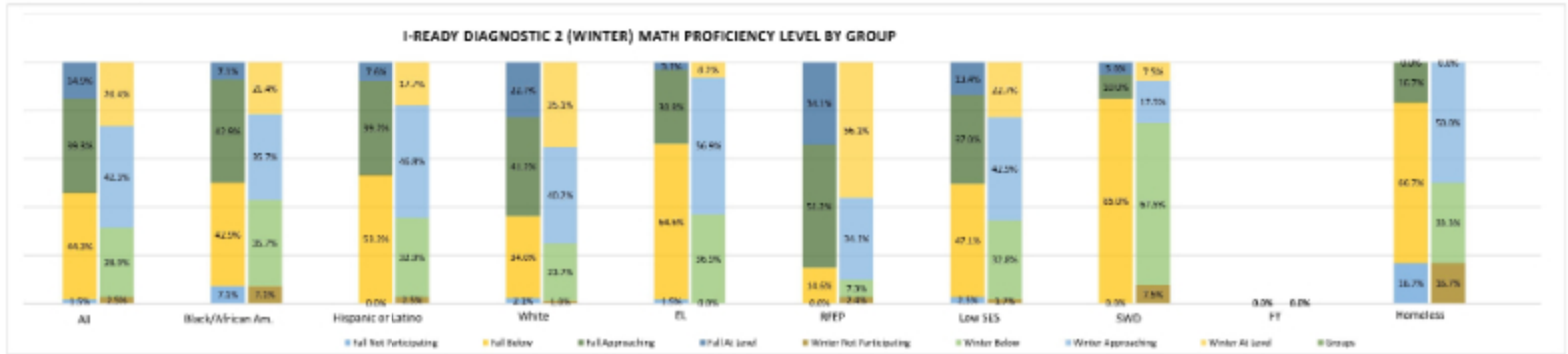
Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	201	3	83	29	30	5	58	85	53				
Black/African Am.	14	1	6	6	1	1	5	5	3				
Hispanic or Latino	79	0	42	31	6	2	26	37	34				
White	97	2	33	40	22	1	23	39	34				
EL	65	1	42	20	2	0	24	27	4				
FFEP	41	0	6	21	34	1	3	14	23				
Low SES	119	3	56	44	36	2	38	51	27				
SWD	40	0	34	4	2	3	27	7	3				
FY	0	0	0	0	0	0	0	0	0				
Homeless	6	1	4	1	0	1	2	3	0				

Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	201	1.5%	44.3%	39.3%	36.9%	2.5%	28.9%	42.3%	29.4%				
Black/African Am.	14	7.1%	42.9%	42.9%	7.1%	7.1%	35.7%	35.7%	21.4%				
Hispanic or Latino	79	0.0%	52.2%	39.2%	7.6%	2.5%	32.9%	46.8%	17.7%				
White	97	2.1%	34.0%	41.2%	37.7%	1.0%	23.7%	40.2%	35.1%				
EL	65	1.5%	64.6%	30.8%	3.1%	0.0%	36.9%	56.9%	4.2%				
FFEP	41	0.0%	34.6%	51.2%	34.1%	2.4%	7.3%	34.1%	36.1%				
Low SES	119	2.5%	47.1%	37.0%	33.6%	1.7%	37.8%	47.9%	22.7%				
SWD	40	0.0%	85.0%	10.0%	5.0%	7.5%	67.5%	17.5%	7.5%				
FY	0												
Homeless	6	16.7%	66.7%	33.3%	0.0%	16.7%	33.3%	50.0%	0.0%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below - Two grade levels or more below standard

