

School Year: **2024-25**



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 28, 2024 | July 30, 2024 |

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

The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

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.

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

- Goal 1: Student Achievement and Implementation of State Standards
- Goal 2: Student Engagement and Course Access
- Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

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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

Please refer to the School and Student Performance Data section where an analysis is provided.

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

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

Involvement with developing the School Plan has been in progress throughout the school year. Site Leadership teams, 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 during the school year. SSC discussed academic needs and how to best support students. Discussion around attendance and social emotional support were also discussed as well as the impact social emotional needs impact attendance and academics. Discussion around continuing and supporting academic needs and how best to continue with before and after school interventions; and intervention support within the day. Parents, and staff, felt that the interventions being provided during the day were a positive support and felt that students were making progress and want to see that continue. Discussions were held around how to increase attendance, trying to determine why students are not attending and how to engage and support students as well as meet social and emotional needs of students. The council reviewed and discussed the site budget, specifically how to meet the needs with resources we have. Conversations center around how to support students. Interventions continue to be 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 provided in reading, writiing and math skills and utilizing intervention teachers to support students during the school day.

The two Academic Coaches and Administrators met regularly 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. Grade level data days were planned together with the focus of looking at class data and developing next steps.

ELAC met 4 times during the 2023-2024 school year: September, October, January, and April. At these meetings academic data was reviewed related to the progress of English Learners. A Parent's Needs Survey 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. It was discussed that interventions were positive and that the interventions were a support and would like to see continue, especially for students who are developing English language skills. Parents feel that this needs to continue along with having the site continue with providing the intervention teachers so several students can be served. Information from SSC was shared at ELAC meetings so parents could add to what they would like budgeted to support students.

The Administrator met four times through out the year 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. Parents shared they would like to learn more how to best support their child. Discussion around providing rubrics for writing and math problem solving was discussed, with parents sharing this would be helpful so they could see what exactly a student needs to score proficiently in these areas.

Teachers and staff have met at staff meetings, during grade level GLCs, PLCs, and Data Days to discuss concerns around student learning. Concerns that have arisen include attendance, student engagement, social emotional needs, and academic progress. Small group supports are needed and recommended, with the intervention teachers and IAs providing ongoing interventions. Classroom teachers want to see more intervention to see additional students served and do not recommend reducing intervention time. Teachers also need supports to guide them in making decisions to reach the vast needs. 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 funds we were able to fund one additional Intervention Teachers. One intervention teacher and 2 Intervention / Academic teacher provide intervention supports to K-5 students. TK/K teachers also provide supports to 1st - 2nd grade students who are working far below grade level standards. IAs also provide intervention support to 3rd and 4th grade. For the 24-25 school year we will continue to fund one Intervention Teachers through ELO funds. TK - 2nd grade IAs will be scheduled to support 3rd - 5th grade at optimum times throughout the day, Grade Levels met for one cycle of Data Days with teachers reviewing i-Ready data and selecting 3-6 students and provided additional targeted support for an 8 week cycle to target specific academics. For 24-25 we will be planning one Targeted goal at the beginning of the school year and middle of 2nd trimester, depending on when DIAs are released. Through the MTSS program we have received counseling support that has provided social emotional support to students at school, friendship groups, and learning to get along 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. PBIS was more active this year and worked to develop attendance boosters and establishing common agreements and terminology around behaviors and support. Leadership also met to discuss what professional development is needed based on the mid-year data.

As we move forward to increasing student support and academics we will work to include parent trainings. Parents shared at Mugs and Muffins they would like information on grading and how to ensure students know how to meet the standards. We discussed providing parents with rubrics for writing and math problem solving so students and parent are aware. The administrator and a team of teachers will work on a plan to establish parent trainings that will also include how parents can support their children with class work and homework.

Family Nights and events that encourage families to come together are very positive, with parents sharing how these events were appreciated. We will continue with two Family Nights in 24-25 that allow families to come out and share an evening with their children and the school community, a Holiday Festival that allows parents and students to come together and share events and activities. The site will work with our site PTO to develop further ways we can develop community and family events that will build community.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-------------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| American Indian | 0.50% | 0.48% | 0.49% | 2 | 2 | 2 |
| African American | 6.05% | 7.26% | 4.89% | 24 | 30 | 20 |
| Asian | 3.78% | 2.91% | 3.42% | 15 | 12 | 14 |
| Filipino | 0.50% | 0.97% | 0.49% | 2 | 4 | 2 |
| Hispanic/Latino | 41.31% | 38.98% | 39.85% | 164 | 161 | 163 |
| Pacific Islander | % | 0% | 0.73% | | 0 | 3 |
| White | 41.81% | 43.83% | 44.99% | 166 | 181 | 184 |
| Multiple/No Response | 6.05% | 5.57% | 5.13% | 24 | 23 | 21 |
| | Total Enrollment | | | 397 | 413 | 409 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 21-22 | 22-23 | 23-24 |
| Kindergarten | 80 | 83 | 57 |
| Grade 1 | 70 | 56 | 60 |
| Grade 2 | 66 | 70 | 57 |
| Grade 3 | 63 | 72 | 82 |
| Grade 4 | 71 | 65 | 72 |
| Grade 5 | 47 | 67 | 64 |
| Total Enrollment | 397 | 413 | 409 |

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| English Learners | 131 | 138 | 149 | 32.60% | 33.0% | 36.4% |
| Fluent English Proficient (FEP) | 45 | 55 | 36 | 8.20% | 11.3% | 8.8% |
| Reclassified Fluent English Proficient (RFEP) | | | | 6.1% | | |

