



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Skyline North Elementary School	36676116035414	May 20, 2024	June 25, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Skyline North Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
  - Comprehensive Support and Improvement
- This year, Skyline has been identified as a school needing Comprehensive Support Improvement (CSI) as a result of the underperformance of four categories: suspensions, attendance, ELA and math. In addition to addressing the

needs of all students, this improvement plan is meant to specifically provide interventions and supports for these four specific categories.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Skyline North Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Comprehensive Support and Improvement

This year, Skyline has been identified as a school needing Comprehensive Support Improvement (CSI) as a result of the underperformance of four categories: suspensions, attendance, ELA and math. In addition to addressing the needs of all students, this improvement plan is meant to specifically provide interventions and supports for these four specific categories.

This School Plan for Student Achievement (SPSA) is a strategic plan of actions designed to maximize available resources with the intention of implementing BUSD leadership priorities and the ultimate goal of raising the academic performance of all students at Skyline North Elementary School. This SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), in accordance with California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This plan will be for the 2023-2024 academic year.

## Educational Partner Involvement

How, when, and with whom did Skyline North Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

The Skyline North Elementary School Site Council meets at least 5 times throughout the school year. The SPSA for the 2024-2025 school year was initially written, reviewed, and approved by the SSC at the close of the 2023-2024 school year. It will be reviewed and updated at the first SSC meeting at the beginning of the 2024-2025 school year. The plan is periodically reviewed for implementation as needed throughout the year, and reviewed for full implementation at the end of the school year. The Skyline North Elementary School ELAC meets at least 5 times throughout the year and gives input and recommendations about the SPSA, which is also reported to the SSC by the ELAC representative.

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

As a result of the comprehensive needs assessment utilizing the most recent and relevant data available, the following potential inequities were identified:

Reduce the suspension rates for all students using SEL, progressive discipline and PBIS.

To increase math comprehension we intend to use board approved curriculum, supplemental instructional materials, professional development and intervention with certificated coaching.

To increase ELA comprehension we intend to use board approved curriculum, supplemental instructional materials, professional development and intervention with certificated coaching.

To improve attendance we intend on creating programs using PBIS incentives and Parent Square notifications. We will continue to make calls home as an extra notification with the intent to express the importance of being present at school on a regular basis.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Math, ELA, suspension

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

ELA  
red indicator  
Hispanic, socio economically disadvantaged and students with disabilities

Math  
red indicator  
Hispanic, socio economically disadvantaged and students with disabilities

Suspension  
red indicator  
African American, Hispanic, Homeless, Socio economically disadvantaged and students with disabilities.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Skyline North Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### 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	0.81%	0.94%	0.52%	3	4	2
African American	9.76%	9.84%	11.86%	36	42	46
Asian	0.81%	0.7%	0.77%	3	3	3
Filipino	0.27%	0.47%	%	1	2	
Hispanic/Latino	55.01%	57.38%	56.44%	203	245	219
Pacific Islander	1.36%	1.17%	1.29%	5	5	5
White	23.58%	25.53%	23.71%	87	109	92
Multiple/No Response	8.40%	3.98%	5.41%	31	17	21
<b>Total Enrollment</b>				369	427	388

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	49	60	62
Grade 1	47	65	72
Grade 2	58	51	68
Grade3	66	65	53
Grade 4	57	75	75
Grade 5	57	58	58
Grade 6	35	53	
<b>Total Enrollment</b>	369	427	388

#### Conclusions based on this data:

- Starting this school year Skyline no longer has sixth grade. Current enrollment is 387, we anticipate enrollment to decrease again the next school year because we will no longer have fifth grade beginning the 2024-2025 school year.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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	37	47	30	9.50%	10.0%	7.7%
Fluent English Proficient (FEP)	4	6	8	1.40%	1.1%	2.1%
Reclassified Fluent English Proficient (RFEP)				5.7%		

### Conclusions based on this data:

1. This year our enrollment of English Language Learners has decreased from 47 to 32.
2. The number of English Learners identified as proficient (FEP) increased slightly from 2021/22-2022-23.
3. At this point there is zero reclassification during this period of time.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	58	76	68	43	73	66	41	73	65	74.1	96.1	97.1
Grade 4	72	63	76	56	60	72	55	60	72	77.8	95.2	94.7
Grade 5	48	59	66	35	57	64	34	57	62	72.9	96.6	97.0
Grade 6	42	36	56	31	35	56	30	35	54	73.8	97.2	100.0
All Grades	220	234	266	165	225	258	160	225	253	75.0	96.2	97.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2351.	2365.	2380.	14.63	9.59	10.77	7.32	16.44	21.54	19.51	24.66	26.15	58.54	49.32	41.54
Grade 4	2385.	2391.	2373.	10.91	5.00	2.78	9.09	15.00	11.11	21.82	18.33	19.44	58.18	61.67	66.67
Grade 5	2403.	2406.	2424.	8.82	0.00	8.06	11.76	21.05	11.29	8.82	15.79	20.97	70.59	63.16	59.68
Grade 6	2412.	2518.	2427.	0.00	17.14	1.85	13.33	22.86	9.26	23.33	28.57	29.63	63.33	31.43	59.26
All Grades	N/A	N/A	N/A	9.38	7.11	5.93	10.00	18.22	13.44	18.75	21.33	23.72	61.88	53.33	56.92

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.