**Approaching - One grade level below standard



Skycrest Elementary - i-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade

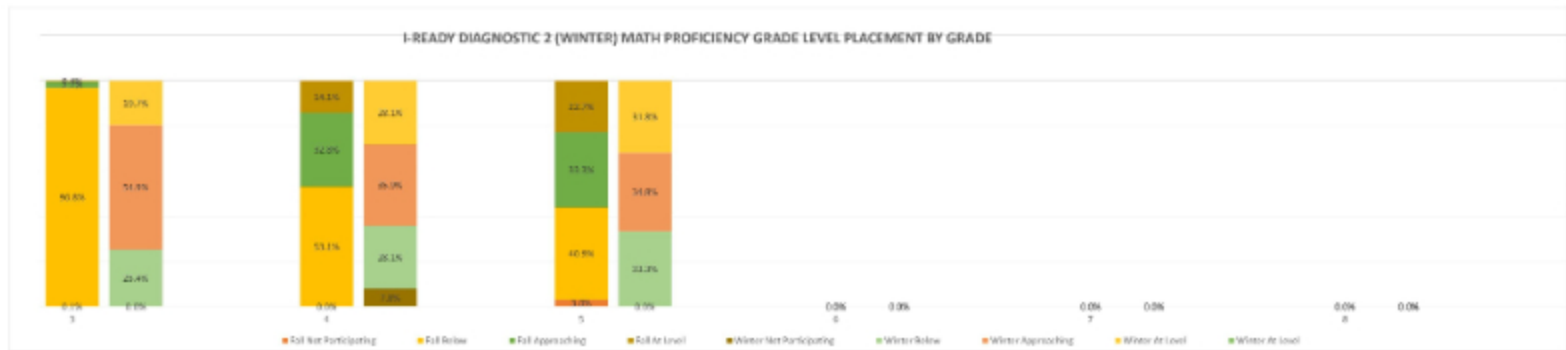
Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	71	1	28	39	6	0	35	39	34				
4	84	0	34	21	9	5	38	23	38				
5	86	2	27	22	35	0	22	23	23				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	71	1.4%	39.4%	50.7%	8.5%	0.0%	25.4%	54.9%	19.7%				
4	84	0.0%	33.3%	32.8%	34.3%	7.8%	28.3%	35.9%	28.1%				
5	86	3.0%	40.9%	33.3%	22.7%	0.0%	33.3%	34.8%	31.8%				
6	0												
7	0												
8	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard



Conclusions based on this data:

1. Conclusions based on this Text Level data:

We found that % of all students in grades K-2 were at or above grade level proficiency.

We found that % of Low Socio-Economic students in grades K-2 were at or above grade level proficiency.

We found that % of English Language Learners in grades K-2 were at or above grade level proficiency.

Based on this data,

1. An increase in the % of students at or above grade level proficiency is evidenced at each grade level.

2. % of kindergartners were at or above grade level proficiency.

3. % of 1st graders were at or above grade level proficiency.

4. % of 2nd graders were at or above grade level proficiency.

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: 2022-23

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 with an emphasis in ensuring a larger % of parents responded. Also gathering information from and having conversations with parents at meetings such as ELAC, SSC, Mugs and Muffins, and family events. Information gathered at parent teacher conferences and IEPs.

Attendance records, students present at school.

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

Gathering information through these meetings was beneficial

We communicated heavy to get more parents to respond to the district parent survey - reminders, hard copies, newsletters. phone calls. We increased response to 50% of families responding.

Making calls to find out why students were not at school, meeting with district attendance rep to identify students. HTC meetings were often not held due to meetings being cancelled for various reasons. Some change did occur when calls were made to parents regarding student absences. Will continue to do, adding additional time for the clerk to call each day.

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

The creation of a site specific survey is needed.

2022-23

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 2022-23	Expected Outcome 2023-24
District School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.	Spring 2023 School Survey Parent Involvement - 93% strongly agree/agree	We expect Parent Involvement to increase 5% by end of Trimester 2 We expect to see family engagement increase at parent meetings, conferences, family nights and events at the school. We also expect to see parent engagement in classroom volunteering.
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 - 83% strongly agree/agree	We expect School Decision Making involvement by parents to increase 5% by end of Trimester 2.
Attendance	Baseline Attendance - January 2023 = 91.2%	We expect attendance (students in school attendance, in seats) to increase 4% 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 2023-2024

	<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>1,500</p>	<p>School Year 2023-2024</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>Provide parent training and support through parent meetings. Meetings will be established to support and train parents in providing homework and academic</p>	<p>X All Students X English Learners Low-Income Students X Foster Youth Other</p>	Administration	Title I Part A Parent Involvement 4000-4999: Books And Supplies	1,000	School Year 2023-2024

	<p>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.</p>					
1.4	Materials and supplies to support parent	X All Students English Learners Low-Income Students	Administrator	Title I Part A Parent	738	School Year 2023-2024