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

| 2022-23 Student Population | | | |
|--|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 413 | 75.3 | 33.4 | |
| Total Number of Students enrolled in Skycrest Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2022-23 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 138 | 33.4 |
| Foster Youth | | |
| Homeless | 7 | 1.7 |
| Socioeconomically Disadvantaged | 311 | 75.3 |
| Students with Disabilities | 76 | 18.4 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 30 | 7.3 |
| American Indian | 2 | 0.5 |
| Asian | 12 | 2.9 |
| Filipino | 4 | 1 |
| Hispanic | 161 | 39 |
| Two or More Races | 23 | 5.6 |
| White | 181 | 43.8 |

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|--|--|------------------------------------|
| English Language Arts Orange | Chronic Absenteeism Yellow | Suspension Rate Blue |
| Mathematics Yellow | | |
| English Learner Progress Green | | |

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Language Arts

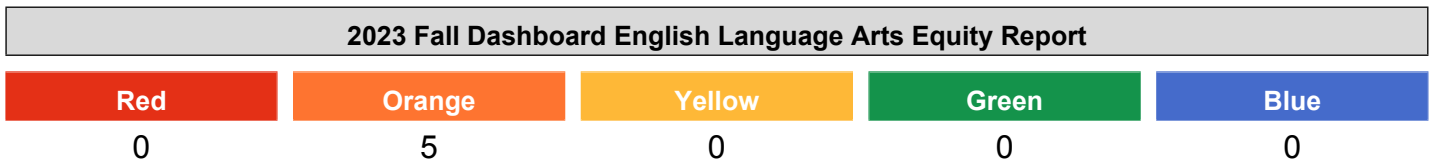
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2023 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|--|--|---|
| All Students | English Learners | Foster Youth |
| Orange 29.5 points below standard Maintained +0.9 points 187 Students | Orange 33.6 points below standard Decreased -6.3 points 96 Students | No Performance Color 0 Students |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
| Less than 11 Students 4 Students | Orange 36.9 points below standard Maintained -0.8 points 149 Students | Orange 121 points below standard Increased +7.3 points 41 Students |

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|--|---|
| Less than 11 Students 8 Students | Less than 11 Students 2 Students | Less than 11 Students 4 Students | Less than 11 Students 2 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 45.4 points below standard Maintained +1.7 points 78 Students | Less than 11 Students 10 Students |  No Performance Color 0 Students |  Orange 13 points below standard Decreased -3.2 points 84 Students |

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|--|--|
| 82.6 points below standard Decreased -5.6 points 56 Students | 35.1 points above standard Increased +8.5 points 40 Students | 32.3 points below standard Increased +3.3 points 83 Students |

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students served scored 29.5 points below standard which was similar to the previous year. Our lowest performing student groups are students with disabilities as they scored 121 points below standard yet this was an increase from the previous school year. Our next lowest performing student group were our Hispanic students as they scored 45.4 points below standard which was similar to the previous year. Our English learners scored 33.6 points below standard which was a decrease from the previous year.

As a site we discussed last year, and continued throughout this year, Attendance is the contributing factor to limited achievement. Despite parent meetings, attendance boosters, calling and sending messages students who are struggling academically the most are absent from school, or have early dismissals that contribute to low academics. The other group that we had concerns is SWD. Often times our special ed families keep students home, or if they miss the bus they have no way to transport.

We have have 2 coach/intervention teachers that support teachers and students. They support teachers by providing strategies on how to modify and differentiate instruction and provide push in and pullout instructions, with specific skills around phonological support - phonics, phonemic awareness, reading and writing. We have an additional intervention teacher who provides instructional support to students in the areas of phonics, phonemic awareness, reading and writing. We have held attendance meetings as a site, but as a staff we believe it would be more powerful if there were

district staff to meet with families, or call families, and address this issue. When we have had active attendance support from the district we have seen improvements. This year we were just told to keep calling, or the site had to figure out a way to meet with families. As a site we just do not have the resources to make home visits or reach out to determine where the family is.

School and Student Performance Data

Academic Performance Mathematics

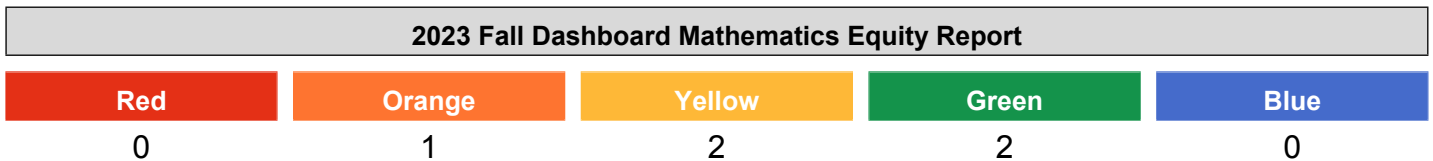
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2023 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|---|--|
| All Students Yellow 35.6 points below standard Increased +13.1 points 187 Students | English Learners Green 24.7 points below standard Increased +8.6 points 96 Students | Foster Youth No Performance Color 0 Students |
| Homeless Less than 11 Students 4 Students | Socioeconomically Disadvantaged Yellow 43.4 points below standard Increased +8.5 points 149 Students | Students with Disabilities Orange 131.5 points below standard Increased +8.6 points 41 Students |

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|--|--|
| Less than 11 Students 8 Students | Less than 11 Students 2 Students | Less than 11 Students 4 Students | Less than 11 Students 2 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 50.1 points below standard Increased Significantly +21.4 points 78 Students | Less than 11 Students 10 Students |  No Performance Color 0 Students |  Green 16.3 points below standard Increased +9.6 points 84 Students |

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|---|
| 66.4 points below standard Maintained +2 points 56 Students | 33.6 points above standard Increased Significantly +31.8 points 40 Students | 52.4 points below standard Increased +12.3 points 83 Students |

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 35.6 points below standard which was an increase from the previous school year. Students with Disabilities are performing the lowest with a decrease of 131.5 points below standard, but they did increase overall by 8.6 pts. Socioeconomically Disadvantaged students is the next lowest with students scoring in the yellow range. They scored 43.3 points below and did increase overall by 8.5 pts.