<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	12.20	8.22	7.69	39.02	60.27	61.54	48.78	31.51	30.77
<b>Grade 4</b>	7.55	8.33	1.39	49.06	45.00	59.72	43.40	46.67	38.89
<b>Grade 5</b>	0.00	0.00	6.45	47.06	45.61	53.23	52.94	54.39	40.32
<b>Grade 6</b>	0.00	14.29	3.70	46.67	60.00	35.19	53.33	25.71	61.11
<b>All Grades</b>	5.70	7.11	4.74	45.57	52.44	53.36	48.73	40.44	41.90

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<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	7.50	4.11	6.15	30.00	43.84	44.62	62.50	52.05	49.23
<b>Grade 4</b>	7.69	5.00	2.78	40.38	36.67	40.28	51.92	58.33	56.94
<b>Grade 5</b>	6.25	1.75	4.84	28.13	43.86	41.94	65.63	54.39	53.23
<b>Grade 6</b>	0.00	11.43	1.85	34.48	54.29	35.19	65.52	34.29	62.96
<b>All Grades</b>	5.88	4.89	3.95	33.99	43.56	40.71	60.13	51.56	55.34

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<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	7.50	8.22	13.85	62.50	64.38	64.62	30.00	27.40	21.54
<b>Grade 4</b>	11.32	1.67	6.94	52.83	80.00	62.50	35.85	18.33	30.56
<b>Grade 5</b>	15.15	1.75	6.45	48.48	73.68	64.52	36.36	24.56	29.03
<b>Grade 6</b>	6.67	17.14	0.00	63.33	68.57	77.78	30.00	14.29	22.22
<b>All Grades</b>	10.26	6.22	7.11	56.41	71.56	66.80	33.33	22.22	26.09

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 3</b>	12.20	4.11	7.69	48.78	52.05	63.08	39.02	43.84	29.23
<b>Grade 4</b>	9.43	5.00	2.78	56.60	68.33	55.56	33.96	26.67	41.67
<b>Grade 5</b>	11.76	5.26	6.45	29.41	49.12	59.68	58.82	45.61	33.87
<b>Grade 6</b>	3.33	20.00	9.26	53.33	62.86	51.85	43.33	17.14	38.89
<b>All Grades</b>	9.49	7.11	6.32	48.10	57.33	57.71	42.41	35.56	35.97

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**Conclusions based on this data:**

1. Skyline North Elementary increased the number tested from 96.2% in 2021-2022 to 97% in 2022-2023.
2. For overall achievement grade 3 increased 6%, grade 4 decreased 7%, grade 5 decreased 2% and grade 6 decreased 29%.
3. The areas for improvement are reading, writing and research/inquiry

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	58	76	68	39	71	66	38	71	66	67.2	93.4	97.1
Grade 4	72	63	75	55	60	70	52	60	70	76.4	95.2	93.3
Grade 5	48	59	64	34	57	62	31	57	62	70.8	96.6	96.9
Grade 6	42	36	55	23	35	53	23	35	53	54.8	97.2	96.4
All Grades	220	234	262	151	223	251	144	223	251	68.6	95.3	95.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2378.	2370.	2384.	0.00	4.23	10.61	26.32	23.94	22.73	21.05	25.35	21.21	52.63	46.48	45.45
Grade 4	2379.	2395.	2385.	3.85	1.67	0.00	7.69	21.67	17.14	32.69	21.67	20.00	55.77	55.00	62.86
Grade 5	2396.	2367.	2391.	0.00	0.00	1.61	6.45	1.75	3.23	19.35	7.02	11.29	74.19	91.23	83.87
Grade 6	2352.	2498.	2388.	0.00	14.29	3.77	0.00	11.43	3.77	21.74	31.43	24.53	78.26	42.86	67.92
All Grades	N/A	N/A	N/A	1.39	4.04	3.98	11.11	15.70	12.35	25.00	20.63	19.12	62.50	59.64	64.54

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	8.11	8.45	24.24	37.84	45.07	30.30	54.05	46.48	45.45
Grade 4	5.77	8.33	1.43	34.62	38.33	34.29	59.62	53.33	64.29
Grade 5	3.23	0.00	0.00	22.58	12.28	19.35	74.19	87.72	80.65
Grade 6	*	11.43	1.89	*	34.29	30.19	*	54.29	67.92
All Grades	4.90	6.73	7.17	30.77	33.18	28.69	64.34	60.09	64.14

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	8.11	8.45	12.12	48.65	42.25	40.91	43.24	49.30	46.97
Grade 4	1.92	6.67	1.43	36.54	35.00	38.57	61.54	58.33	60.00
Grade 5	6.45	0.00	3.23	29.03	28.07	35.48	64.52	71.93	61.29
Grade 6	*	17.14	1.89	*	45.71	24.53	*	37.14	73.58
All Grades	4.20	7.17	4.78	36.36	37.22	35.46	59.44	55.61	59.76

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	0.00	8.45	10.61	75.68	50.70	56.06	24.32	40.85	33.33
Grade 4	3.85	3.33	2.86	51.92	53.33	55.71	44.23	43.33	41.43
Grade 5	3.23	0.00	0.00	58.06	35.09	43.55	38.71	64.91	56.45
Grade 6	*	8.57	3.77	*	65.71	52.83	*	25.71	43.40
All Grades	2.10	4.93	4.38	55.94	49.78	52.19	41.96	45.29	43.43

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### Conclusions based on this data:

1. Across all grade levels there was a slight decrease from 4.04% to 3.98% exceed standard and 15% to 12.35% met standard.
2. For concepts and procedures, 40.35 students were above, at or near standard in 2022-2023. For problem solving and data analysis 42% of students were above or at near standard. For communicating reasoning 54.16% of students were above at or near standard.
3. School wide concepts and procedures is the area for most improvement.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/te/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	4	4
1	*	*	*	*	*	*	*	*	*	5	4	5
2	*	*	*	*	*	*	*	*	*	6	9	5
3	*	*	*	*	*	*	*	*	*	5	10	5
4	*	*	1464.7	*	*	1459.2	*	*	1469.5	8	5	11
5	*	*	*	*	*	*	*	*	*	*	9	4
6	*	*	*	*	*	*	*	*	*	5	*	9
<b>All Grades</b>										34	43	43

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	0.00	*	*	9.09	*	*	72.73	*	*	18.18	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	0.00	4.65	4.65	11.76	23.26	27.91	52.94	46.51	48.84	35.29	25.58	18.60	34	43	43

