School Year: **2025-26**

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, 2025	June 24,2025

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)

X 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 in particular students who are chronically absent, social emotional support, the increase of student behaviors and how to best meet English Leaner were discussed as well as the impact social emotional needs, attendance, chronic absenteeism and the increase of negative behaviors have on student academics. Discussion around continuing and supporting academic needs and how, and if, we will be able to continue with before and after school interventions; as well as providing 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. Both SSC parents and members in ELAC all shared how the support during the day was beneficial in supporting their children, both groups shared that before and after school tutoring is a benefit that allows students support to learn specific skills and assist in getting students support needed to get caught up. 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. Site 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 this school year include IA support for TK/Kindergarten,1st and 2nd grade;

along with reduced Before and Afterschool interventions offered in reading, writing and math skills and utilizing intervention teachers to support students during the school day.

The Academic Coaches and Administrators meet regularly to discuss K-5 data and the establishment of interventions. Coaches used data gathered from UFLI info, 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, student attendance and behavior were also considered to ensure students who were groups received the benefit of intervention. Grade level data days were planned together with the focus of looking at student class data in the area of writing. All class teachers developed a SMART Goal in the area of writing to provide support and next steps for a group of 6-8 students.

ELAC met 4 times during the 2024-2025 school year: September, October, January (cancelled no parents able to attend), April and May. At these meeting academic data was reviewed related to the progress of English Learners. A Parent's Needs Survey went out to help the committee gather information around the topics parents would like to see addressed and learn more about. Parents asked about support to assist their child and strategies for them so they can support their children at home. 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 shared that tutoring, either before or after school, were helpful and would like to see continue. ELPAC was shared with parents and what is required for students to be reclassified. Parents want to see interventions continue during the day to support their children. Information from SSC was shared at ELAC meetings so parents could add input 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 and to know what specifically they can do. Parents want to know more information around grading and how their child is doing. Parents continue to want to see grading rubrics so they could see what exactly what a student needs to score proficient in the areas of writing and math.

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 have found that more training is needed around behaviors, especially for students who escalate and elope, and how to support students who are more than one grade level below the grade level. Interventions are very helpful but the needs to support students is so high. Teachers 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, but with funding reduced this may not be an option for 25-26. 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 Teacher, which Skycrest will continue for 25-26. This year we one intervention teacher

and 2 Intervention / Academic teacher providing intervention supports for 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 25-26 school year we will continue to fund for one more year, one Intervention teacher through ELO funds. TK - 2nd grade IAs will also continue for one additional year, and one 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 4-6 students and provided additional targeted support for an 8 week cycle to target specific skills in the area of writing. For 25-26 school year teachers will have a release data planning date and establish a targeted goal in January / February 2026, if able to schedule one more day a time in Spring will be scheduled. PBIS was more intentional and focused this school year, with a PBIS Team in place planning spirit weeks, attendance boosters and incentives to encourage students to follow school rules and be students of good character.
PBIS will continue in 25-26 with more training provided around de-escalation and other behaviors that teachers are seeing more frequently within the classroom. Moozoom, SEL Program, will also continue as we continue to see an increase in emotional needs with students. 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. An area that continues to need support is writing. SLT determined students need to be writing more frequently with opportunities for students to free write and receive feedback on what they are currently writing.

As we move forward to increasing student support and academics we will also want to find ways 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. A few parents shared they would like to see extracurricular activities available for after school. 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. The difficulty is when meetings or trainings are planned no parents attend.

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 at least Family Nights in 25-26 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 with students performing and taking part in activities. The site will work with our site PTO to develop further ways we can develop community and family events that will build community such as a Harvest Festival and look into

having other fun, family events like movie night, for parents to network with each other in a stress free environment.