	<p>communication , parent interactions and parent involvement. This will include but not limited to postcards, postage, awards for recognition, 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.</p>	<p>Foster Youth Other</p>		<p>Involvement 4000-4999: Books And Supplies</p>		
1.5	<p>For in person trainings and meetings we</p>	<p>All Students X English Learners Low-Income Students</p>	<p>Administration</p>	<p>Title I Part A Parent</p>	<p>500</p>	<p>School Year 2023-2024</p>

	<p>will provide childcare for parents to attend school trainings and parent meetings such as ELAC, Parent Community Meetings, SSC.</p>	<p>Foster Youth Other</p>		<p>Involvement 2000-2999: Classified Personnel Salaries</p>		
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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

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: 2022-23

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 included more opportunities to review the rules - at the beginning when students returned to school, then again after Winter Break as a review and then again after Spring Break.

We added additional Attendance Booster in an effort to keep motivation going for students who were attending school daily. We did not see a change in attendance we will look at returning other incentives for the 23-24 school year. Meeting with parents to discuss attendance seemed to have some impact with a few families, but with other families no change.

2022-23

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.

Focus on ensuring students are feeling a part of the community and safe, this includes looking and supporting racial issues that have begun to surface during mid 3rd trimester.

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 2022-23	Expected Outcome 2023-24
Attendance Chronic Absenteeism	Attendance - August 2022 - January 2023 All: 91.2% Low Income: 90.2% ELL 92% Hispanic. 91% SWD. 89%	Attendance: By end of Tri. 2 (Spring 2024) - We expect attendance to increase: All - 5% Low Income 6% ELL - 4%

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

Chronic Absenteeism - August 2022 - January 2023
 All: 32.7%
 Low Income: 37.6%
 ELL 26.9%
 Hispanic. 34.3%
 SWD. 45.2%

Hispanic 5%
 SWD - 5%

Chronic Absenteeism:
 By end of Tri 2 (Spring 2024) - We expect Chronic Absenteeism to decrease by:
 All - decrease by 20% of students
 Low Income - decrease by 20% of students
 ELL - decrease by 15% of students
 Hispanic - decrease by 20% of students
 SWD - decrease by 20% of students

Suspensions
 School Wide Behaviors / Referrals

1st and 2nd Trimester
 All: 2 home suspensions resulting in 3 days of instruction total lost.
 3 on site or PASS and 3 students were sent home.

August - May 2023 - 135 referrals were made. TK - 1st grade had 4 students with a total of 40 out of 74 referrals; 3rd grade 3 students made up the majority of the 26 referrals, and 4th grade had 23 out of 28 referrals identified as major.

We expect suspensions to continue to be minimal. As a site we will review and reestablish PBIS school wide, focus on racial equity and treatment towards others, and build upon our Character Ed program. Continue to work with EL Students to ensure understanding of rules and procedures.

With suspensions and PASS remaining low our students will remain in school minimizing the number of days of instruction that is lost. We expect this low number to stay minimal.

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. %

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
		PASS All - decrease to % Low Income - decrease to % ELL and Hispanic maintain and keep at 0%
District Survey - School Culture Sense of Belonging Staff. Percent strongly agree/agree overall.	Spring 2022 School Survey School Culture Sense of Belonging - Staff 89.06% strongly agree / agree overall.	We expect School Culture Sense of Belonging % for staff to increase by 4%.
District Survey - School Culture Sense of Belonging Parents. Percent strongly agree/agree overall.	Spring 2022 School Survey School Culture Sense of Belonging - Parents 85.77% strongly agree / agree overall.	We expect School Culture Sense of Belonging % for parents to increase by 6%.
District Survey - School Culture Sense of Belonging Students. Percent strongly agree/agree overall.	Spring 2022 School Survey School Culture Sense of Belonging - Students 72.82% strongly agree / agree overall.	We expect School Culture Sense of Belonging % for students to increase by 10%
District Survey- Safety (Parents) Percent strongly agree/agree overall.	Spring 2023 School Survey Safety - Parents 89% strongly agree / agree overall.	We expect overall safety % for parents to increase by 6%.
District Survey- Safety (staff) Percent strongly agree/agree overall.	Spring 2023 School Survey Safety - Staff 89.6% strongly agree / agree overall.	We expect to increase overall safety % for staff by % to increase 5%.
District Survey- Safety (students) Percent strongly agree/agree overall.	Spring 2023 School Survey Safety - Students 72.71% strongly agree / agree overall.	We expect overall safety % for students to increase by 10%.