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	0.00	*	*	18.18	*	*	72.73	*	*	9.09	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	8.82	18.60	16.28	35.29	41.86	37.21	32.35	27.91	34.88	23.53	11.63	11.63	34	43	43

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	0.00	*	*	9.09	*	*	27.27	*	*	63.64	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	0.00	2.33	0.00	5.88	13.95	16.28	41.18	23.26	44.19	52.94	60.47	39.53	34	43	43

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	9.09	*	*	45.45	*	*	45.45	*	*	11
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	5.88	16.28	20.93	55.88	69.77	55.81	38.24	13.95	23.26	34	43	43

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	18.18	*	*	54.55	*	*	27.27	*	*	11
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	23.53	37.21	27.91	61.76	46.51	53.49	14.71	16.28	18.60	34	43	43

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	0.00	*	*	45.45	*	*	54.55	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	0.00	6.98	4.65	41.18	25.58	53.49	58.82	67.44	41.86	34	43	43

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	0.00	*	*	36.36	*	*	63.64	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	0.00	6.98	2.33	60.61	55.81	65.12	39.39	37.21	32.56	33	43	43

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. Data boxes with an asterisk had less than the minimum number of students for the LEA/school to receive a performance level reported on the California School Dashboard.
2. California School Dashboard English language proficiency increased for EL students by 18.8% in 2022-2023.
3. 51.3% of EL learners progressed at least one level.



# School and Student Performance Data

## California School Dashboard 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			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>427</b>	<b>73.1</b>	<b>11</b>	<b>0.9</b>
Total Number of Students enrolled in Skyline North 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	47	11
Foster Youth	4	0.9
Homeless	9	2.1
Socioeconomically Disadvantaged	312	73.1
Students with Disabilities	82	19.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	42	9.8
American Indian	4	0.9
Asian	3	0.7
Filipino	2	0.5
Hispanic	245	57.4
Two or More Races	17	4
Pacific Islander	5	1.2
White	109	25.5

**Conclusions based on this data:**

1. According to out data, the majority of the students at Skyline (73.1% in 2022-2023) were classified as socioeconomically disadvantaged.
2. 19.2% of our total student population are students with disabilities.
3. The largest student group by race/ethnicity continues to be the Hispanic subgroup, making up a little more than half of enrollment (57.4%). The next three largest subgroups were White students (25.5%) African American (9.8%), and students with two or more races (4%).

# 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
<b>English Language Arts</b>  Red	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Red
<b>Mathematics</b>  Red		
<b>English Learner Progress</b>  Green		

#### Conclusions based on this data:

1. In terms of academic achievement and progress, Skyline had some significant areas of growth according to the most recent reporting. Our students' academic performance was low in English Language Arts and Mathematics and our English Learner Progress was very low.
2. The only area where Skyline was overall excelling according to last year's reporting (highest ranking) was in terms of the suspension rate, which was very low, but this year's data (not yet reported) have not followed that trend. This

current year, we had more out of school suspensions than we ever have in the history of the school, and there are some concerns in terms of rates in specific subgroups.

3. In addition to academic and behavioral concerns, we have a very high rate of chronic absenteeism, which is extremely concerning.

# School and Student Performance Data

## Academic Performance English Language Arts

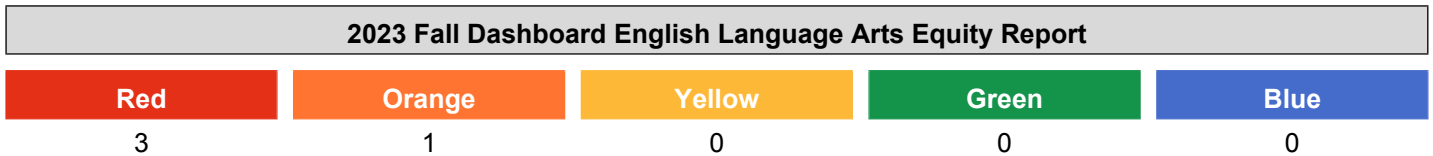
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 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		
<p><b>All Students</b></p>  <p>Red</p> <p>79.1 points below standard</p> <p>Decreased -14 points</p> <p>228 Students</p>	<p><b>English Learners</b></p> <p>137.4 points below standard</p> <p>Decreased Significantly -20.9 points</p> <p>27 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>9 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>8 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Red</p> <p>89.5 points below standard</p> <p>Decreased -14.9 points</p> <p>173 Students</p>	<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>153.3 points below standard</p> <p>Decreased Significantly -28 points</p> <p>58 Students</p>

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>149.8 points below standard</p> <p>Decreased Significantly - 43.5 points</p> <p>24 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Red</p> <p>85.9 points below standard</p> <p>Decreased -11.4 points</p> <p>141 Students</p>	<p>Less than 11 Students</p> <p>7 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p></p> <p>Orange</p> <p>53.4 points below standard</p> <p>Decreased Significantly - 20.5 points</p> <p>54 Students</p>

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
<p>151.3 points below standard</p> <p>Decreased Significantly -34.7 points</p> <p>24 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p>71.3 points below standard</p> <p>Decreased -12.9 points</p> <p>196 Students</p>

#### Conclusions based on this data:

1. According to the most recent reporting, ELA student performance had declined in the following subgroups: English Learner, socioeconomically disadvantaged, students with disabilities, Hispanic, White, and English learner.
2. According to the most recent reporting, no subgroup was performing above the standard on average: students were far below the standard in most cases, either low or very low performance, if there were sufficient data for a performance level to be identified.
3. ELA achievement was an area of growth for Skyline, but Students with Disabilities (124.3 points below the standard) and English Learners (116.6 points below the standard) struggled especially.