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
Grade3	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)			35	6.1%		21.34%

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
409	**69.9%**	**36.4%**	**0.5%**
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	149	36.4%
Foster Youth	2	0.5%
Homeless	12	2.9%
Socioeconomically Disadvantaged	286	69.9%
Students with Disabilities	95	23.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	20	4.9%
American Indian	2	0.5%
Asian	14	3.4%
Filipino	2	0.5%
Hispanic	163	39.9%
Two or More Races	21	5.1%
Pacific Islander	3	0.7%
White	184	45%

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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 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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Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	0	0	0

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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Orange	No Performance Color
42.5 points below standard	46.5 points below standard	0 Students
Declined 13.0 points	Declined 12.9 points	
205 Students	93 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Less than 11 Students	Less than 11 Students	52.3 points below standard
2 Students	9 Students	Declined 15.4 points
		157 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
126.0 points below standard	97.3 points below standard	Less than 11 Students
Declined 5.0 points	12 Students	2 Students
62 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Less than 11 Students	Less than 11 Students	51.1 points below standard
3 Students	1 Student	Declined 5.7 points
		88 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
Less than 11 Students	0 Students	26.0 points below standard
8 Students		Declined 13.0 points
		92 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 42.5 points below standard which is a decline of 13 points from the previous year.
Our lowest performing student group is students with disabilities. This group is in the red and they scored 126 points below standard which is a decline of 5 points from the previous school year.
Our next lowest performing student group is our Low SES students scoring 52.3 points below standard which is a decline of 15.4 points.
Our Hispanic group scored 51.1 points below standard which is a decline 5.7 points.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Attendance has been a concern and this year it continues. Attendance is the contributing factor to limited achievement and both students with disabilities and our Low SES group tend to have attendance concerns. With our Students with Disabilities group they are already working below grade level so even though teachers are working to support their goals and have plans to improve student progress the students are starting the school year at deficit. Despite parent meetings, attendance boosters, calling and sending messages students who are struggling academically the most are absent from school, arrive late, or have early dismissals that contribute to low academics either by not participating in instruction or due to attendance miss out intervention support. Many of our SWD will keep their student home due to emotional regulation, they pick up from school, or if they miss the bus they have no way to transport to school.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

We have have 2 coach/intervention teachers and 2 ELD teachers that provide intervention and DELD support, but when students are not at school they miss out on critical instruction. Our Academic Coaches 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, writing and math support. This year several teachers participated in GLAD training, which now we have at least one, if not two, teachers at each grade level trained in GLAD. This training has been helpful to support our Hispanic and struggling students in language development and providing support in all areas of instruction by providing strategies and supports that all students can benefit from. We have an additional intervention teacher funded through ELO, who also provided instructional support to students in the areas of phonics, phonemic awareness, reading, writing and math. We have held attendance meetings as a site, but having district staff to meet with families at these meeting would be more powerful. If there were district staff to meet with families, or call families, and address this issue that might add help to show the impact of students being at school. When we have had active attendance support from the district we have seen improvements. This year, like last 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, and it is difficult to connect with families to find out where the student is.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	5	0	0	0

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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	No Performance Color
44.4 points below standard	34.7 points below standard	0 Students
Declined 8.8 points	Declined 9.9 points	
211 Students	99 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Less than 11 Students	Less than 11 Students	47.5 points below standard
2 Students	8 Students	Declined 4.2 points
		163 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
111.7 points below standard	75.5 points below standard	Less than 11 Students
Increased 19.7 points	12 Students	2 Students
62 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Less than 11 Students	Less than 11 Students	57.4 points below standard
4 Students	1 Student	Declined 7.3 points
		88 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
Less than 11 Students	0 Students	29.6 points below standard
8 Students		Declined 13.3 points
		97 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 44.4.6 points below standard which was a decrease from the previous school year.
Students with Disabilities scored 111.7 points below standards. This is the lowest performing group but they are the only group with an increase, they increased 19.7 pts.
Hispanic students were the next lowest performing groups with students scoring 57.4 points below standard, a decline from the previous school of 7.3 points. All groups scored in the orange range.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Even though Students with Disabilities group are still working below grade level they did make a gain of almost 20 points. Teachers working with this group of students are following the goals on their IEPs, working to make improvements, but SWD are starting below grade level, teachers are working to support by ensuring modifications are made according to the student's IEP. Progress is being made which is evident by the increase in score. During the school day modifications are made based on their IEP.Our Hispanic group we have continued to provide intervention during the school day, with some of our Hispanic students participating in before and after school tutoring. Language barriers continue to be a factor, teachers are working on strategies to be able to communicate effectively with students. An area that was shared this year with our leadership team is to have our ELD teachers work jointly with our class teachers and take time to review and practice vocabulary to support our Hispanic students in a deeper understanding. Before and After school tutoring is offered but unfortunately Students with Disabilities are often not able to participate because they rely on district transportation.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

