

School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Skyblue Mesa Elementary School
Address	28040 Hardesty Street Canyon Country, CA 91351
County-District-School (CDS) Code	19649986022727
Principal	Misty Covington
District Name	Saugus Union School District
SPSA Revision Date	May 2023
Schoolsite Council (SSC) Approval Date	June 5, 2023
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- School Vision and Mission 4
- School Profile..... 4
- Educational Partner Involvement 4
- School and Student Performance Data 6
 - Student Enrollment..... 6
 - CAASPP Results..... 8
 - ELPAC Results 12
 - Student Population..... 16
 - Overall Performance 18
 - Academic Performance 20
 - Academic Engagement 26
 - Conditions & Climate..... 29
- Goals, Strategies, & Proposed Expenditures..... 31
 - Goal 1..... 31
 - Goal 2..... 34
 - Goal 3..... 36
 - Goal 4..... 39
 - Goal 5..... 41
 - Goal 6..... 43
 - Goal 7..... 44
 - Goal 8..... 45
 - Goal 9..... 46
 - Goal 10..... 47
 - Goal 11..... 48
 - Goal 12..... 49
- Annual Review and Update 50
 - Goal 1..... 50
 - Goal 2..... 55
 - Goal 3..... 57
 - Goal 4..... 60
 - Goal 5..... 63
 - Goal 6..... 65
 - Goal 7..... 66
 - Goal 8..... 67

Goal 9.....68

Goal 10.....69

Goal 11.....70

Goal 12.....71

Budget Summary and Consolidation72

 Budget Summary72

 Allocations by Funding Source.....72

 Expenditures by Funding Source73

 Expenditures by Budget Reference74

 Expenditures by Budget Reference and Funding Source75

School Site Council Membership76

Recommendations and Assurances77

Addendum.....78

 Instructions: Linked Table of Contents.....78

 Appendix A: Plan Requirements for Schools Funded Through the ConApp.....81

 Appendix B: Select State and Federal Programs.....83

School Vision and Mission

Skyblue Mesa's Mission Statement

The mission of Skyblue Mesa Elementary School is to provide a high quality and rigorous education in a safe learning environment that ensures the academic achievement and emotional growth of ALL students. We strive to prepare all students to be lifelong learners, and productive and responsible citizens.

At Skyblue Mesa Elementary School, we envision ourselves:

- * collaborating as a community of staff, students, and parents to maintain the expectation that ALL students can succeed.
- * building strong critical thinking and problem solving skills.
- * focusing on student achievement of rigorous academic standards.
- * implementing research-based instructional methods in all classrooms.
- * promoting a climate of mutual respect by modeling and teaching expected behaviors as identified on our PBIS Matrix and our school's Code of Conduct.
- * communicating with one another clearly and respectfully.

We have a shared leadership model and all staff work as a Professional Learning Community in order to ensure that students learn at high levels.

School Profile

Skyblue Mesa serves approximately 600 students in transitional kindergarten through sixth grade on an academic year calendar which begins in August and ends in June. There are four Special Day Classes on campus that serve approximately 55 Special Education Students.

Skyblue Mesa employs 23 fully credentialed teachers. We also have a school psychologist 80% of the time; a social worker 100% of the time and two full time Language and Speech Pathologists and Resource Teachers; several aides that provide support in the TK/K classrooms, intervention program with a full time TOSA and three intervention aides, an additional aide to support our EL/at promise students.

Our school is privileged to have a significant level of parental involvement. Parents also serve on school and district committees such as School Site Council, English Language Advisory Committee, Parent Advisory Committee and more. We also have a very active and cohesive Parent-Teacher Organization. Weekly school-wide newsletters, phone blasts and emails inform parents and students about educational information and important events.

In order to create a safe and positive learning environment for students to thrive in, we employ Positive Behavior Intervention and Supports (PBIS) school wide. With this, school expectations for behavior are posted all over the school including the classrooms. These expectations are explicitly taught and positively rewarded. There is an emphasis on positive reinforcement and building positive relationships with students on our school campus.