Students with Disabilities are already working below grade level so teachers are working to support but working below grade level is why they have an IEP. For Socioeconomically Disadvantaged students we continued to provide intervention during the school day and before and after school tutoring. Students with Disabilities are often not able to participate in Before and After because they rely on district transportation. During the school day modifications are made based on their IEP.

We have have 2 coach/intervention teachers that support teachers and students. They support teachers by providing strategies on how to modify and differentiate instruction; as well as how to design intervention groups and present instruction that will have the greatest impact and provide instruction to support students needing additional support. They also provide push in and pullout support, with specific skills around 1-1 correspondance, numbers and operations, and problem solving tasks. We have an additional intervention teacher who provides instructional support to students both push in and pull out support around numbers and operations and problem solving tasks. Funds to support the

intervention teacher and materials needed that are having an impact. Funds to continue using SWUN math to support students school wide, which provides vocabulary, steps to take and action to support problem solving tasks.

School and Student Performance Data

Academic Performance English Learner Progress

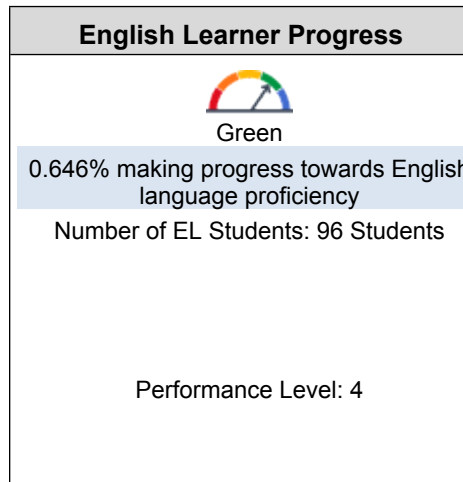
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 7 | 27 | 0 | 62 |

Lowest Performing Group:

Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

62 students progressed at least one level, that is great growth. We had 27 students that maintained ELPI Level 1 and 7 students that decreased.

We have school wide Designated ELD time with all students within the grade level receiving support either within the classroom or with one of our ELD teachers. Students who are making progress and need additional support we include to receive intervention support either during the school day or we offer before or after school tutoring,

Continue with being able to provide B/A school tutoring and being able to have intervention teachers on site,

What we could benefit from is having additional ELD training - we had 3 trainings last year and teachers received it openly. We are also utilizing supports that provide phonological supports to students, both for new comers and students who are appearing to either maintain or decrease growth,

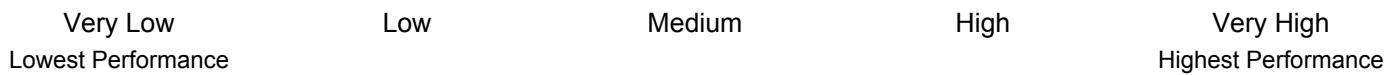
School and Student Performance Data

Academic Performance College/Career Report

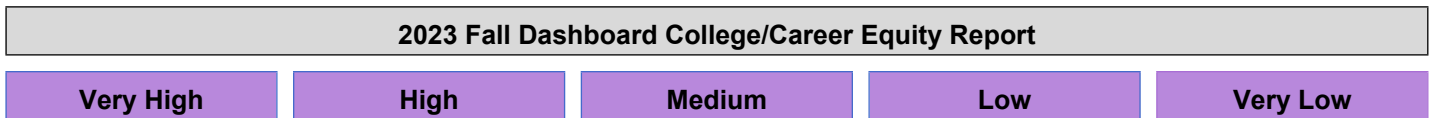
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This section provides number of student groups in each level.



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

| 2023 Fall Dashboard College/Career Report for All Students/Student Group | | |
|--|--|-----------------------------------|
| All Students | English Learners | Foster Youth |
| N/A | N/A | N/A |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
| N/A | N/A | N/A |

2023 Fall Dashboard College/Career Report by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|------------------|-------------------|------------------|----------|
| N/A | N/A | N/A | N/A |
| Hispanic | Two or More Races | Pacific Islander | White |
| N/A | N/A | N/A | N/A |

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

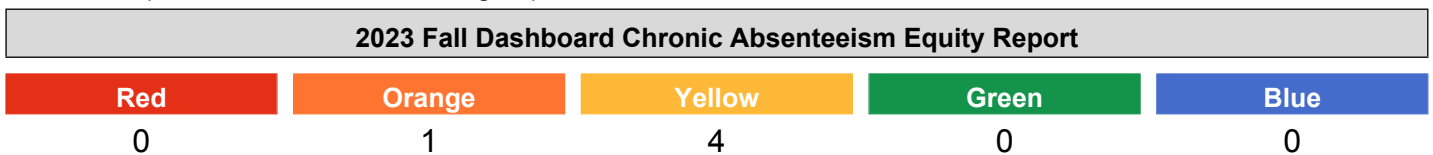
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This section provides number of student groups in each level.



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

| 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|--|---|
| <p>All Students</p> <p>Yellow</p> <p>29.8% Chronically Absent Declined Significantly -10.5</p> <p>429 Students</p> | <p>English Learners</p> <p>Yellow</p> <p>20.7% Chronically Absent Declined Significantly -10.1</p> <p>164 Students</p> | <p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p> |
| <p>Homeless</p> <p>23.1% Chronically Absent Declined -36.9</p> <p>13 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>29.8% Chronically Absent Declined Significantly -13.3</p> <p>332 Students</p> | <p>Students with Disabilities</p> <p>Orange</p> <p>40% Chronically Absent Declined -13.4</p> <p>105 Students</p> |

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|--|--|
| 48.3% Chronically Absent Declined -3.7 29 Students | Less than 11 Students 2 Students | 25% Chronically Absent Maintained 0 12 Students | Less than 11 Students 4 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 29.4% Chronically Absent Declined Significantly -17.4 170 Students | 40% Chronically Absent Declined -6.2 25 Students |  No Performance Color 0 Students |  Yellow 26.7% Chronically Absent Declined Significantly -6.6 187 Students |

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

29.8% of all students were chronically absent which was a significant decrease from the previous school year. Our chronic absenteeism students include students from all groups but students with disabilities is the highest. ELs and SEDs student groups have decrease significantly, but are still an area to monitor.