We have have 2 coach/intervention teachers that support teachers and students. The academic coaches provide support to 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 additional support. GLAD strategies have been implemented and modeled by the coach in an effort to show strategies to support EL/Hispanic students. The Intervention teachers provide both push in and pullout support, with specific skills around number sense, including 1-1 correspondence, 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. Funding is a factor - funding for tutoring, to continue with the SWUN math program which provides vocabulary, steps to take and action to support problem solving tasks; and funds to purchase items like interactive panels to help in engaging students and visually support all students.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Yellow	No Performance Color
55.9% making progress.	making progress.
Number Students: 93 Students	Number Students: 0 Students

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.

2024 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**
8.6%	35.5%	0%	55.9%

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

52 students progressed at least one level, that is more than 50% of our EL students, this excellent growth! We had 33 students that maintained ELPI Level 1 and 8 students that decreased.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

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. EL students participate in DELD and then some are also receiving additional intervention support.
Teachers are also using GLAD strategies within the class which also supports and transfer academic support to our students who are leaning English. Before and Afterschool tutoring is made available to all students, include our EL students. This year we had 8 teachers participate in the EL Achieve training, a program that will be used next year to support EL Students. Language acquisition is an ongoing barrier for our students, so finding methods, strategies, and ways to communicate will support our students.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

What we could benefit from is having additional ELD training - we had 8 teachers participate in EL Achieve training this year and we have at least one, sometimes 2, teachers at each grade level who participated in GLAD training. This is used within the class to support students through various strategies. We are also utilizing supports/programs such as Heggerty and UFLI to provide phonological supports to students, both for new comers and students who are appearing to either maintain or decrease growth. We wouldl ike to continue to provide before and after school tutoring next year, but funding may put a halt to this. We are losing one intervention teacher next year which will limit the supports being able to offer.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

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.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Yellow	No Performance Color
24.4% Chronically Absent	17.8% Chronically Absent	0 Students
Declined 5.4	Declined 2.9	
430 Students	157 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	53.8% Chronically Absent	24.8% Chronically Absent
2 Students	Increased 30.8	Declined 5
	13 Students	339 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
23.7% Chronically Absent	23.8% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 16.3	Declined 24.5	2 Students
118 Students	21 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
18.8% Chronically Absent	Fewer than 11 students - data not displayed for privacy	22.5% Chronically Absent
Declined 6.3	3 Students	Declined 6.9
16 Students		169 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
47.8% Chronically Absent	Fewer than 11 students - data not displayed for privacy	23.8% Chronically Absent
Increased 7.8	3 Students	Declined 2.9
23 Students		193 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.