# School and Student Performance Data

## Academic Performance Mathematics

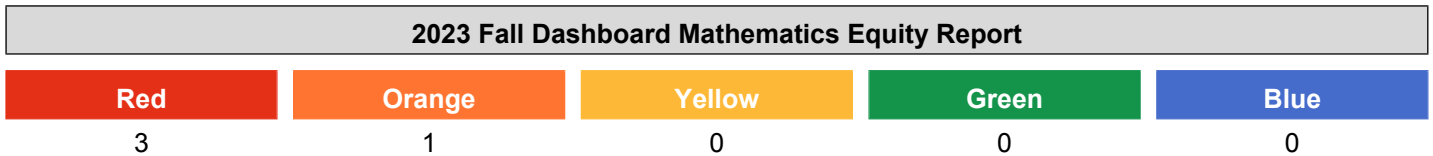
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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		
<p><b>All Students</b></p>  Red 102.3 points below standard Decreased -12 points 223 Students	<p><b>English Learners</b></p> <p>164.8 points below standard Decreased -9.2 points 27 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students 8 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students 8 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Red 113.4 points below standard Decreased -14 points 168 Students	<p><b>Students with Disabilities</b></p>  Red 183.4 points below standard Decreased Significantly -23.7 points 57 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
200.4 points below standard Decreased Significantly -69 points 24 Students	Less than 11 Students  2 Students	Less than 11 Students  1 Student	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 104.4 points below standard Decreased -6.6 points 138 Students	Less than 11 Students  7 Students	Less than 11 Students  2 Students	 Orange 76.1 points below standard Decreased Significantly - 16.1 points 54 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
181.1 points below standard Decreased Significantly -25.5 points 24 Students	Less than 11 Students  3 Students	95.3 points below standard Decreased -13.4 points 192 Students

#### Conclusions based on this data:

1. According to the most recent reporting, performance has continued to decline significantly in all student groups with sufficient numbers to report measures.
2. According to the most recent reporting, overall, students in the African American, current English learner, and students with disabilities subgroups were performing most significantly below grade level (126.7 points below, 155.6 points below, and 156.3 points below respectively).
3. According to the most recent reporting, math performance was a significant area of growth across student groups at Skyline. Achievement was dismal and scores had declined significantly in all subgroups.



# School and Student Performance Data

## Academic Performance English Learner Progress

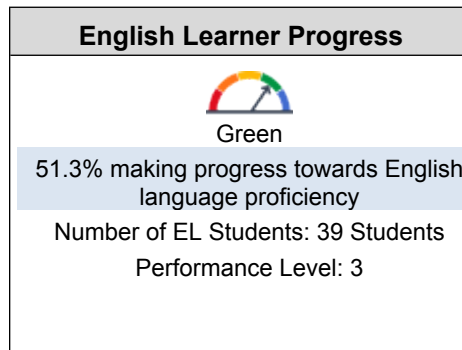
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 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
6	13	0	20

#### Conclusions based on this data:

1. According to the most recent reporting, less than half (32.4%) of our EL population was making progress toward English language proficiency.
2. According to the most recent reporting, overall performance of EL students was very low, a decline from the previous reporting.
3. According to the most recent reporting, a small number of EL students actually appeared to have regressed (21.6%).

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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.

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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 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		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow 41.1% Chronically Absent Declined Significantly -4.8 475 Students	 Red 52% Chronically Absent Increased 7.8 50 Students	11.8% Chronically Absent 0 17 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
 Red 68.8% Chronically Absent Increased 4.2 32 Students	 Yellow 43.6% Chronically Absent Declined Significantly -5.9 383 Students	 Orange 44.4% Chronically Absent Declined -0.6 99 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 Orange 46.6% Chronically Absent Declined -21.6 58 Students	Less than 11 Students  5 Students	Less than 11 Students  3 Students	Less than 11 Students  2 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Orange 39.7% Chronically Absent Declined -0.6 262 Students	47.8% Chronically Absent Declined -3.8 23 Students	Less than 11 Students  5 Students	 Orange 38.5% Chronically Absent Declined -4.8 117 Students

**Conclusions based on this data:**

1. Overall chronic absenteeism declined (41.1%)
2. English learners and homeless student groups increased and are in the red indicator.
3. Socio economically disadvantaged, students with disabilities, African America, Hispanic and white student groups declined in absenteeism.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

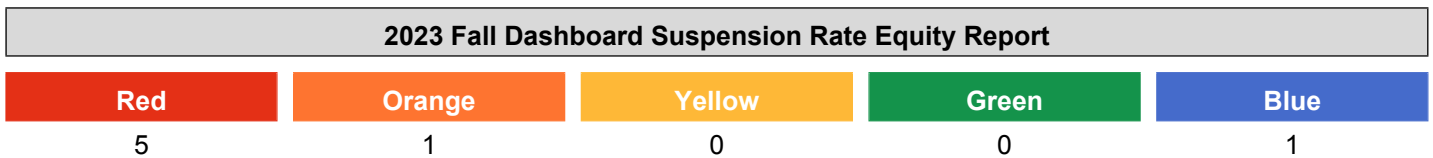
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



This section provides 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														
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">5.7% suspended at least one day</td> </tr> <tr> <td>Increased Significantly 5.7 507 Students</td> </tr> </tbody> </table>	All Students	 Red	5.7% suspended at least one day	Increased Significantly 5.7 507 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0% suspended at least one day</td> </tr> <tr> <td>Maintained 0 52 Students</td> </tr> </tbody> </table>	English Learners	 Blue	0% suspended at least one day	Maintained 0 52 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">9.5% suspended at least one day</td> </tr> <tr> <td>Increased 9.5 21 Students</td> </tr> </tbody> </table>	Foster Youth	9.5% suspended at least one day	Increased 9.5 21 Students	
All Students														
 Red														
5.7% suspended at least one day														
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<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">8.3% suspended at least one day</td> </tr> <tr> <td>Increased 8.3 36 Students</td> </tr> </tbody> </table>	Homeless	 Red	8.3% suspended at least one day	Increased 8.3 36 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">6.6% suspended at least one day</td> </tr> <tr> <td>Increased Significantly 6.6 411 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Red	6.6% suspended at least one day	Increased Significantly 6.6 411 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">9.1% suspended at least one day</td> </tr> <tr> <td>Increased 9.1 110 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Red	9.1% suspended at least one day	Increased 9.1 110 Students
Homeless														
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Increased 9.1 110 Students														