Meeting with parents at conferences and letting them aware of the impact these absences are having, Even students who are in interventions that were not making improvements having the conversation with parents that if they want them to continue in intervention they need to attend school and consistently for it to have an impact.

Students With Disabilities is difficult, many of our special ed students have transportation and when they miss the bus parents have no way to get them to school.

We have held attendance meetings as a site, but as a staff we believe it would be more powerful if there were district staff to meet with families, or call families, and address this issue. When we have had active attendance support from the district we have seen improvements. This year we were just told to keep calling, or the site had to figure out a way to meet with families. As a site we just do not have the resources to make home visits or reach out to determine where the family is.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

| 2023 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|--|--|-----------------------------------|
| All Students | English Learners | Foster Youth |
| N/A | N/A | N/A |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
| N/A | N/A | N/A |

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|------------------|-------------------|------------------|----------|
| N/A | N/A | N/A | N/A |
| Hispanic | Two or More Races | Pacific Islander | White |
| N/A | N/A | N/A | N/A |

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

School and Student Performance Data

Conditions & Climate Suspension Rate

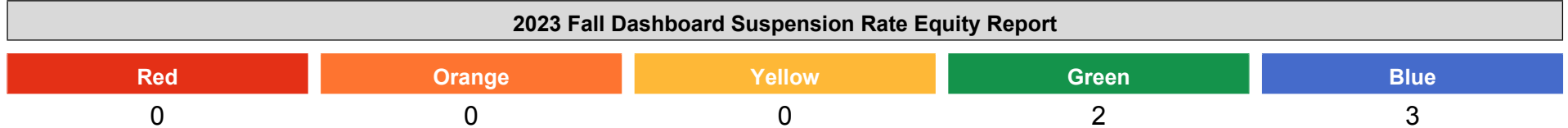
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



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


2023 Fall Dashboard Suspension Rate for All Students/Student Group


| All Students |
|---|
|  Blue |
| 0.5% suspended at least one day |
| Maintained -0.2 443 Students |

| English Learners |
|--|
|  Green |
| 0.6% suspended at least one day |
| Declined -0.6 174 Students |




| Foster Youth |
|------------------------------------|
| Less than 11 Students 1 Student |

| Homeless |
|-------------------------------|
| 0% suspended at least one day |
| Maintained 0 17 Students |

| Socioeconomically Disadvantaged |
|---|
|  Blue |
| 0% suspended at least one day |
| Declined -0.3 343 Students |

| Students with Disabilities |
|---|
|  Blue |
| 0% suspended at least one day |
| Maintained 0 107 Students |

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|---|---|
| <p>0% suspended at least one day</p> <p>Maintained 0 30 Students</p> | <p>Less than 11 Students 2 Students</p> | <p>0% suspended at least one day</p> <p>Maintained 0 14 Students</p> | <p>Less than 11 Students 4 Students</p> |
| Hispanic | Two or More Races | Pacific Islander | White |
|  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 174 Students</p> | <p>0% suspended at least one day</p> <p>Maintained 0 26 Students</p> |  <p>No Performance Color</p> <p>0 Students</p> |  <p>Green</p> <p>1% suspended at least one day</p> <p>Declined -0.5 193 Students</p> |

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

0.5% of all students were suspended at least one day. We had one student suspended - all areas are in the blue and green areas. 0.6% of English learners were suspended at least one day and 1% of white students were suspended.

Student used a racial slur, an area we have seen to increase.

Continue with reviewing rules and expectations. Work with PBIS to ensure school wide systems are in place that include all teachers review rules and ensure active supervision by all staff.

Work to further increase ways we can encourage and support Character Education and ensure students are understanding what having character means - working to incorporate within the school day.

Social emotional program that is school wide - we are implementing MooZoom 24-25.

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

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Annual Review

SPSA Year Reviewed: 2023-24

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?

We utilize ongoing text level and writing data with teachers entering data every 9 weeks.

School wide writing prompts are given each trimester based on the 3 genres - narrative, informational, and opinion - teachers enter class data.

School wide math problem solving prompts are given each trimester with students to share their problem solving strategies - teachers enter class data.

SWUN math assessments used to determine math skill

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

School wide tasks for writing and math problem solving were effective in that teachers were able to get a glimpse of students needs for writing and structure and how were students able to explain their thinking in math problem solving. What we found is that collaboration among grade levels is needed and was effective for some grade levels, not all. We also found that ensuring students are clearly aware of the grade level rubric and expectations was helpful in allowing students aware of what they need to improve their work.

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

After a school wide writing, we will plan a PLC time to have teachers bring their student data and collaborate as a grade level team and align in scoring to determine grade level needs and next steps.

2023-24

Identified Need

In looking at mid term student data two areas were clearly identified as student needs:

1. Writing - students continue to struggle with writing skills in the areas of content and conventions for current grade level standards. Students often need continued direct guidance and instruction and struggle when asked to work independently. Structured writing will be implemented across all grade levels to support students in the area of writing and provide consistency and cohesion throughout all grade levels.
2. Vocabulary across all grade levels is the next area to address. Coaches and Admin will work with all TK-5th grade teachers to ensure the implementation of explicit phonics instruction and phonemic awareness is incorporated into daily instruction. Teachers in all grade levels will be provided with materials that will support students in these areas.