24.4% of all students were chronically absent which is a decrease of 5.4 points from the previous school year.
Our chronic absenteeism students include students from all groups Students with Disabilities, SED, White, and Hispanic all with 22-25 percent chronically absent.
All these groups also decreased, with SWD having a 16.3 point decrease. All areas need continually monitoring.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Attendance meetings were held at parent teacher conferences, academic meetings, IEPs or truancy meeting. Parents were informed of the impact these absences are having on student academics. We even had to have the tough conversations with parents whose children were constantly absent that due to absences interventions were showing improvements and if they wanted the child to continue in intervention they needed to have their child attend school, be present and not have so many early dismissals.
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; parents of SWD have also kept their child home if the student was having a difficult time regulating their emotions that day, or the student needed to attend other interventions or classes outside of school.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

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 not one meeting with the district attendance support person was held. We are often 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 or provide resources to get them to school.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

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.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 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."

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	1	0	0

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	No Performance Color
2.7% suspended at least one day	2.5% suspended at least one day	0 Students
Increased 2.2%	Increased 1.9%	
445 Students	161 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	6.7% suspended at least one day	2.6% suspended at least one day
2 Students	Increased 6.7%	Increased 2.6%
	15 Students	350 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
0.8% suspended at least one day	4.8% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 0.8%	Increased 4.8%	3 Students
120 Students	21 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	2.3% suspended at least one day
Maintained 0%	3 Students	Increased 2.3%
17 Students		174 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Red
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	3.5% suspended at least one day
Maintained 0%	3 Students	Increased 2.4%
23 Students		201 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.

2.7% of all students were suspended at least one day which was an increase of 2.2% (11 students), putting us in the orange area. We saw 12 students suspended with White being in the Red Area, all other areas were in the orange area. 3.5% of White students were suspended at least one day which was an increase of 2.4% and 2.6% of SED students were suspended which was an increase of 0.8% from the previous school year.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Students are having a difficult time adjusting to being at school - physical aggression towards others, racial slurs, unsafe behavior or dangerous behaviors increased. Reminders to support staff to be actively supervising is ongoing. Making sure all staff have a walkie and when we hold trainings around PBIS and handling behaviors all staff attend.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

We continued to review rules and expectations with students and staff, making sure everyone was aware and on the same page. PBIS team worked to modify and adjust the system which included adding incentives for students and having more recognition who were following rules and showing good character. We continually worked with ALL staff to make sure they were aware of the rules and expectations and that all were actively supervising. We also looked at alternative ways than suspension - how can we work to change the behavior. We worked to find ways we can implement our Character Education program and how do we ensure students are understanding what having good character means - working to incorporate within the school day. This school year we implemented a social emotional

program school wide called MooZoom, which will continue for 25-26. The program has been helpful in explaining and discussing different emotions and behaviors.

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: 2024-25

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. Teachers will select which trimester they will give the specific genre.
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 - diagnostic used for beginning of year score and end of year score.

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

Ongoing text levels help teachers see students progress, but strategies to support those students who are not moving are needed. 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 did not work was when teachers had students take the performance task even if no review or teaching of the skill took place. Collaboration did take place, but a few grade levels believed they needed to give a task just for the sake of giving. We worked through that thought process and the final task showed a better outcome with students having a better understanding of what doing and why. Giving PLC time to go through both math and writing tasks was very helpful. We continued to find ways to ensure students were aware of the grading rubric and what the expectations were, along with having students see what they need to do to score proficient and improve their work.

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

PLC time is planned to have teachers score writing tasks. Rubrics are brought so that support staff can also support grade levels in scoring. PLC was planned the third trimester to review and plan the final math task, we did this approximately 4 weeks before the task to give teachers enough time to plan. Teachers and support staff worked together to plan what they will assess and how they will make sure students were taught needed skills and reviewed the rubric. We did add UFLI and Heggerty lessons in K-3 grade to support students in phonemic awareness and phonics.