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	X All Students English Learners Low-Income Students Foster Youth	Administration, classroom teachers,	LCFF Supplemental Site Allocation	750	School year 2023-2024

	<p>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</p>	<p>Other</p>	<p>support staff, classified staff</p>	<p>4000-4999: Books And Supplies</p>		
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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.

2.2	Support funding for rec aides both centrally funded and additional site funding.	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified Personnel Salaries	3,412	School year 2023-2024
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	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	500	School year 2023 - 2024

authors selected to share with 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: 2022-23

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.

Included this year were Performance Tasks for Math Problem Solving and Writing (3 genres)
SMART Goals developed in 3rd trimester 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 a SMART goal for Trimester 3 focusing on phonics, vocabulary, math or reading comprehension. 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)

We had planned have three Data Days but due to lack of guest teacher availability we were not able to schedule until Trimester 3. We continued to use GLC/PLC to meet with teachers but that was not always successful as teachers may be out. Staff Meetings and PLC time were used to review data and expectations.

2022-23

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.
3. In reviewing data it is shown that Vocabulary is an area to address for all grade levels in 23-24. Working with teachers will be planned to find ways to incorporate this focus within GR groups, including times for explicit phonics instruction and phonemic awareness, especially in the younger grade levels.

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 the two intervention/academic coach 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. Planned time for PD for TK, K, 1st and 2nd grade with academic coaches and intervention teachers participating.

Additional funding (ELO) will be included to support before and after school tutoring allotting time for thoughtful and strategic planning.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
<p>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.</p> <p>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.</p>	<p>April 2023 (end of 2nd tri) 2022 - 2023</p> <p>Text Level: Text Level</p> <p>Kinder - 72% . %</p> <p>1st gr - 61% %</p> <p>2nd gr - 64% %</p> <p>3rd gr - 68% %</p> <p>4th gr - 71% %</p> <p>5th gr - 46% %</p> <p>SWD - 33%</p> <p>% of students K-5 (Gen Ed) reading at proficiency or above = 64%</p> <p>% of students K-5 (Gen Ed + Sped) reading at proficiency or above = 59%</p>	<p>November 2023(end of 1st tri) EOY 2023 - 2024</p> <p>Text Level: Text Level</p> <p>Kinder - % . %</p> <p>1st gr - % %</p> <p>2nd gr - % %</p> <p>3rd gr - % %</p> <p>4th gr - % %</p> <p>5th gr - % %</p> <p>SWD - %</p>
	<p>March 2023 2023-2024</p> <p>Writing Level: Writing Level:</p> <p>Kinder - 46% %</p> <p>1st gr. = 17%. %</p> <p>2nd gr. = 30%. %</p> <p>3rd gr. = 33% %</p> <p>4th gr. = 41% %</p> <p>5th gr. = 40% %</p> <p>% of students K-5 writing at proficiency or above = 35%</p> <p>% of students K-5 SWD writing at approaching = 30%</p>	<p>November 2023 (End of 1st Tri) EOY 2023-2024</p> <p>Writing Level: Writing Level:</p> <p>% of students K-5 % of students K-5 expected to be writing at proficiency or above. writing at proficiency or above</p> <p>November 2023 (end of 1st Tri.) EOY 2023-2024</p> <p>Writing Level: Writing Level: 25% of Kindergarten. % 20% of 1st grade. %</p>

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

% of students K-5 SWD writing at proficiency or above = 0%

20% of 2nd grade
%
20% of 3rd grade
%
20% of 4th grade
%
20% of 5th grade
%

SWUN Online Assessments - Grades TK - 1st; 3rd - 5th will utilize SWUN assessments that are aligned with grade level standards.

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.

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).

3rd Trimester SWUN Cumulative: EOY - June 2023 (Data to be added June 2023)
% of students demonstrating proficiency

Kinder - %
1st gr. - %
2nd gr. - %
3rd gr. - %
4th gr. - %
5th gr - %

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.