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 15.9% suspended at least one day Increased 15.9 63 Students	Less than 11 Students 5 Students	Less than 11 Students 3 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 4% suspended at least one day Increased Significantly 4 274 Students	3.4% suspended at least one day Increased 3.4 29 Students	Less than 11 Students 5 Students	 Orange 5.6% suspended at least one day Increased 5.6 126 Students

**Conclusions based on this data:**

1. Overall student suspensions increased from 0% to 5.7% (red indicator)
2. English learner student group is in the blue indicator and white student group is in the orange indicator.
3. Homeless, socio economically disadvantaged, students with disabilities, African American and Hispanic student groups are in the red indicator.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Common Core State Standards

By June 2025, ELA and math CAASPP scores will increase by a minimum of 10 points from the 2023-2024 CAASPP baseline.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: To increase overall student achievement as aligned to Common Core State Standards, California Standards for the Teaching Profession, and California English Language Development Standards, we will increase the percentage of students reading at grade level by 3rd Grade, increase the number of English learners that are proficient and reclassified, increase the number of students that are A-G certified, and ensure students are prepared to graduate ready for college or a career.

Goal 4: Over the course of the next three years, Barstow Unified School District will work to increase student achievement on the CAASPP ELA and math scores as well as English Learner progress indicator scores at Barstow High School, Barstow Junior High School, Cameron Elementary, Henderson Elementary, Lenwood Elementary, Montara Elementary, and Skyline North Elementary. The target groups will be all students and in particular English Learners, Foster Youth, Homeless, Students with Disabilities, African American, Socioeconomically Disadvantaged, Hispanic, White, and Students of Two of or More Races.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

#### 2023 ELA dashboard

All student group was at 79.1 points below standard, which was a decline of 14 points.

#### 2023 math dashboard

All student group was at 102.3 points below standard, this was a decline of 12 points.

#### 23-24 ELA iready

##### Diagnostic 2

For K-5 grades 17%, were in tier 1 45% were tier 2 38% were in tier 3.

#### 23-24 Math iready

##### Diagnostic 2

For K-5 grades 9%, were in tier 1, 52% were tier 2 and 39% were in tier 3.

We believe the drivers causing these needs are:

1. We need certificated and experienced teachers in every classroom. We had numerous days with several teachers out with no certificated subs available this created a situation where students had to be sent into different grade level classes. We also have three teachers with emergency credentials.
2. Teachers need additional professional development for delivering high quality instruction to all student groups and to be able to collaborate in PLCs to monitor student progress data and adapt instructional pacing and lessons to meet the needs of the students.
3. Students need additional/supplemental resources (materials/programs), specifically in ELA and math, and supplemental small group instructional support.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic Assessment Results and CA Dashboard Results: Mathematics	<p>2023 math dashboard All student group was at 102.3 points below standard, this was a decline of 12 points.</p> <p>23-24 Math iready Diagnostic 2 For K-5 grades 9%, were in tier 1, 52% were tier 2 and 39% were in tier 3.</p>	<p>Increase of at least 5% overall in terms of the number of students performing at or above grade level in mathematics as assessed by iReady.</p> <p>Increase of 10 points minimum closer to the standard in mathematics for those student groups identified in CA Dashboard as performing very low.</p>
iReady Diagnostic Assessment Results and CA Dashboard Results: Reading / English Language Arts	<p>2023 ELA dashboard All student group was at 79.1 points below standard, which was a decline of 14 points.</p> <p>23-24 ELA iready Diagnostic 2 For K-5 grades 17%, were in tier 1 45% were tier 2 38% were in tier 3.</p>	<p>Increase of at least 5% overall in terms of the number of students performing at or above grade level in ELA as assessed by iReady.</p> <p>Increase of 10 points minimum closer to the standard in ELA for those student groups identified in CA Dashboard as performing very low.</p>

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Teaching staff will collaborate around, identify, participate in, and document monthly focused professional development activities and/or attend conferences during the 2024-2025 school year. Trainings, collaboration, and conferences will focus on improved instruction in CCSS math / ELA, NGSS, reading, writing, English language development, physical education, technology, differentiated instruction, classroom management, PBIS, trauma-informed care, and/or other areas of determined need. Teachers will also meet up to three times per month for PLC collaboration. Review and revise CCSS pacing plans and curriculum alignment, monitor student performance data, and adapt instructional plans to meet the needs of students based on PLC meetings, teacher feedback, and student performance.</p> <p>RESPONSIBLE PERSONS: Teachers, grade-level and SPED leads, administration</p>	All students	<p>1699.81 Title I 1000-1999: Certificated Personnel Salaries Time Cards for professional development outside of contract hours 10998.00 CSI 1000-1999: Certificated Personnel Salaries Time Cards for professional development and additional work time for student data analysis 5,940.00 Site LCAP 1000-1999: Certificated Personnel Salaries Grade-level lead stipends-\$990.00 per grade 990.00 Site LCAP 1000-1999: Certificated Personnel Salaries SPED lead stipend- \$990.00</p>