Intervention and class supports will continue and will continue to provided based on class data from i-Ready diagnostic, CAASPP data, class text level and writing data. Two intervention/academic coaches will be funded to allow specific support for students and strategies to be shared with teachers.

Planning, collaboration and analyzing class / school data will be planned at the beginning of the school year (if DIAs are available), in the winter, and then again in the spring. This time will provide teachers the time to plan and adjust throughout the year to meet student needs.

Since Vocabulary instruction is needed across the school, planned time for PD for all grade levels with the academic coaches and admin guiding and participating

We will continue to utilize our ELO funding to:

1. Provide 1.0 FTE Intervention teacher
2. Utilize funds to support academic intervention teacher and before/after school tutoring. Data from class will be used to select students for tutoring.

Annual Measurable Outcomes

| Metric/Indicator | Baseline 2022-23 | Expected Outcome 2023-24 |
|---|--|------------------------------|
| <p>ELA State Assessment: Change in scale score</p> | <p>All Students 29.5 points below standard</p> <p>English Learners 33.6 points below standard</p> <p>Foster Youth Homeless</p> <p>Socioeconomically Disadvantaged 36.9 points below standard</p> <p>Students with Disabilities 121 points below standard</p> <p>African American American Indian Asian Filipino Hispanic 45.4 points below standard</p> <p>Two or More Races Pacific Islander White 13 points below standard</p> | <p>+3 scale score points</p> |
| <p>Math State Assessment: Change in scale score</p> | <p>All Students 35.6 points below standard</p> <p>English Learners 24.7 points below standard</p> <p>Foster Youth Homeless</p> <p>Socioeconomically Disadvantaged 43.4 points below standard</p> | <p>+3 scale score points</p> |

| Metric/Indicator | Baseline 2022-23 | Expected Outcome 2023-24 |
|--|--|--|
| | Students with Disabilities 131.5 points below standard African American American Indian Asian Filipino Hispanic 50.1 points below standard Two or More Races Pacific Islander White 16.3 points below standard | |
| English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC | 0.646% | +2% |
| English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient | 12.72% | 20%. (26 out of 130 students reclassified 23-24) |

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 | Source(s) | Proposed Allocation | Implementation Timeline |
|--------|--|--|---|-----------------------------|-------------------------|
| 1.1 | To fund two (2) Title 1 Intervention Teacher / Academic Coach will work with | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | Title I Part A Site Allocation 1000-1999: Certificated | 210,683 87,732 54,762 | School Year 2024 - 2025 |

specifically targeted students in the area of ELA and Math. Teachers will work with TK-5 grade teachers within the classroom or pull out if necessary. Focus with teachers will be on differentiation to meet student needs within the class, and modifying and scaffolding instruction as needed to support students. Pull out or Push in Intervention will focus on bringing students to grade level readiness. Intervention supports will be provided in the area of ELA and Math. LLI kits with appropriate text level to close reading and writing gaps. Heggerty, Bridge the Gap, and UFLI will be used

Personnel Salaries
 Title I Part A Site Allocation
 3000-3999: Employee Benefits
 Other
 1000-1999: Certificated Personnel Salaries

| | | | | | |
|-----|---|---|---|-----------------|----------------------------------|
| | <p>to focus on phonics, phonemic awareness, vocabulary and comprehension. Students will be identified for supports from collected data from metric categories and student review team meetings. *Support will be provided to students in K - 5th grade in core areas of Math, specifically Math Problem Solving, critical thinking; and Literacy - Writing, Vocabulary, Phonics, Phonemic Awareness</p> | | | | |
| 1.2 | <p>Grade Level Collaboration/Release days will be planned teachers, 2X per year. 2 full days per year per grade level K - 5th. Grade level</p> | <p>X All Students English Learners Low-Income Students Foster Youth Lowest Performing</p> | <p>LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries</p> | <p>2,000.00</p> | <p>Fall 2024 and Spring 2025</p> |

teams will meet with administration and academic coach/intervention teachers 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.

| | | | | | |
|-----|---|---|--|-------|-------------------------|
| | <p>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.</p> | | | | |
| 1.3 | <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 / laminate, scanners, speakers, 3D printer, robotics, and other equipment items that can be used</p> | <p>X All Students English Learners Low-Income Students Foster Youth Lowest Performing</p> | <p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p> | 1,500 | School year 2024 - 2025 |

| | | | | | |
|-----|--|--|--|----------------------|-------------------------|
| | to support and engage students in their learning while supporting learning skills and to increase academics. | | | | |
| 1.4 | 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 | All Students X English Learners Low-Income Students Foster Youth Lowest Performing | Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 16,585 13,533 | School year 2024 - 2025 |

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. | | | | |
| 1.5 | <p>Books/Materials will be purchased to support Core Curriculum areas in grade TK-5th. This includes Scholastic News, Mentor Text, Okapi, SWUN math journals and homework books for students and teachers and Sped books, needed to support student in math, reading and writing.</p> <p>Class mentor text to support students in developing a Positive Growth Mindset, Social Justice and Equity, and</p> | <p>X All Students English Learners Low-Income Students Foster Youth Lowest Performing</p> | <p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p> | 25,000 | School year 2024-2025 |

| | | | | | |
|-----|--|---|---|-------|-----------------------|
| | Character Education. | | | | |
| 1.6 | <p>Contract with Web Based Learning Services and outside supports: A contract will be established through More Starfall, Moby Max, Mystery Science, MooZoom, EPIC, and other web based programs that encourage and promote student reading and proficiency in Reading Comprehension, supporting core instruction, and supporting engagement Programs will support learning within the classroom during groups and centers. Students will utilize More Starfall, Mystery Science, MooZoom, Moby</p> | <p>All Students X English Learners Low-Income Students Foster Youth Lowest Performing</p> | <p>LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures</p> | 8,000 | School year 2024-2025 |

Max, and online reading program (EPIC) in the classroom and to practice skills at home. The purchase of a movie license to allow movies in the classroom that that will be a support to Core Curricula - 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.