BOY
EOY Year Cumulative
August 2023.
June 2024
Kinder -
Kinder -
1st gr
1st gr -
2nd gr
2nd gr -
3rd gr
3rd gr -
4th gr
4th gr
5th gr
5th gr

i-Ready data:

i-Ready Spring 2023 Scores:

i-Ready Winter 23.24 scores

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

Fall 2022 (23.24)
Winter 2023 (23.24)

Reading comprehension:
1st grade - 20% on level or exceeds
2nd grade - 19% on level or exceeds
3rd grade - 45% on level or exceeds
4th grade - 34% on level or exceeds
5th grade - 35% on level or exceeds

Math:
1st grade - 20% on level or exceeds
2nd grade - 31% on level or exceeds
3rd grade - 33% on level or exceeds
4th grade - 58% on level or exceeds
5th grade - 41% 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 2023
data:
1st - 2nd:

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

Math:
1st grade - 21% on level or exceeds
2nd grade - 26% on level or exceeds
3rd grade - 22% on level or exceeds
4th grade - 37% on level or exceeds
5th grade - 29% on level or exceeds

Reading i-Ready Winter 2024
All- %
Hispanic or Latino - %
White - %
EL - %
SPED - %
Low SES - %

Math i-Ready Winter 2023
All- %
Hispanic or Latino - %
White - %
EL - %
SPED - %
Low SES - %

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

Final Diagnostic i-Ready Spring
2023 data:

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

	<p>.% or students did not test for Reading .% or students did not test for Math</p> <p>i-Ready Final Diagnostic June 2023 Scores: Reading: 1st grade - % on level or exceeds 2nd grade - % on level or exceeds</p> <p>i-Ready Final Diagnostic June 2023 Scores: Math: 1st grade - % on level or exceeds 2nd grade - % on level or exceeds</p>	<p>1st - 2nd: % of students did not test for Reading % of students did not test for Math</p> <p>i-Ready Final Diagnostic June 2023 Scores: Reading: 1st grade - % on level or exceeds 2nd grade - % on level or exceeds</p> <p>Math: 1st grade - % on level or exceeds 2nd grade - % on level or exceeds</p>
<p>SBAC ELA Scores Overall 2023 CA School Dashboard</p>	<p>CAASPP 2023 Preliminary scores - 3rd - 5th: Reading; 3rd grade - 4th grade - 5th grade -</p> <p>Science; 5th grade</p>	<p>CAASPP 2024 - 3rd - 5th: Reading; 3rd grade - 4th grade - 5th grade -</p> <p>Science; 5th grade</p>
<p>SBAC Math Scores Overall 20223 CA School Dashboard</p>	<p>CAASPP 2023 Preliminary scores- 3rd - 5th: Math; 100% completed 3rd grade - 4th grade - 5th grade</p>	<p>CAASPP 2024- 3rd - 5th: Math; 3rd grade - 4th grade - 5th grade</p>

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
SBAC Science Scores Overall 2023 CA School Dashboard	CAASPP 2023 - Preliminary Scores 5th: Science - 100% completed 5th grade	CAASPP 2024 - 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	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	1,500	School Year 2023-2024

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.					
3.2	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	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Academic Coach, and Certificated Teaching Staff	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	1,000	School Year 2023-2024

	<p>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.</p>					
3.3	<p>To support writing and provide differentiation instruction, Writing Strategies 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</p>	<p>250</p>	<p>School Year 2022-2024</p>

	<p>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>					
3.4	<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</p>	<p>All Students X English Learners X Low-Income Students X Foster Youth Other</p>	<p>Administrator, classroom teachers</p>	<p>Title I Part A Site Allocation 4000-4999: Books And Supplies</p>	2,000	<p>School Year 2023-2024</p>

	support and engage students in their learning while supporting 21st century learning skills and increase academics.					
3.5	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	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 4000-4999: Books And Supplies	750 500	School Year 2023-2024

	be presented to parents.					
3.6		All Students English Learners Low-Income Students Foster Youth Other				
3.7	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	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	168,572	School Year 2023-2024

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.					
3.8	Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 1.8 FTE ELD Teachers	All Students X English Learners Low-Income Students Foster Youth Other	ELD Teacher(s); Site Administration	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	260,498	School Year 2023-2024
3.9	1.875 FTE BIAs, will provide primary language support to EL students, and/or the targeted student population, at beginning and	All Students X 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 2023-2024

	early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA).					
3.10		All Students English Learners Low-Income Students Foster Youth Other				
3.11	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	All Students X English Learners X Low-Income Students X Foster Youth Other	Title 1 Intervention Teacher with Coaching Responsibilities; Site Administration	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	162,694	School Year 2023-2024