2025-26

Identified Need

Academic coach
Intervention Teacher
Grade level collaboration time
Technology - interactive panels for all class teachers.
Supplemental materials and supplies
Additional ELD training - strategies for classroom teachers.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	42.5 points below standard	+3 scale score points
	English Learners	46.5 points below standard	
	Foster Youth		
	Homeless		

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	Socioeconomically Disadvantaged	52.3 points below standard	
	Students with Disabilities	126.0 points below standard	
	African American	97.3 points below standard	
	American Indian		
	Asian		
	Filipino		
	Hispanic	51.1 points below standard	
	Two or More Races		
	Pacific Islander		
	White	26.0 points below standard	
Math State Assessment: Change in scale score	All Students	44.4 points below standard	+3 scale score points
	English Learners	34.7 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	47.5 points below standard	
	Students with Disabilities	111.7 points below standard	
	African American	75.5 points below standard	
	American Indian		
	Asian		
	Filipino		
	Hispanic	57.4 points below standard	
	Two or More Races		

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	Pacific Islander White 29.6 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	55.9%	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	21.34%	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 one (1) Title 1 Intervention Teacher / Academic Coach will work with specifically targeted students in the area of ELA and Math. Teacher will work with K-5 grade teachers within the classroom or pull out if necessary. Focus with	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	104,053 69,369	School Year 2025 - 2026

	teacher will be to support students by providing foundational skills to meet student needs to enable students meet needs within the class. Intervention support will differentiated to meet specific 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				
1.2	Grade Level Collaboration/Release days will be planned teachers, 2X per year. 2 full days per year per grade level 2nd - 5th; TK - 1 will have 2 half days.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	3,000	Fall 2025 and Winter 2026

	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.				
1.3	To support students and classroom learning and instruction, technology will be purchased. Items to purchase and update include but not limited to: 10 Interactive panels w/ title 1 and LCFF and 1 w/ General and associated doc camera, Chromebooks, laptops, iPads, projectors, doc cameras (ELMOs), bulbs for equipment, laminator /	X All Students 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	45,000 5,000	School year 2025 - 2026

	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.				
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,	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	16,862 10,630	School year 2025-2026

	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.				
1.5	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. Class mentor text to support	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	25,000	School year 2025-2026

	students in developing a Positive Growth Mindset, Social Justice and Equity, and Character Education.				
1.6	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	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures Title I Part A Site Allocation 4000-4999: Books And Supplies	10,000 3,000	School year 2025-2026

	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.				
1.7	School events and family night activities to	X All Students English Learners Low-Income Students	Title I Part A Site Allocation	4,500	School year 2025-2026

	encourage families coming together while building literacy, math and character. Literacy Night, Math/Science Night, Assemblies during the day, and STEM activies. examples: Sami's Circuit, Phil Tulga, Theater presentations, Talent show .	Foster Youth Lowest Performing	5000-5999: Services And Other Operating Expenditures		

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: 2024-25

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. Referrals saw an increase throughout the year. 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. It is helpful to have the common area training but with a new class opening in mid September and many new students enrolling after the training we saw a significant increase in behavior referrals. PBIS is extremely beneficial and we saw significant improvement but additional training is needed for the 25-26 school year.

An increase in aggressive behavior was seen this year, staff need the additional training to support how to address and respond to these behaviors that occurred within the classroom and on the playground.
Constant reviewing of rules and procedures is needed by all teachers - 4th grade and 1st grade were grade levels of concern, showing continued major and minor behaviors.
Training for all staff took place but additional training with how to respond, talk with students, settle situation is needed. Also need reminders for ALL staff to add now we are working to get all staff - certificated and classified, to use the forms and not just ignore.