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

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Annual Review

SPSA Year Reviewed: 2023-24

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.
Monthly attendance - months #1, 2, and 3 we stayed between 94-95% attendance according to unified insight data for 23.24.
Suspensions were - with aggressive behavior being the reason.

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 at the beginning of the year was due to the staff who have taken ownership of behavior or all students, stopping to address any concerns they might have seen to review with the student or

students. Constant reviewing of rules and procedures is needed by all teachers as we saw an increase in behaviors specifically in 3rd and 4th grade.

What has also worked was having the PBIS team work with staff to review the behavior communication form to have clear definitions of terms and share with all staff. We also had a training for all staff, now we are working to get all staff - certificated and classified, to use the forms and not just ignore.

What did not work was

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. Even though this was put into place, it was difficult to know if all teachers did review the rules.

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 so we will look at returning other incentives for the 24-25 school year and working more closely with PBIS. Meeting with parents to discuss attendance seemed to have some impact with a few families, but with other families no change.

Towards the end of the school year we held attendance meetings with our SST to review attendance, the impact not being at school is having and to develop a plan of action.

2023-24

Identified Need

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

We continued to reinforce positive Character Education and attendance and participation. Due to problems with the character tickets we stopped, but we want to bring them back and share the big spin of tickets for students to see - they have enjoyed this in the past. 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 began to surface a year ago and now tend to pop up between specific groups of students..

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

Continue to work with PBIS 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. Math Game Day was held monthly and invited parents to come participate in the class, this was successful for those classes that attempted to get parents to attend.

Annual Measurable Outcomes

| Metric/Indicator | Baseline 2022-23 | Expected Outcome 2023-24 |
|--|---------------------------------|--------------------------|
| Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8 | All Students | 29.8% Chronically Absent |
| | English Learners | 20.7% Chronically Absent |
| | Foster Youth | |
| | Homeless | 23.1% Chronically Absent |
| | Socioeconomically Disadvantaged | 29.8% Chronically Absent |
| | Students with Disabilities | 40% Chronically Absent |
| | African American | 48.3% Chronically Absent |
| | American Indian | |
| | Asian | 25% Chronically Absent |
| | Filipino | |
| | Hispanic | 29.4% Chronically Absent |
| | Two or More Races | 40% Chronically Absent |
| | Pacific Islander | |
| White | 26.7% Chronically Absent | |
| Attendance: Percentage of the school year attended for students in TK-12 | 91.76% | 93.02% |
| High School Dropout Rate: | N/A | N/A |

| Metric/Indicator | Baseline 2022-23 | | Expected Outcome 2023-24 |
|---|---------------------------------|-----|--------------------------|
| Percentage of high school students who dropout (based on the 4-year cohort outcomes) | | | |
| Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school. | N/A | | N/A |
| Graduation Rate: Percentage of students who graduate high school within 4 or 5 years. | All Students | N/A | N/A |
| | English Learners | N/A | |
| | Foster Youth | N/A | |
| | Homeless | N/A | |
| | Socioeconomically Disadvantaged | N/A | |
| | Students with Disabilities | N/A | |
| | African American | N/A | |
| | American Indian | N/A | |
| | Asian | N/A | |
| | Filipino | N/A | |
| | Hispanic | N/A | |
| | Two or More Races | N/A | |
| | Pacific Islander | N/A | |
| | White | N/A | |

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 | Source(s) | Proposed Allocation | Implementation Timeline |
|--------|--|---|----------------------|---------------------|--------------------------|
| 2.1 | Purchase of classroom materials to teach | X All Students English Learners Low-Income Students | LCFF Supplemental | 300 | August 2024 to June 2025 |

| | | | | | |
|-----|--|---|--|--|---------------------------------|
| | <p>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.</p> | <p>Foster Youth Lowest Performing</p> | <p>Site Allocation 4000-4999: Books And Supplies</p> | | |
| 2.2 | <p>To address chronically absent students, a meeting will be held with our SST team, AIS, and families, which we will call attendance meetings, where the discussion around the impacts of missing school are having and to develop a plan of</p> | <p>X All Students English Learners Low-Income Students Foster Youth Lowest Performing</p> | | | <p>August 2024 to June 2025</p> |

action to support
and meet the
needs of
students.



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

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Annual Review

SPSA Year Reviewed: 2023-24

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 Surveys
Input from parent groups: ELAC, SSC, Mugs and Muffins - parent / admin group, PTO

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

Mugs and Muffins was an avenue for all parents to share concerns and suggestions in a relaxed setting. This meeting was successful with the Hispanic population. Parent participation tends to drop off towards end of the year.

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

I would like to move to bi-monthly, holding one a trimester did not allow enough time to meet with parents and some concerns were brought forward after the fact instead of present time.

2023-24

Identified Need

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.
 Social Emotional Learning is needed to support students in how to work through situations and gain understanding around safe staff members and steps they can take. This will include to continue to work with PBIS Tier 1 and Tier 2 groups to establish ways to support the social emotional needs of students. We will continue with social emotional learning by implementing MooZoom school wide in 24-25 to support students in SEL.
 Focus on ensuring students are feeling a part of the community and safe, this includes looking and supporting equity issues for all students.
 We will start the year with Common Area Training and hold a Character Ed assembly that will be a review school wide of expectataions.
 Establish positive incentives for students and positive alternatives to keeping students in the classroom and engaged.
 Boosters, incentives and engaging activities are one way to work towards encouraging 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 |
|--|---------------------------------|--------------------------|
| Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12. | All Students | -0.3% |
| | English Learners | |
| | Foster Youth | |
| | Homeless | |
| | Socioeconomically Disadvantaged | |
| | Students with Disabilities | |
| | | |

| Metric/Indicator | Baseline 2022-23 | Expected Outcome 2023-24 |
|---|--|--------------------------|
| | African American 0% suspended at least one day American Indian Asian 0% suspended at least one day Filipino Hispanic 0% suspended at least one day Two or More Races 0% suspended at least one day Pacific Islander White 1% suspended at least one day | |
| Expulsion Rate: Percentage of students expelled from school. | 0.00% | 0.00% |
| Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey. | 72.8% | 70% |
| Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey. | 72.7% | 72.6% |
| Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO). | | |