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

	<p>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).</p>					
3.12	<p>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</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Administratrat or, Academic Coaches</p>	<p>Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries</p>	<p>3,500</p>	<p>School Year 2023-2024</p>

	<p>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.</p>					
3.13	<p>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</p>	<p>All Students X English Learners X Low-Income Students X Foster Youth Other</p>	Principal	<p>Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	<p>9,564 18,240</p>	School Year 2023-2024

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.					
3.14	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,	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	24,000	School Year 2023-2024

	reading and writing.					
3.15	<p>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,</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Administrator, Academic Coach, Title 1 Teacher, Classroom Teachers</p>	<p>Title I Part A Site Allocation 4000-4999: Books And Supplies</p>	500	School Year 2023-2024
3.16	<p>Provide Early Literacy Support in TK, K, and 1st</p>	<p>X All Students English Learners Low-Income Students Foster Youth</p>	<p>Administrators , Title 1 Teacher/ Academic</p>	<p>Title I Part A Site Allocation</p>	250	School Year 2023-2024

	<p>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.</p> <p>Materials purchased to support early reading and phonic skills development that will be used for both at school and home instruction and practice.</p>	Other	Coach, Classroom teachers	4000-4999: Books And Supplies		
3.17	To continue the support of Guided Reading throughout all	All Students X English Learners Low-Income Students Foster Youth Other	Administrator, Title 1 teacher/Academic Coach,	Title I Part A Site Allocation	250	School Year 2023-2024

	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.		Classroom teachers	4000-4999: Books And Supplies		
3.18		All Students English Learners Low-Income Students Foster Youth Other				
3.19	Contract with Web Based Learning Services and outside supports: A contract will be established through MyOn Reading and Myon News	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 Supplement	8,450	School Year 2023-2024

(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

tal Site Allocation 5000-5999: Services And Other Expenditures

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..					
3.20	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	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	2,100	School Year 2023-2024

	<p>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.</p>					
3.21	<p>Professional development designed to support teachers in providing specific teaching strategies to support all students in literacy and math instruction. Support</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Principal, Site Leadership Team, Classroom Teachers</p>	<p>Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries</p>	500	<p>School Year 2023-2024</p>

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: 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: 2022-23

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)

To ensure more of a parent response we made sure hard copies were given to all families and continued to make calls and announcements to get parents to return.

This year the principal created a survey for 3rd - 5th grade students to take during school time to gather information regarding how they were feeling. From this survey a student group met to gather more deeper response around some of the concerns that were listed.

We scheduled a time for all students to take the district 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. This gave some interesting results that surprised many staff members. Students raised concerns around racial comments being made and concerns overall about not being accepted or feeling valued by staff and peers.

2022-23

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. This continues to be an area of concern, many families are uncertain of the next steps after elementary, and don't understand the importance of being at school and not take vacations during the school year. 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. It will be important as a staff and site that we address the racial concerns that have risen this year. This centers around racial slurs, disregard for others of different ethnicities, and others just looking and being different.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Winter 2022 -23 School Survey - College and Career - Students know what classes to pass to graduate high school	50.4% 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 what classes to pass to graduate high school, including ELD and reclassification.	52.2% of parents are informed and have an understanding about what their child must pass in order to graduate from High School, including ELD and reclassification.	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	Ukulele club was offered, but no other enrichments 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-possible after school art class or science.

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

4.22	Provide funding for afterschool enrichment/academic activities that are focused around STEAM. Utilize ELO Funds to offer.	X All Students English Learners Low-Income Students Foster Youth Other	Administrator, Classroom teachers	Other		School Year 2023-2024
4.23	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	X All Students English Learners Low-Income Students Foster Youth Other	Administrator, Classroom teachers	LCFF Supplemental Site Allocation 5000- 5999: Services And Other Operating Expenditures	1,000	School Year 2023-2024

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 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.