Our school is becoming a Professional Learning Community to implement processes and procedures for targeted intervention and enrichment. Teachers work collaboratively in order to ensure that students learn at high levels, and our Guiding Coalition is leading this work. The purpose of our Guiding Coalition at Skyblue Mesa is to support, inspire and empower staff to effectively and collaboratively work to embrace research-based best practices to promote the academic, emotional, and social growth for every child.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Several opportunities were provided to our educational partners for meaningful input and review of the School Plan for Student Achievement. Certificated and Classified staff members were given specific opportunities to discuss and give input on the School Plan for Student Achievement at staff meetings on 2/7/23, 2/21/23 and 4/11/23. Staff members, School Site Council, English Language Advisory Council, Positive Behavior Intervention and Support Team Members, Leadership Team, Guiding Coalition Team, and our Parent Teacher Organization have been reviewing school data since the beginning of the year to analyze school and student needs to inform the School Plan for Student Achievement. There have been monthly Coffee with the Principal meetings with parents since September and school data is shared with parents during those meetings to give updates and gather feedback. An annual survey was sent out to all parents to give feedback on our Local Control and Accountability Plan. The data and goals for the 23-24 School Plan for Student Achievement were developed by the English Language Advisory Council and School Site Council members based on the 21-22 California Dashboard, 21-22 English Learner data, 21-22 and 22-23 Attendance data, 21-22 and 22-23 Chronic Absenteeism data, 21-22 and 22-23 Suspension data, 21-22 and 22-23 LCAP Survey Data, School Wide Information System data on office referrals, 22-23 Tiered Fidelity Inventory, 21-22 and 22-23 i-Ready Diagnostic 1 and 2, and our Professional Learning Community Intervention data.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	59	78	93
Grade 1	63	93	69
Grade 2	50	78	101
Grade3	59	71	84
Grade 4	60	69	75
Grade 5	67	73	83
Grade 6	58	85	76
Total Enrollment	416	547	581

Conclusions based on this data:

1. Our overall school enrollment has increased each year, and we are on track to increase enrollment again for 23-24 as we add one more Special Day Class.
2. The number of students who are socially economically disadvantaged has decreased, pushing Skyblue out of Title 1 for the 23-24 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	46	50	58	11.10%	9.1%	10.0%
Fluent English Proficient (FEP)	20	43	37	4.80%	7.9%	6.4%
Reclassified Fluent English Proficient (RFEP)	0			0.0%	36.7%	

Conclusions based on this data:

1. The amount of English Language Learners at the school has been relatively stable over the past 3 years.
2. There has been a significant increase in the number of reclassified students between the years of 2018/19 and 2021/22 (3.1% in 18/19 vs. 21.5% in 19/20 and 36.7% in 21-22).
3. At this point we might not see a large increase in reclassification rates next school year due to 40.5% of our English Learners being a newer English Learner in the primary grades.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	60	72		0	72		0	72		0.0	100.0	
Grade 4	65	73		0	73		0	73		0.0	100.0	
Grade 5	62	75		0	75		0	75		0.0	100.0	
Grade 6	63	83		0	83		0	83		0.0	100.0	
All Grades	250	303		0	303		0	303		0.0	100.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2420.			25.00			18.06			30.56			26.39	
Grade 4		2473.			28.77			23.29			20.55			27.40	
Grade 5		2515.			24.00			30.67			18.67			26.67	
Grade 6		2526.			24.10			25.30			20.48			30.12	
All Grades	N/A	N/A	N/A		25.41			24.42			22.44			27.72	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.44			63.89			16.67	
Grade 4		24.66			61.64			13.70	
Grade 5		28.00			58.67			13.33	
Grade 6		26.51			54.22			19.28	
All Grades		24.75			59.41			15.84	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.67			50.00			33.33	
Grade 4		16.44			57.53			26.03	
Grade 5		25.33			49.33			25.33	
Grade 6		19.28			50.60			30.12	
All Grades		19.47			51.82			28.71	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.50			73.61			13.89	
Grade 4		16.44			68.49			15.07	
Grade 5		14.67			72.00			13.33	
Grade 6		18.07			71.08			10.84	
All Grades		15.51			71.29			13.20	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.67			68.06			15.28	
Grade 4		15.07			68.49			16.44	
Grade 5		14.67			69.33			16.00	
Grade 6		18.07			65.06			16.87	
All Grades		16.17			67.66			16.17	

Conclusions based on this data:

1. In 2022, approximately 50% of all students met or exceeded standards in English/Language Arts on the CAASSP. This was 0.9 points below standard.
2. We have a large population of students in the nearly met category. We need to target this group of kids to move them to the met or exceeds band.
3. Overall based on the data, our students' ELA skills are better developed than their math skills. The area that had the most students in the above, at or near standard was Listening and the area with the least was Writing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	60	72		0	72		0	72		0.0	100.0	
Grade 4	65	73		0	73		0	73		0.0	100.0	
Grade 5	62	75		0	75		0	75		0.0	100.0	
Grade 6	63	83		0	83		0	83		0.0	100.0	
All Grades	250	303		0	303		0	303		0.0	100.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2422.			13.89			30.56			25.00			30.56	
Grade 4		2489.			23.29			35.62			23.29			17.81	
Grade 5		2508.			18.67			29.33			26.67			25.33	
Grade 6		2523.			22.89			18.07			25.30			33.73	
All Grades	N/A	N/A	N/A		19.80			28.05			25.08			27.06	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.00			43.06			31.94	
Grade 4		39.73			36.99			23.29	
Grade 5		29.33			49.33			21.33	
Grade 6		25.30			43.37			31.33	
All Grades		29.70			43.23			27.06	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.67			62.50			20.83	
Grade 4		17.81			63.01			19.18	
Grade 5		14.67			56.00			29.33	
Grade 6		20.48			45.78			33.73	
All Grades		17.49			56.44			26.07	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.50			69.44			18.06	
Grade 4		27.40			54.79			17.81	
Grade 5		10.67			68.00			21.33	
Grade 6		18.07			56.63			25.30	
All Grades		17.16			62.05			20.79	

Conclusions based on this data:

1. In 2022, approximately 47.85% of all students met or exceeded standards in Mathematics on the CAASSP. This was 15.2 points below standard.
2. Based on the data presented, a relative strength was noted in the area of Communicating Reasoning.
3. Based on the data presented, a relative weakness was noted in the area of Concepts and Procedures.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		7	4	
1	*	1446.8		*	1453.5		*	1439.5		6	13	
2	*	*		*	*		*	*		5	6	
3	*	1484.2		*	1472.8		*	1495.2		9	13	
4	*	*		*	*		*	*		*	9	
5	*	*		*	*		*	*		4	4	
6	*	*		*	*		*	*		9	6	
All Grades										43	55	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	15.38		*	23.08		*	38.46		*	23.08		*	13	
2	*	*		*	*		*	*		*	*		*	*	
3	*	7.69		*	38.46		*	30.77		*	23.08		*	13	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	16.28	14.55		23.26	34.55		37.21	25.45		23.26	25.45		43	55	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	15.38		*	30.77		*	30.77		*	23.08		*	13	
2	*	*		*	*		*	*		*	*		*	*	
3	*	30.77		*	23.08		*	23.08		*	23.08		*	13	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	34.88	29.09		23.26	29.09		23.26	18.18		18.60	23.64		43	55	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	7.69		*	30.77		*	38.46		*	23.08		*	13	
2	*	*		*	*		*	*		*	*		*	*	
3	*	7.69		*	30.77		*	38.46		*	23.08		*	13	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	6.98	5.45		23.26	25.45		34.88	43.64		34.88	25.45		43	55	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	38.46		*	30.77		*	30.77		*	13	
2	*	*		*	*		*	*		*	*	
3	*	23.08		*	61.54		*	15.38		*	13	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	20.93	25.45		62.79	52.73		16.28	21.82		43	55	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	15.38		*	69.23		*	15.38		*	13	
2	*	*		*	*		*	*		*	*	
3	*	30.77		*	46.15		*	23.08		*	13	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	37.21	32.73		41.86	43.64		20.93	23.64		43	55	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	15.38		*	38.46		*	46.15		*	13	
2	*	*		*	*		*	*		*	*	
3	*	7.69		*	61.54		*	30.77		*	13	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	11.63	7.27		37.21	54.55		51.16	38.18		43	55	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	0.00		*	76.92		*	23.08		*	13	
2	*	*		*	*		*	*		*	*	
3	*	23.08		*	61.54		*	15.38		*	13	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	20.93	14.55		44.19	67.27		34.88	18.18		43	55	

Conclusions based on this data:

1. Overall, our students' speaking skills (Speaking Domain) were better developed than any other skills assessed (writing, listening, reading).
2. Overall, the reading domain was our weakest domain showing the need for more intervention in this area.
3. 36.4% of our English Learners are making progress toward English language Proficiency.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
547	24.3	9.1	1.3
Total Number of Students enrolled in Skyblue Mesa 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	50	9.1
Foster Youth	7	1.3
Homeless	6	1.1
Socioeconomically Disadvantaged	133	24.3
Students with Disabilities	110	20.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	23	4.2
American Indian	1	0.2
Asian	25	4.6
Filipino	51	9.3
Hispanic	266	48.6
Two or More Races	22	4.0
Pacific Islander	2	0.4
White	154	28.2

Conclusions based on this data:

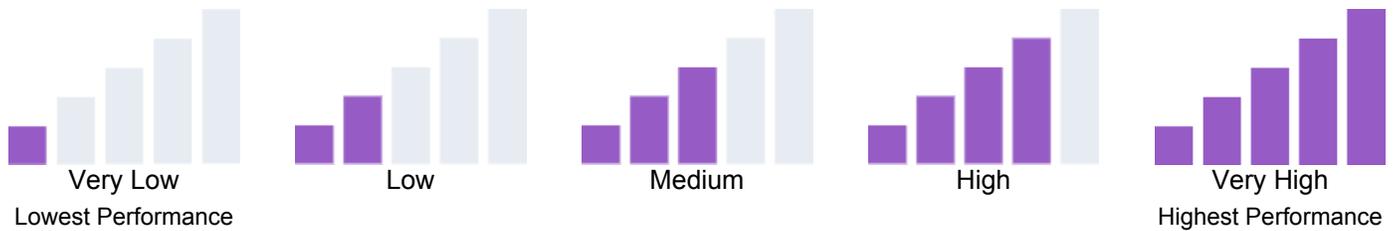
1. Overall, approximately 1/4 of our population is socioeconomically disadvantaged.
2. Our school population is predominately Hispanic and White.
3. Our school enrollment has increased.

School and Student Performance Data

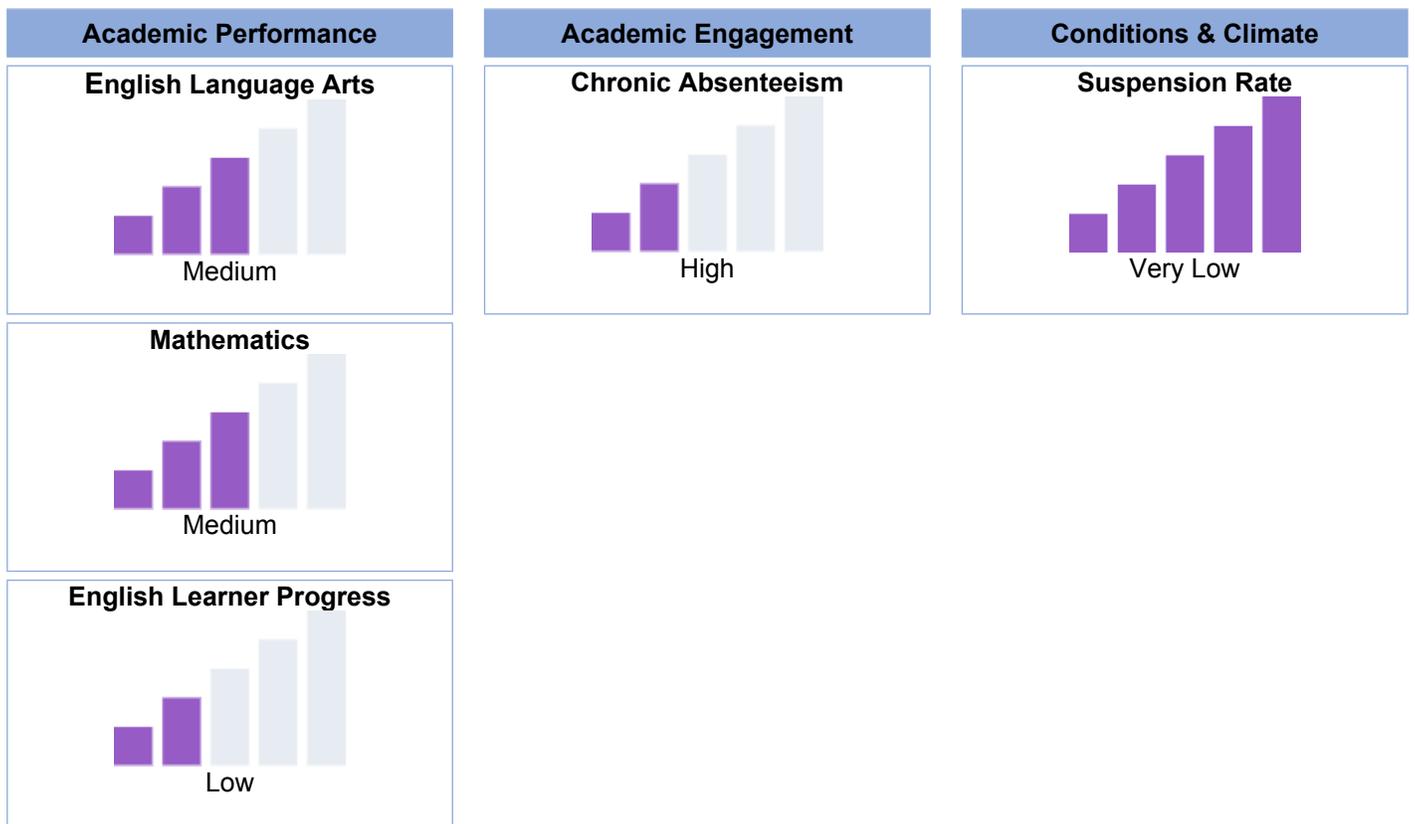
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Our suspension rate is low and indicates a positive school culture, and effective behavior supports and interventions (PBIS).
2. Our chronic absenteeism rate is high, indicating a need for re-engagement strategies and a focus on improving attendance.