1.2	<p>Approved (site administration) supplemental instructional materials (including technology) and programs will be provided to support academic progress and used with 80% fidelity with appropriate student groups. Title I Paraprofessional support will be provided for small group and one-on-one academic interventions for student groups most in need. Contact logs and intervention schedules will be kept. One paraprofessional will spend time daily involved in attendance interventions, as a result of the chronic absenteeism.</p> <p>RESPONSIBLE PERSONS: Paraprofessional, teachers, site administration</p>	All students	<p>10,000 Title I 4000-4999: Books And Supplies Student devices Heggerty Reading A-Z ,Raz Plus and mystery science Various principal-approved co-curricular materials and subscriptions</p> <p>24000.00 Title I 2000-2999: Classified Personnel Salaries 1 Title I paraprofessional (part time) for interventions in support of all students 10,000.00 Title I 4000-4999: Books And Supplies Classroom supplemental instructional supplies.</p>
1.4	<p>Contract with Reading Coach/Intervention Teacher and Math Coach/Intervention Teacher to provide small group reading and math intervention to Tier 1 and tier 2 students.</p> <p>RESPONSIBLE PERSONS: Administration, Teachers, and Staff</p>	Tier 2 and Tier 3 students	<p>100,000.00 CSI 5000-5999: Services And Other Operating Expenditures Contract for on-site, in-person ELA and math coach/intervention teachers 40,000.00 CSI 4000-4999: Books And Supplies Reading and math intervention books and supplies</p>
1.5	<p>For grades K-4, supplemental ELA and math instructional materials will be used to increase grade level CCSS proficiency.</p> <p>RESPONSIBLE PERSONS: Administration, Teacher(s), Paraprofessional(s)</p>	All students	<p>20,000.00 CSI 4000-4999: Books And Supplies supplemental ELA and math instructional materials</p>
1.17			
1.18			
1.21			

## 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 left blank and completed at the end of the year after the plan has been executed.

## **Analysis**

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

Goal was implemented mostly as planned by previous administrator.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences

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

We are going to hire intervention coaching certificated teachers for math and EL struggling students. We are also going to have BHS Independent study students come and work with our struggling students for community service credits. We are purchasing supplemental instructional materials for ELA and math. All of these are intended to improve overall CCSSAP performance in math and ELA.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Parent Involvement

By June 2025, in support of student engagement and to enhance student learning, we will increase overall parent/guardian participation and provide parent/guardian training to enhance knowledge of the Title I program and academics, as measured by at least 20% attendance representation at parent/guardian engagement events and at least a 10% increase in responses on parent/guardian surveys.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: To increase Family and Community Engagement at the district level and school site level.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our needs assessment revealed increased involvement of parents/ guardians in events and gatherings related to academics and the Title I program at Skyline North as compared to previous years. That said, there is still insufficient involvement, particularly of students in the following two underperforming groups: African American Students and Students with Disabilities. We believe the drivers causing this are:

1. Current economic hardship and transportation issues for parents.
2. A lack of academic outreach and educational events for parents/guardians specifically targeting underrepresented populations.
3. Poorly advertised Title I Surveys, insufficient feedback (survey) opportunities throughout the year

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent surveys (variety, well-documented)	In 2023-2024, 18 parents responded to the Title I survey, down from 65 in 2022-2023. No other parent surveys were retained for review. We did not meet last year's parent and guardian formal feedback goal in terms of volume of surveys received.	Increase the amount and frequency of requests for parent and guardian input via widely disseminated surveys, at least one per trimester. At least 50% participation on Title I survey.
School Site Council agendas, minutes, and sign-in sheets or attendance records	There is a continual need to work together as a site to ensure full stakeholder involvement. Skyline the required 5 SSC meetings during the 2023-2024 school year. Attendance at such meetings was limited to the council itself, but it was consistently good.	Hold and document at least 5 School Site Council meetings during the 2024-2025 school year and have at least 80% SSC member attendance.
ELAC agendas, minutes, and sign-in sheets or attendance records	Skyline has a strong need for involvement from EL parents. EL students are not achieving at high	Hold and document at least 5 ELAC meetings during the 2024-2025 school year. Hold at least three events (by

	levels according to the most recent data, though there has been significant improvement from the previous year. We need parent input, feedback, and outreach. This year, we only had 2 EL parents attend all of the meetings. This is an increase from the previous year, but still insufficient participation.	trimester) specifically for parents of EL students, one at the start of the year. Provide additional resources and supports to EL parents at their request. Meet attendance requirements for parent/guardian attendance relative to our EL population.
Parent / Family involvement event advertisements and agendas and/or sign-in sheets or attendance records	Skyline continues its tradition of having parent and family involvement nights regularly. These events have great attendance. The focus this year, however, will be on strategically inviting parents and guardians of underperforming groups and integrating parent education and support opportunities into those events where more than 80% of the school is in attendance (e.g., Fall Festival, Winter Wonderland).	Special invitations and outreach to parents and families of students in underperforming groups integrated into existing involvement opportunities across various grade levels during the 2024-2025 school year, including parent education and resource integration into at least three of those events (one per trimester).

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Hold at least 5 SSC meetings and 5 ELAC meetings; provide ELAC / DELAC representatives for district meetings and have parent serve on Parent Advisory Board and attend district meetings with principal.  Responsible Persons: Principal, Representatives	All students	500.00 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Supplies and refreshments
2.2	Strategically plan and offer educational events that support parent interaction with their children, with teachers, and with other school personnel centered on academics and the Title I program.  Responsible Persons: Parent Involvement Coordinator, Principal, Teachers, Support Staff	All students	1369.38 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Supplies for various parent/guardian involvement events, such as: Academic Award Assemblies, Geography/Multicultural Night, Bingo for Books, Math Fair, STEAM Nights, Fall Festival/ Title I Event, Winter Wonderland, and PBIS Family Nights.
2.4			
2.6			
2.9	Provide Spanish interpretation and translation for parents/guardians at events.	English Language Learners	

	Responsible Person: Principal or district translator will translate- no cost.		
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# 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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Skyline was able meet district requirements for School Site Council and ELAC meetings for this year. At all of our outreach events, we had at least 50% attendance. In terms of parent surveys, that is an area of growth. We did not meet that goal for this year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences.