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

Common area training is scheduled at the beginning of the year, but it will be important to make sure all new students receive this training; as well as ensure that ALL teachers review the rules after school breaks and holidays - after Winter Break and again after Spring Break. Teachers are reminded to review but it was difficult to know if all teachers did review the rules; especially when behaviors continued and escalated.
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 25-26 school year and working more closely with PBIS. Meeting with parents to discuss attendance did not seem to have an impact; families with chronic absences continued to miss school.
Holding attendance meetings with our SST to review attendance does have an impact, especially if a parent is wanting intervention or possibly testing. The meeting emphasized the iimpact not being at school is having and we were able to develop a plan of action, especially if the student was to be placed in intervention,

2025-26

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. STAR Character tickets were reinstated and has had a positive impact. Students names are announced over the loudspeaker each week, can earn prizes within the class and the Big Spin of tickets was returned where students are able to see all the tickets earned, this is important to continue.
Character assemblies would be a benefit - site SLT and PBIS can work with admin to come up with assembly ideas that will address character.
Continue to focus on ensuring students are feeling a part of the community and safe, this includes looking and supporting racial and bullying issues. One area that is needed is to review and explain with all students and families what bullying is and how it is being addressed.
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. Ensure that ALL teachers are using MooZoom to support Social and Emotional needs.
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 - it is important that ALL teachers actively invite parents,

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
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	24.4% Chronically Absent	-0.5%
	English Learners	17.8% Chronically Absent	
	Foster Youth		
	Homeless	53.8% Chronically Absent	
	Socioeconomically Disadvantaged	24.8% Chronically Absent	
	Students with Disabilities	23.7% Chronically Absent	
	African American	23.8% Chronically Absent	
	American Indian		
	Asian	18.8% Chronically Absent	
	Filipino		
	Hispanic	22.5% Chronically Absent	
	Two or More Races	47.8% Chronically Absent	
	Pacific Islander		

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	White 23.8% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	92.9%	93.02%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	N/A
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 English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	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 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. Posters, banners to share with students and display on site. A Monthly assembly to introduce the trait along with materials to support the trait. Included with assemblies are prizes and treats for students - oreos, mystery prize, popcorn are some ideas.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	800	August 2025 to June 2026

2.2	To address chronically absent students, a monthly meeting will be held with our SST team, district AIS, attendance clerk 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 action to support and meet the needs of students. Materials necessary for meeting will be provided.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	100	August 2025 to June 2026
2.3	Administrator will hold parent/staff meetings - Title 1 Parent Meeting, Mugs and Muffiins, Parent Workshops to address academic and how to support students, SSC,	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	600	August 2025 to June 2026

	ELAC, staff meetings, PLC and admin meetings. At these meeting materials needed will be provided for attendees along with coffee, snacks, water will be purchased				

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: 2024-25

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 one avenue for all parents to share concerns and suggestions in a relaxed setting. ELAC meetings were held 4 times throughout the year to support EL families. This year we saw a decline in parent attendance at Mugs and Muffins and as the year progressed a decline EL families at ELAC.

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

I would like to move Mugs and Muffins to bi-monthly, but due to time constraints was not able to accommodate. Holding more frequently might encourage more families to attend, holding one meeting a trimester did not allow enough time to meet with parents and some concerns were brought forward at the last meeting in May as opposed to current time.

2025-26

Identified Need

As a staff, work to establish supports for the classroom to encourage students to attend daily, be engaged and participating in learning by being active learners. Find ways teachers can also be proactive in encouraging parents and students to be at school - email, post card, talking point - increase communication.
Continue to reinforce positive Character Education, ensuring that students are understanding what is taught and how they can implement. The many absences by students impact when students do not know the rules or procedures of the class and school. Absentee students also have a difficult time making friends with others because they are out so much.
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 25-26 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; again it is more difficult for students with high absenteeism because they are not connected.
We will start the year with Common Area Training and hold a Character Ed assembly that will be a review school wide of expectations.
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. Working with teaching staff to create ways that parents can take an active role in the school - be helpers by using skills parents have.
Move Mugs and Muffins to bi-monthly, if time can be accommodate. Holding more frequently might encourage more families to attend, holding one meeting a trimester did not allow enough time to meet with parents and some concerns were brought forward at the last meeting in May as opposed to current time.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
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	2.7% suspended at least one day	-0.3%
	English Learners	2.5% suspended at least one day	
	Foster Youth		