3. Overall, our Math and English Language Arts scores were both within the medium indicating a need for academic growth and improvement in both academic areas.

School and Student Performance Data

Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

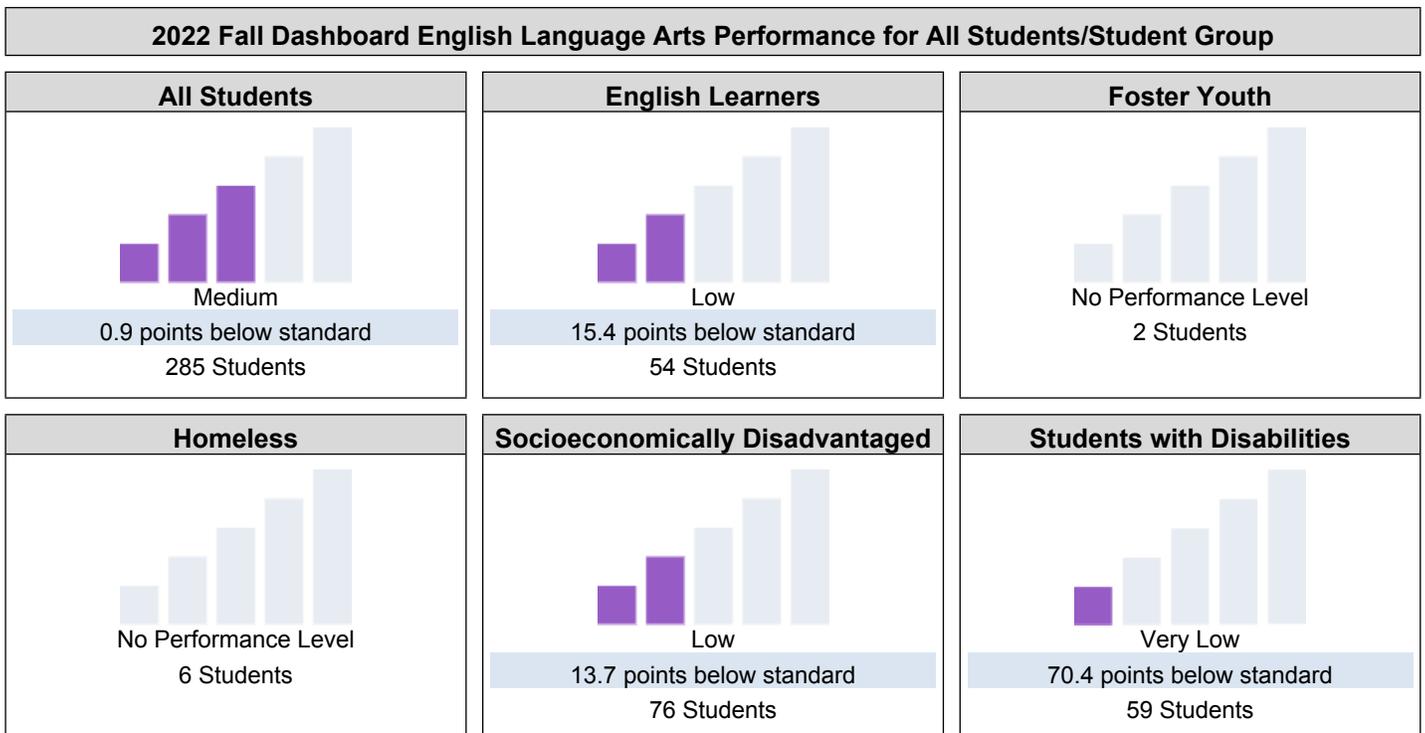
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