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 | Source(s) | Proposed Allocation | Implementation Timeline |
|--------|--|---|--|---------------------|-------------------------|
| 3.1 | <p>Purchase of classroom materials to teach and support the monthly character ed trait and encourage school attendance. This includes incentives for individual and class. Incentives for attendance such as ALL HERE for the class, incentives for following character traits</p> <p>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</p> | <p>X All Students English Learners Low-Income Students Foster Youth Lowest Performing</p> | <p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p> | 200 | School year 2024-2025 |

| | | | | | |
|-----|--|--|---|----------------|-----------------------|
| | as some suggestions. | | | | |
| 3.2 | Support funding for rec aides both centrally funded and additional site funding. | All Students English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries | 3,933 3,067 | School year 2024-2025 |
| 3.3 | Parent workshops will be presented to parents around core curricula areas, social emotional learning and college and career. | All Students English Learners Low-Income Students Foster Youth Lowest Performing | Title I Part A Parent Involvement 4000-4999: Books And Supplies | 1,000 | School year 2024-2025 |
| 3.4 | Family events and activities will be scheduled that will encourage parent connections with the school by | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | Title I Part A Parent Involvement 4000-4999: Books And Supplies | 2,780 | School year 2024-2025 |

| | | | | | |
|-----|---|--|--|--|--|
| | providing activities that parents, students, and staff can participated together. | | | | |
| 3.5 | | All Students English Learners Low-Income Students Foster Youth Lowest Performing | | | |

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: |
| Student Achievement and Implementation of Standards |

| 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 |
| Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 1.8 FTE ELD Teachers | August 2024 to June 2025 | | | | |
| 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). | August 2024 to June 2025 | | | | |
| 1.0 FTE intervention teacher will be provided to support students in TK-5 grade within the classroom or pull out if necessary. Focus will be on differentiation to meet student needs within the class, and modifying and scaffolding instruction as needed to support students. Pull out or Push in Intervention will focus on bringing students to grade level readiness. | August 2024 - June 2025 | | | | |

| |
|--------------------------------------|
| SCHOOL GOAL #2: |
| Student Engagement and Course Access |

| 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 |
| .5 Social Worker will be provided to support students that are needing support with social emotional, friendship groups, experiencing trauma or any other emotional need that is impacting them to function within the school day, | August 2024 - June 2025 | | | | |

| |
|---|
| SCHOOL GOAL #3: |
| School Conditions, Climate, and Family Engagement |

| 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 |
| .75 Campus Monitor will provide additional security and safety around the campus by monitoring and walking the campus grounds and alerting the admin and staff of any concerns.. The position will be another source for students to reach out and connect with before school, during school and after school; engage with students and redirect as needed. | August 2024 to June 2025 | | | | |
| .375 Playground rec aide will be added to support before school breakfast supervision, student drop off and supervise lunch time. | August 2024 to June 2025 | | | | |

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 | \$318,780.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$431,075.00 |

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 (\$) |
|------------------|-----------------|
|------------------|-----------------|

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 Rec Aide Allocation | \$3,933.00 |
| LCFF Supplemental Site Allocation | \$53,600.00 |
| Other | \$54,762.00 |
| Title I Part A Parent Involvement | \$3,780.00 |
| Title I Part A Site Allocation | \$315,000.00 |

Subtotal of state or local funds included for this school: \$431,075.00

Total of federal, state, and/or local funds for this school: \$431,075.00

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 | 53,600 | 0.00 |
| LCFF Rec Aide Allocation | 3,933 | 0.00 |
| Title I Part A Site Allocation | 315,000 | 0.00 |
| Title I Part A Parent Involvement | 3,780 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|-----------------------------------|------------|
| LCFF Rec Aide Allocation | 3,933.00 |
| LCFF Supplemental Site Allocation | 53,600.00 |
| Other | 54,762.00 |
| Title I Part A Parent Involvement | 3,780.00 |
| Title I Part A Site Allocation | 315,000.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--|------------|
| 1000-1999: Certificated Personnel Salaries | 267,445.00 |
| 2000-2999: Classified Personnel Salaries | 7,000.00 |
| 3000-3999: Employee Benefits | 87,732.00 |
| 4000-4999: Books And Supplies | 60,898.00 |
| 5000-5999: Services And Other Operating Expenditures | 8,000.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|--------------------------|----------|
| 2000-2999: Classified Personnel Salaries | LCFF Rec Aide Allocation | 3,933.00 |

| | | |
|--|-----------------------------------|------------|
| 1000-1999: Certificated Personnel Salaries | LCFF Supplemental Site Allocation | 2,000.00 |
| 2000-2999: Classified Personnel Salaries | LCFF Supplemental Site Allocation | 3,067.00 |
| 4000-4999: Books And Supplies | LCFF Supplemental Site Allocation | 40,533.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF Supplemental Site Allocation | 8,000.00 |
| 1000-1999: Certificated Personnel Salaries | Other | 54,762.00 |
| 4000-4999: Books And Supplies | Title I Part A Parent Involvement | 3,780.00 |
| 1000-1999: Certificated Personnel Salaries | Title I Part A Site Allocation | 210,683.00 |
| 3000-3999: Employee Benefits | Title I Part A Site Allocation | 87,732.00 |
| 4000-4999: Books And Supplies | Title I Part A Site Allocation | 16,585.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 419,795.00 |
| Goal 2 | 300.00 |
| Goal 3 | 10,980.00 |

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 |
| Stephanie Paris | Parent or Community Member |
| Andrea Patton | Classroom Teacher Parent or Community Member |
| Amanda Peterson | Classroom Teacher |
| Janda Rangel | 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 5/28/24.