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	Homeless: 6.7% suspended at least one day Socioeconomically Disadvantaged: 2.6% suspended at least one day Students with Disabilities: 0.8% suspended at least one day African American: 4.8% suspended at least one day American Indian Asian: 0% suspended at least one day Filipino Hispanic: 2.3% suspended at least one day Two or More Races: 0% suspended at least one day Pacific Islander White: 3.5% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	70.3%	70%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	72.6%	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	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/treats for attendance such as ALL HERE for the class, incentives for following character traits that are earned by the Big Spin. Items to include incentives to support Character education (wrist bands, pencils, booster supports/prizes, small candies, mystery prize, popcorn). Red Ribbon Week activities and	All Students English Learners Low-Income Students Foster Youth X Lowest Performing White	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,000	School year 2025-2026

	incentives, school attendance incentives - i.e attendance dog tags, all here small candies, certificates as some suggestions.				
3.2	Support funding for rec aides both centrally funded and additional site funding. Support needs of office especially at the opening and closing of school.	X 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	4,130 1,000	School year 2025-2026
3.3	Parent workshops will be presented to parents around core curricula areas and how to support, attendance, social emotional learning, college and career.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 4000-4999: Books And Supplies	1000	School year 2025-2026

	Supplemental materials.				
3.4	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.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 4000-4999: Books And Supplies	2,080	School year 2025-2026
3.5	Mail monthly post cards to parents and students - teachers can write at monthly staff meeting. Postage stamps needed, postcards available through Excel.	All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	750	School year 2025-2026
3.6		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	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$307,874.00

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	$4,130.00
LCFF Supplemental Site Allocation	$54,880.00
Title I Part A Parent Involvement	$3,080.00
Title I Part A Site Allocation	$245,784.00

Subtotal of state or local funds included for this school: $307,874.00

Total of federal, state, and/or local funds for this school: $307,874.00

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	54,880	0.00
LCFF Rec Aide Allocation	4,130	0.00
Title I Part A Site Allocation	245,784	0.00
Title I Part A Parent Involvement	3,080	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	54,880.00
Title I Part A Parent Involvement	3,080.00
Title I Part A Site Allocation	245,784.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	107,053.00
2000-2999: Classified Personnel Salaries	5,230.00
3000-3999: Employee Benefits	69,369.00
4000-4999: Books And Supplies	110,972.00
5000-5999: Services And Other Operating Expenditures	15,250.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	4,130.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	1,100.00

4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	43,030.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	10,750.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	3,080.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	107,053.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	69,369.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	64,862.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	4,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	296,414.00
Goal 2	1,500.00
Goal 3	9,960.00

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
Mercy Ahlgren Murray	Classroom Teacher
Chantel Gordon	Parent or Community Member
Kevin Jungling	Parent or Community Member
Julie McKay	Other School Staff
Geoliza Medrano Ruiz	Parent or Community Member
Andrea Patton	Parent or Community Member
Amanda Peterson	Classroom Teacher
Janda Rangel	Parent or Community Member
Margie Reeves	Classroom Teacher

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 5/28/25.

Attested:

	Principal, Sandra Rangel on 5/28/25
on file	SSC Chairperson, Chantel Gordon on 5/28/25

Budget By Expenditures

Skycrest Elementary School

Funding Source: LCFF Rec Aide Allocation **$4,130.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Support funding for rec aides both centrally funded and additional site funding. Support needs of office especially at the opening and closing of school.	2000-2999: Classified Personnel Salaries	$4,130.00	Engaging Academic Programs	

LCFF Rec Aide Allocation Total Expenditures:	$4,130.00
LCFF Rec Aide Allocation Allocation Balance:	$0.00