Centralized Services

SCHOOL GOAL #1:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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		endcollapse			
endcollapse					

SCHOOL GOAL #2:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #3:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #4:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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	\$768,570.00

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	\$53,440.00
Title I Part A Parent Involvement	\$3,938.00
Title I Part A Site Allocation	\$353,430.00

Subtotal of state or local funds included for this school: \$768,570.00

Total of federal, state, and/or local funds for this school: \$768,570.00

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	53,440	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	353,430	0.00
Title I Part A Parent Involvement	3,938	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	53,440.00
Title I Part A Parent Involvement	3,938.00
Title I Part A Site Allocation	353,430.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	598,264.00
2000-2999: Classified Personnel Salaries	97,764.00
4000-4999: Books And Supplies	60,492.00
5000-5999: Services And Other Operating Expenditures	12,050.00

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
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	43,490.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	9,950.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	500.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	3,438.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	337,766.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	13,564.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	2,100.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	3,938.00
Goal 2	4,662.00
Goal 3	758,970.00
Goal 4	1,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Sandra Rangel	Principal
Chantel Gordon	Parent or Community Member
Jennifer Herbert	Classroom Teacher
Kevin Jungling	Parent or Community Member
Julie McKay	Other School Staff
Al Muir	Classroom Teacher
Alejandra Orozco	Parent or Community Member
Amanda Peterson	Classroom Teacher
Janda Rangel	Parent or Community Member
Janet Velasquez	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

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

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

\$53,440.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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.	5000-5999: Services And Other Operating Expenditures	\$500.00	Healthy Environments for Socio-Emotional Growth	
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.	4000-4999: Books And Supplies	\$24,000.00	Engaging Academic Programs	
	4000-4999: Books And Supplies	\$500.00	Engaging Academic Programs	
	4000-4999: Books And Supplies	\$18,240.00	Engaging Academic Programs	
	5000-5999: Services And Other Operating Expenditures	\$8,450.00	Engaging Academic Programs	

Skycrest Elementary School

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.

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.

5000-5999: Services And
Other Operating
Expenditures

\$1,000.00 Clear Pathways to
Bright Futures

4000-4999: Books And
Supplies

\$750.00 Healthy
Environments for
Socio-Emotional
Growth

Skycrest Elementary School

LCFF Supplemental Site Allocation Total Expenditures: \$53,440.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement \$3,938.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
<p>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.</p>	<p>4000-4999: Books And Supplies</p>	<p>\$200.00</p>	<p>Connected School Communities</p>	

Skycrest Elementary School

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

\$1,500.00 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

\$1,000.00 Connected School Communities

Skycrest Elementary School

Materials and supplies to support parent communication, parent interactions and parent involvement. This will include but not limited to postcards, postage, awards for recognition, 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

\$738.00

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

\$500.00

Connected School Communities

Title I Part A Parent Involvement Total Expenditures: \$3,938.00

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

Funding Source: Title I Part A Site Allocation

\$353,430.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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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

\$162,694.00 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

\$3,500.00 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

\$9,564.00 Engaging Academic Programs

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

\$1,500.00 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

\$1,000.00 Engaging Academic
Programs

Skycrest Elementary School

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.

4000-4999: Books And Supplies

\$250.00 Engaging Academic Programs

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.

4000-4999: Books And Supplies

\$2,000.00 Engaging Academic Programs

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.

4000-4999: Books And Supplies

\$750.00 Engaging Academic Programs

Skycrest Elementary School

<p>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:</p> <ul style="list-style-type: none"> * 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. 	<p>1000-1999: Certificated Personnel Salaries</p>	<p>\$168,572.00</p>	<p>Engaging Academic Programs</p>
<p>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,</p>	<p>4000-4999: Books And Supplies</p>	<p>\$500.00</p>	<p>Engaging Academic Programs</p>

Skycrest Elementary School

<p>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.</p>	<p>4000-4999: Books And Supplies</p>	<p>\$250.00</p>	<p>Engaging Academic Programs</p>
<p>Materials purchased to support early reading and phonic skills development that will used for both at school and home instruction and practice.</p>			
<p>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.</p>	<p>4000-4999: Books And Supplies</p>	<p>\$250.00</p>	<p>Engaging Academic Programs</p>
<p>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.</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>\$2,100.00</p>	<p>Engaging Academic Programs</p>

Skycrest Elementary School

<p>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: Growth Mindset books, Social Emotional, Restorative Practices, Writing Strategies, Instructional Routines Differentiation, Class Differentiation and Best Strategies.</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>\$500.00</p>	<p>Engaging Academic Programs</p>
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Title I Part A Site Allocation Total Expenditures:		\$353,430.00	
Title I Part A Site Allocation Allocation Balance:		\$0.00	
Skycrest Elementary School Total Expenditures:		\$768,570.00	