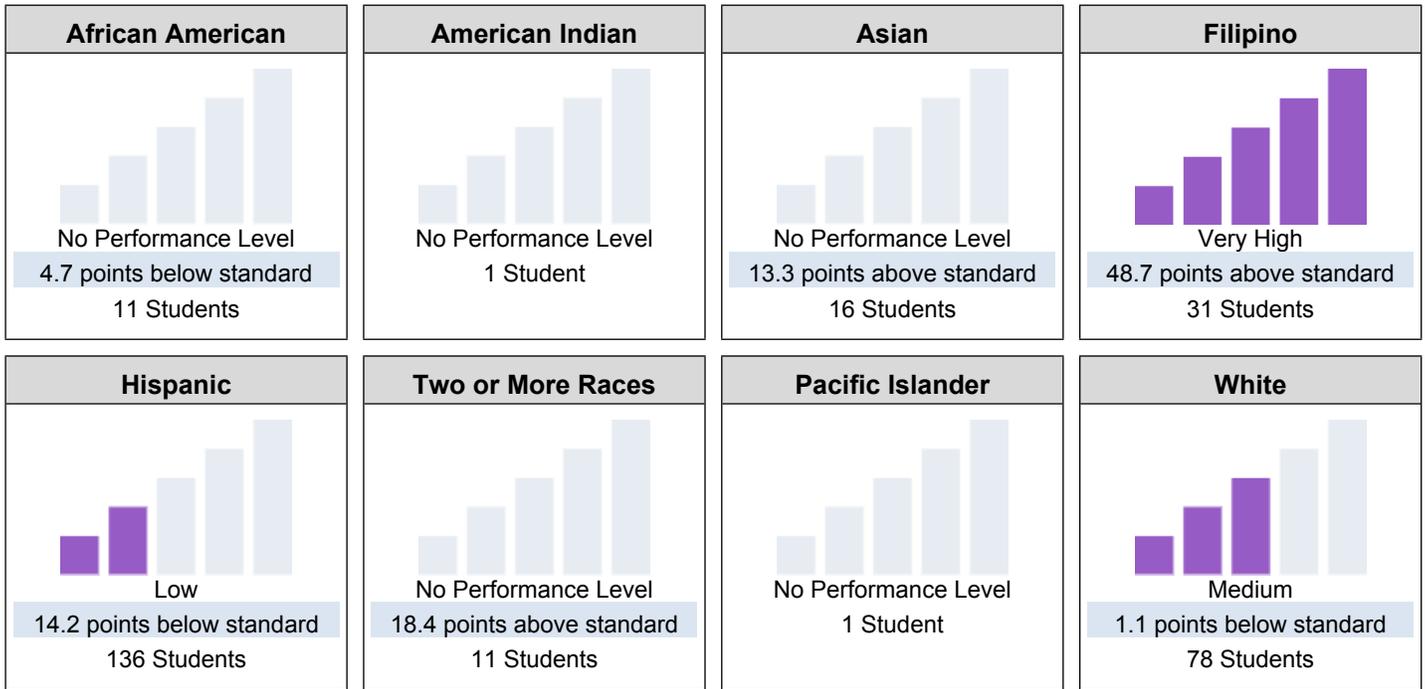
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
71.3 points below standard 27 Students	40.4 points above standard 27 Students	2.4 points above standard 223 Students

Conclusions based on this data:

1. Our reclassified students showed an increase in their English Language Arts skills by 40 points and out performed our English Only students.
2. Our Hispanic population students are 14.2 points below standard compared to our white population being 1.1 points below standard
3. Our students with disabilities performed 70.4 points below standard and our current English Learners 71.3 points below; the farthest subgroups below standard.