Attested:


on file

Principal, Sandra Rangel on 5/28/24

SSC Chairperson, Chantel Gordon on 5/28/24

Budget By Expenditures

Skycrest Elementary School

Funding Source: LCFF Rec Aide Allocation

\$3,933.00 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 | \$3,933.00 | Engaging Academic Programs | |
| LCFF Rec Aide Allocation Total Expenditures: | | \$3,933.00 | | |
| LCFF Rec Aide Allocation Allocation Balance: | | \$0.00 | | |

Funding Source: LCFF Supplemental Site Allocation

\$53,600.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|--|--|------------|----------------------------------|--------|
| | 2000-2999: Classified Personnel Salaries | \$3,067.00 | Engaging Academic Programs | |
| Professional services may be provided to support student learning in the areas of Science Technology, Engineering, Arts, and Math, Services may be provided as enrichments at for class engagement, virtually fieldtrips, or assemblies; if return possible in-person visitors if allowed. Examples include but not limited to authors selected to share with students, Science exploration, and Drama Productions. Activities will be geared to support student engaement in STEAM activities and provide opportunities for learning. Activities will provide enrichment and support to class learning. | 5000-5999: Services And Other Operating Expenditures | \$1,000.00 | Clear Pathways to Bright Futures | |

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 and academic coach/intervention teachers 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

\$2,000.00 Connected School Communities

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 / laminate, scanners, speakers, 3D printer, robotics, and other equipment items that can be used to support and engage students in their learning while supporting learning skills and to increase academics.

4000-4999: Books And Supplies

\$1,500.00 Connected School Communities

Skycrest Elementary School

Books/Materials will be purchased to support Core Curriculum areas in grade TK-5th. This includes Scholastic News, Mentor Text, Okapi, SWUN math journals and homework books for students and teachers and Sped books, needed to support student in math, reading and writing.

4000-4999: Books And Supplies

\$25,000.00 Connected School Communities

Class mentor text to support students in developing a Positive Growth Mindset, Social Justice and Equity, and Character Education.

Contract with Web Based Learning Services and outside supports: A contract will be established through More Starfall, Moby Max, Mystery Science, MooZoom, EPIC, and other web based programs that encourage and promote student reading and proficiency in Reading Comprehension, supporting core instruction, and supporting engagement. Programs will support learning within the classroom during groups and centers. Students will utilize More Starfall, Mystery Science, MooZoom, Moby Max, and online reading program (EPIC) in the classroom and to practice skills at home. The purchase of a movie license to allow movies in the classroom that that will be a support to Core Curricula - 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.

5000-5999: Services And Other Operating Expenditures

\$8,000.00 Connected School Communities

4000-4999: Books And Supplies

\$13,533.00 Connected School Communities

Skycrest Elementary School

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

4000-4999: Books And Supplies

\$300.00 Healthy Environments for Socio-Emotional Growth

Purchase of classroom materials to teach and support the monthly character ed trait and encourage school attendance. This includes incentives for individual and class. Incentives for attendance such as ALL HERE for the class, incentives for following character traits

4000-4999: Books And Supplies

\$200.00 Engaging Academic Programs

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.

LCFF Supplemental Site Allocation Total Expenditures: \$54,600.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|--|-------------|------------------------------|--------|
| | 1000-1999: Certificated Personnel Salaries | \$54,762.00 | Connected School Communities | |

Other Total Expenditures: \$54,762.00

Other Allocation Balance: \$0.00

Skycrest Elementary School

Funding Source: Title I Part A Parent Involvement \$3,780.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|--|-------------------------------|------------|----------------------------|--------|
| Parent workshops will be presented to parents around core curricula areas, social emotional learning and college and career. | 4000-4999: Books And Supplies | \$1,000.00 | Engaging Academic Programs | |
| Family events and activities will be scheduled that will encourage parent connections with the school by providing activities that parents, students, and staff can participated together. | 4000-4999: Books And Supplies | \$2,780.00 | Engaging Academic Programs | |

Title I Part A Parent Involvement Total Expenditures: \$3,780.00

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

Funding Source: Title I Part A Site Allocation \$315,000.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|--------|------|--------|
|----------------------|-------------|--------|------|--------|

Skycrest Elementary School

To fund two (2) Title 1 Intervention Teacher / Academic Coach will work with specifically targeted students in the area of ELA and Math. Teachers will work with TK -5 grade teachers within the classroom or pull out if necessary. Focus with teachers will be on differentiation to meet student needs within the class, and modifying and scaffolding instruction as needed to support students. Pull out or Push in Intervention will focus on bringing students to grade level readiness. Intervention supports will be provided in the area of ELA an Math. LLI kits with appropriate text level to close reading and writing gaps. Heggerty, Bridge the Gap, and UFLI will be used to focus on phonics, phonemic awareness, vocabulary and comprehension. Students will be identified for supports from collected data from metric categories and student review team meetings. *Support will be provided to students in K - 5th grade in core areas of Math, specifically Math Problem Solving, critical thinking; and Literacy - Writing, Vocabulary, Phonics, Phonemic Awareness

1000-1999: Certificated Personnel Salaries

\$210,683.00 Connected School Communities

3000-3999: Employee Benefits

\$87,732.00 Connected School Communities

Skycrest Elementary School

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

\$16,585.00

Connected School
Communities

Title I Part A Site Allocation Total Expenditures: \$315,000.00

Title I Part A Site Allocation Allocation Balance: \$0.00

Skycrest Elementary School Total Expenditures: \$432,075.00