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

There will be no major changes to this goal for the up incoming school year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Attendance and Behavior

Skyline administration and staff will work together to accurately document both office-level and classroom-managed referrals, bolster existing PBIS efforts to more effectively teach and reinforce desired behaviors (including updating the PBIS handbook to include weekly lessons consistent site-wide), and reduce office referrals by at least 5% and out-of-school suspensions by at least 10% in the 2024-2025 school year.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: To increase Family and Community Engagement at the district level and school site level.

Goal 3: To provide a safe and nurturing learning environment for all BUSD students.

Goal 5: Over the course of the next three years, Barstow Unified School District will work to reduce the suspension rate at Barstow High School, Central High School, Barstow STEM Academy, Lenwood Elementary, and Skyline North Elementary. The target groups will be all students, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic, White, and Students of Two or More Races.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

2023-2024 ODRs: Since August 1, 2023 there have been a total 357 referrals written by a total of 29 different staff members and 104 students.

2023-2024 out-of-school suspensions: There were 13 out of school suspensions. All of the home suspensions were for causing or attempting to cause physical harm and or mutual combat.

We believe the drivers are:

1. Lack of student engagement
2. Inconsistent implementation of CR-PBIS due to lack of knowledge of CR-PBIS and lack of accountability
3. Inadequate tier 1 instruction
4. Chronic absenteeism

We are still struggling with chronic understaffing and several inexperienced teachers, which makes for inconsistent tier 1 efforts. While we have made great progress in terms of the office-managed referrals and suspension documentation and even teacher-managed behavioral documentation, we have a number of disproportionate disciplinary actions, and we have more out of school suspensions than we ever have. Site-wide, there are plans (contained in this document) to bolster PBIS tier 1 efforts, continue to accurately document behaviors, and to provide additional professional development and teacher collaboration time to help bolster PBIS efforts and collaboration with stakeholders to address the great need. The ultimate goal will be a more consistent positive experience across classrooms and less referrals and suspensions.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
IC ODR Reports IC Suspension Reports SWIS ODR Reports SWIS Suspension Reports SWIS Equity Reports	2023-2024 ODRs  2023-2024 Suspensions	Accurate documentation of both office-level and classroom-managed referrals, Teaching and reinforcing desired behaviors consistent with updated PBIS handbook with weekly lessons consistent site-wide, sharing of disciplinary data monthly with all stakeholders, and reduction of office referrals (ODRs) by at least 5% and out-of-school suspensions by at least 10% in the 2024-2025 school year.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Administration will meet monthly with grade level and SPED leads to enhance collaboration and monitor the effectiveness of collaboration time. Administration will provide PBIS support and training, as will site counselor. Discipline data will be shared at least monthly with all stakeholders for intervention planning.  Responsible Persons: Administration, PBIS Team, Certificated Staff	All students	NA- Administration and Counselor will provide- Stipends for leads recorded elsewhere
3.2	Provide parent training (at least 4 separate events over the course of the year) to support student expected behavior directed toward success, such as technology support nights, Title I informational nights, PBIS Parent Training Nights and Bullying Prevention Training Night). Utilize student planners site-wide with academic reminders and places for teacher-parent communication to improve the partnership between school and home with the goal of improved student achievement and behavior.  Responsible Persons: Administration, PBIS Team, All Staff, Parent Involvement Coordinator	All students	5000.0 CSI 4000-4999: Books And Supplies materials and supplies for academic and behavior family nights. 2773.51 Site LCAP 4000-4999: Books And Supplies Site-wide student planners
3.3	Continued implementation of PBIS Rewards program site-wide with at least 80% fidelity to teach the importance of respectful, responsible, and safe behaviors; to positively reinforce desired behaviors; and to appropriately document behavioral interventions. Positive incentives including: Bear Grin Tickets, PBIS Reward Points (to redeem for various prizes and incentives), Awards (Behavioral and Academic). Continue with new (last year) method for tracking classroom-managed referrals to plan strategic interventions. Additional sharing (monthly) of behavior data with	All Students	1550.00 Site LCAP 5800: Professional/Consulting Services And Operating Expenditures PBIS Rewards program 12654.49 Site LCAP 5000-5999: Services And Other Operating Expenditures PBIS Incentives for students, awards

	staff and stakeholders (stripped of identifying information) and implementation of updated PBIS handbook with weekly lessons for all teaching staff.  Responsible Persons: Administration, PBIS Team, School Counselor		
3.4	Counselor will provide support groups directed toward correcting bad behavior. We will also be conducting check in check out with students as needed or directed by tier 2 PBIS team.  Responsible Persons: Administration, PBIS Team, School Counselor	All students	5000.00 CSI 4000-4999: Books And Supplies materials and supplies
3.5	Provide art, music, drama enrichment activities for students through certificated staff and improve student behavior and attendance.  Responsible Persons: Administration, Teachers, Staff	All students	57007.20 Prop 28 AMS 1000-1999: Certificated Personnel Salaries Art/music/drama teacher 14251.80 Prop 28 AMS 4000-4999: Books And Supplies Materials and supplies

## 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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Because there is new leadership it is determined that monthly meeting with grade level leads and SPED are adequate to meet current needs. This is due to meeting twice a month with entire staff to go over new training and most current PBIS data.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There was no major difference except for the grade level lead meetings.

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

The major changes for the 2024-2025 are the implementation of SEL group meetings to address student behavior with our counselor and check in check out with all students that are referred to check in check out by our PBIS tier 2 team. Additionally, Skyline will use Prop 29 AMS funds to provide art/music/drama enrichment opportunities to increase student behavior and attendance.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### English Language Learners

By June 2025, English learner progress will increase by 5% as reported by the California School Dashboard.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: To increase overall student achievement as aligned to Common Core State Standards, California Standards for the Teaching Profession, and California English Language Development Standards, we will increase the percentage of students reading at grade level by 3rd Grade, increase the number of English learners that are proficient and reclassified, increase the number of students that are A-G certified, and ensure students are prepared to graduate ready for college or a career.