Funding Source: LCFF Supplemental Site Allocation **$54,880.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	4000-4999: Books And Supplies	$5,000.00	Connected School Communities	
	4000-4999: Books And Supplies	$10,630.00	Connected School Communities	
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. Posters, banners to share with students and display on site. A Monthly assembly to introduce the trait along with materials to support the trait. Included with assemblies are prizes and treats for students - oreos, mystery prize, popcorn are some ideas.	4000-4999: Books And Supplies	$800.00	Healthy Environments for Socio-Emotional Growth	

Skycrest Elementary School

To address chronically absent students, a monthly meeting will be held with our SST team, district AIS, attendance clerk 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 action to support and meet the needs of students. Materials necessary for meeting will be provided.	2000-2999: Classified Personnel Salaries	$100.00	Healthy Environments for Socio-Emotional Growth
Administrator will hold parent/staff meetings - Title 1 Parent Meeting, Mugs and Muffiins, Parent Workshops to address academic and how to support students, SSC, ELAC, staff meetings, PLC and admin meetings. At these meeting materials needed will be provided for attendees along with coffee, snacks, water will be purchased	4000-4999: Books And Supplies	$600.00	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/treats for attendance such as ALL HERE for the class, incentives for following character traits that are earned by the Big Spin. Items to include incentives to support Character education (wrist bands, pencils, booster supports/prizes, small candies, mystery prize, popcorn). Red Ribbon Week activities and incentives, school attendance incentives - i.e attendance dog tags, all here small candies, certificates as some suggestions.	4000-4999: Books And Supplies	$1,000.00	Engaging Academic Programs

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. Class mentor text to support students in developing a Positive Growth Mindset, Social Justice and Equity, and Character Education.	4000-4999: Books And Supplies	$25,000.00	Connected School Communities
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	$10,000.00	Connected School Communities
Mail monthly post cards to parents and students - teachers can write at monthly staff meeting. Postage stamps needed, postcards available through Excel.	5000-5999: Services And Other Operating Expenditures	$750.00	Engaging Academic Programs
	2000-2999: Classified Personnel Salaries	$1,000.00	Engaging Academic Programs

Skycrest Elementary School

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

LCFF Supplemental Site Allocation Total Expenditures:	$55,880.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00

Funding Source: Title I Part A Parent Involvement **$3,080.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent workshops will be presented to parents around core curricula areas and how to support, attendance, social emotional learning, college and career. Supplemental materials.	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	$2,080.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures:	$3,080.00
Title I Part A Parent Involvement Allocation Balance:	$0.00

Skycrest Elementary School

Funding Source: Title I Part A Site Allocation **$245,784.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	4000-4999: Books And Supplies	$3,000.00	Connected School Communities	
School events and family night activities to encourage families coming together while building literacy, math and character. Literacy Night, Math/Science Night, Assemblies during the day, and STEM activies. examples: Sami's Circuit, Phil Tulga, Theater presentations, Talent show .	5000-5999: Services And Other Operating Expenditures	$4,500.00	Connected School Communities	
	3000-3999: Employee Benefits	$69,369.00	Connected School Communities	

Skycrest Elementary School

To fund one (1) Title 1 Intervention Teacher / Academic Coach will work with specifically targeted students in the area of ELA and Math. Teacher will work with K-5 grade teachers within the classroom or pull out if necessary. Focus with teacher will be to support students by providing foundational skills to meet student needs to enable students meet needs within the class. Intervention support will differentiated to meet specific 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	$104,053.00	Connected School Communities

Skycrest Elementary School

Grade Level Collaboration/Release days will be planned teachers, 2X per year. 2 full days per year per grade level 2nd - 5th; TK - 1 will have 2 half days. 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	$3,000.00	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: 10 Interactive panels w/ title 1 and LCFF and 1 w/ General and associated doc camera, 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	$45,000.00	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	$16,862.00	Connected School Communities

Title I Part A Site Allocation Total Expenditures:	$245,784.00
Title I Part A Site Allocation Allocation Balance:	$0.00
Skycrest Elementary School Total Expenditures:	$308,874.00