Goal 4: Over the course of the next three years, Barstow Unified School District will work to increase student achievement on the CAASPP ELA and math scores as well as English Learner progress indicator scores at Barstow High School, Barstow Junior High School, Cameron Elementary, Henderson Elementary, Lenwood Elementary, Montara Elementary, and Skyline North Elementary. The target groups will be all students and in particular English Learners, Foster Youth, Homeless, Students with Disabilities, African American, Socioeconomically Disadvantaged, Hispanic, White, and Students of Two of or More Races.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

2023 California School dashboard EL progress indicator (ELPI)

51.3% making progress towards English language proficiency--ELs who progressed at least one ELPI level

Increased 18.8%

33.3% maintained ELPI levels

decreased 12.6%

15.4% decreased at least one ELPI level

decreased 6.2%

2024-2025 iReady Reading Diagnostic Data - EL Student Group

Diagnostic Growth 4% At or Above Grade Level BOY to 32% At or Above Grade Level EOY

We believe the drivers causing this need are:

1. EL students need additional small group instruction focused on accessing core curriculum and additional opportunities for academic intervention.
2. More resources are needed such as math and EL coaches for more individual and small group instruction.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard	51.3% making progress towards English language proficiency--ELs who progressed at least one ELPI level Increased 18.8% 33.3% maintained ELPI levels decreased 12.6% 15.4% decreased at least one ELPI level decreased 6.2%	increase by 5% as reported by the California School Dashboard
iReady Reading Diagnostic Data - EL Student Group	2024-2025 iReady Reading Diagnostic Data - EL Student Group Diagnostic Growth 4% At or Above Grade Level BOY to 32% At or Above Grade Level EOY	increase EL student group iReady Reading scores by 5 %

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Intervention certificated coaches and general education teachers dedicating a minimum of 20 twenty to thirty minutes a day to EL. Purchase of supplemental EL materials.  Responsible Persons: Administrator, Teachers, EL Paraeducator	EL students	2000.0 CSI 4000-4999: Books And Supplies Supplemental EL materials
4.2	In collaboration with EL para and teachers, additional instructional support and materials for students.  Responsible Persons: Administrator, Teachers, EL Paraeducator	EL students	2765.00 Site EL LCAP 4000-4999: Books And Supplies additional instructional support and materials for EL students
4.16			

## 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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

None

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

none

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

This is a new goal for 2025

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$47,569.19
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$328,499.19
Total Federal Funds Provided to the School from the LEA for CSI	\$182,998.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
CSI	\$182,998.00
Title I	\$45,699.81
Title I Part A: Parent Involvement	\$1,869.38

Subtotal of additional federal funds included for this school: **\$230,567.19**

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 (\$)
Prop 28 AMS	\$71,259.00
Site EL LCAP	\$2,765.00
Site LCAP	\$23,908.00

Subtotal of state or local funds included for this school: **\$97,932.00**

Total of federal, state, and/or local funds for this school: **\$328,499.19**

# 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
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## Expenditures by Funding Source

Funding Source	Amount
CSI	182,998.00
Prop 28 AMS	71,259.00
Site EL LCAP	2,765.00
Site LCAP	23,908.00
Title I	45,699.81
Title I Part A: Parent Involvement	1,869.38

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	76,635.01
2000-2999: Classified Personnel Salaries	24,000.00
4000-4999: Books And Supplies	111,790.31
5000-5999: Services And Other Operating Expenditures	114,523.87
5800: Professional/Consulting Services And Operating Expenditures	1,550.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	CSI	10,998.00
4000-4999: Books And Supplies	CSI	72,000.00
5000-5999: Services And Other Operating Expenditures	CSI	100,000.00
1000-1999: Certificated Personnel Salaries	Prop 28 AMS	57,007.20
4000-4999: Books And Supplies	Prop 28 AMS	14,251.80
4000-4999: Books And Supplies	Site EL LCAP	2,765.00

1000-1999: Certificated Personnel Salaries	Site LCAP	6,930.00
4000-4999: Books And Supplies	Site LCAP	2,773.51
5000-5999: Services And Other Operating Expenditures	Site LCAP	12,654.49
5800: Professional/Consulting Services And Operating Expenditures	Site LCAP	1,550.00
1000-1999: Certificated Personnel Salaries	Title I	1,699.81
2000-2999: Classified Personnel Salaries	Title I	24,000.00
4000-4999: Books And Supplies	Title I	20,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	1,869.38

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	223,627.81
Goal 2	1,869.38
Goal 3	98,237.00
Goal 4	4,765.00

# 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
Daron Banks	Principal
Lisa Huizenga (Elected to finish out the year in November) Will need to be replaced or re-elected	Classroom Teacher
Helen Ortloff (chair-completed two year term) Will need to be replaced or re-elected	Classroom Teacher
Lauren Rogers (elected this year, can serve next year in teacher role without re-election if still a teacher at Skyline)	Classroom Teacher
Taylor Paladini (finishing her 1st year, can serve next year without re-election)	Other School Staff
Amanda Platas (finishing her 2-year term; will need to be replaced or re-elected)	Parent or Community Member
Sophia Swarens, Elected this year, serving as secretary) She will be leaving SSC due to student changing schools will need to be replaced 2024-2025 school year.	Parent or Community Member
Illena Maes (finished 2 year term Will need to be replaced or re-elected	Parent or Community Member
Brenda Salazar (finishing her 1st year, can serve next year without re-election)	Parent or Community Member
Maricela Zavala (re-elected this year, will need to be replaced after 1 year of service since her student leaves after this year)	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 5/20/2024.

Attested:



Principal, Daron Banks on 5/20/2024



SSC Chairperson, Helen Ortloff on 5/20/2024