School and Student Performance Data

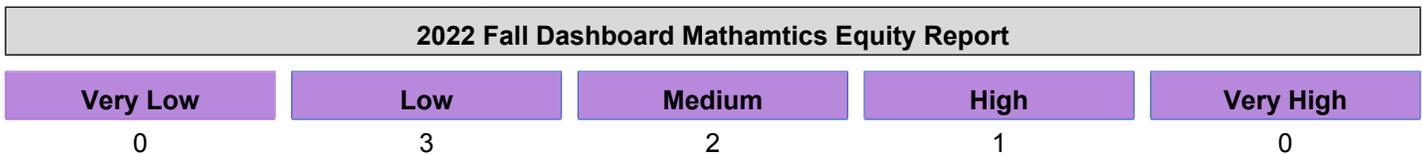
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

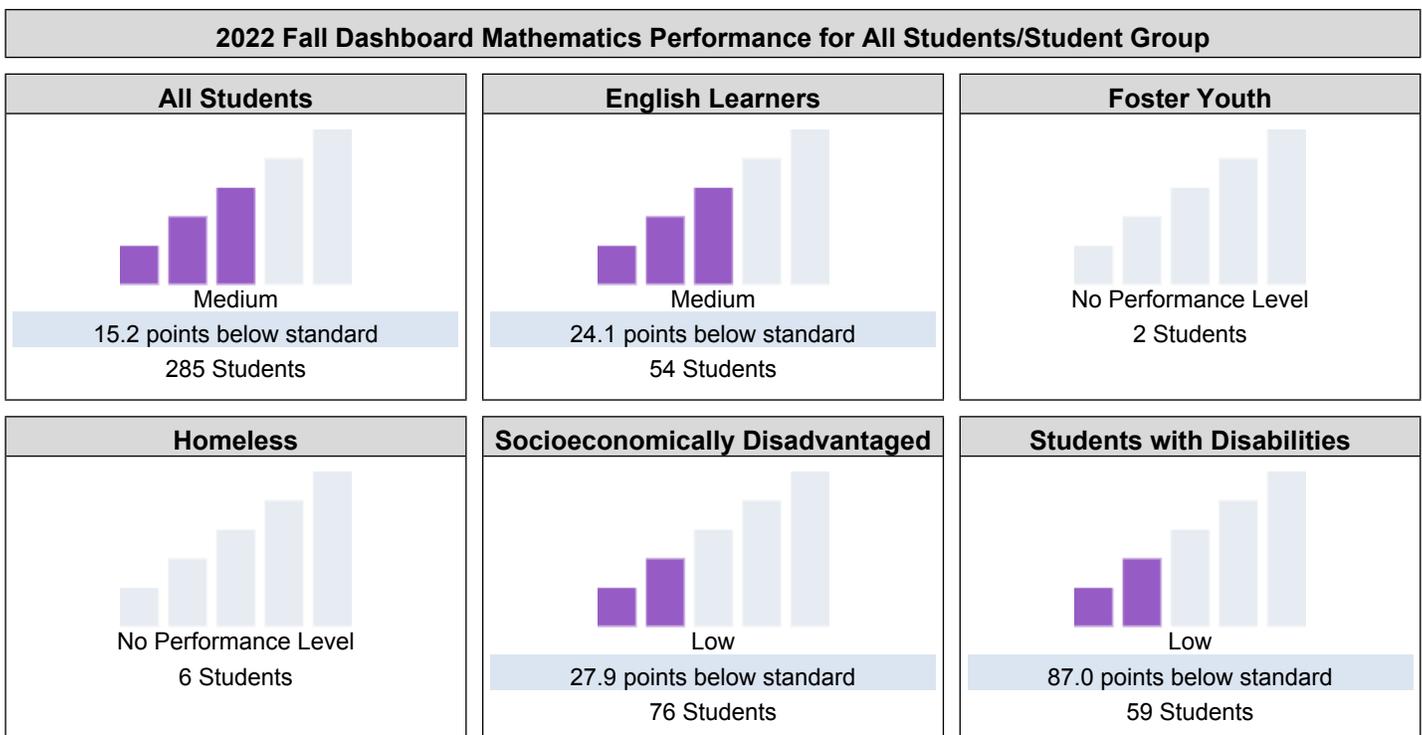
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



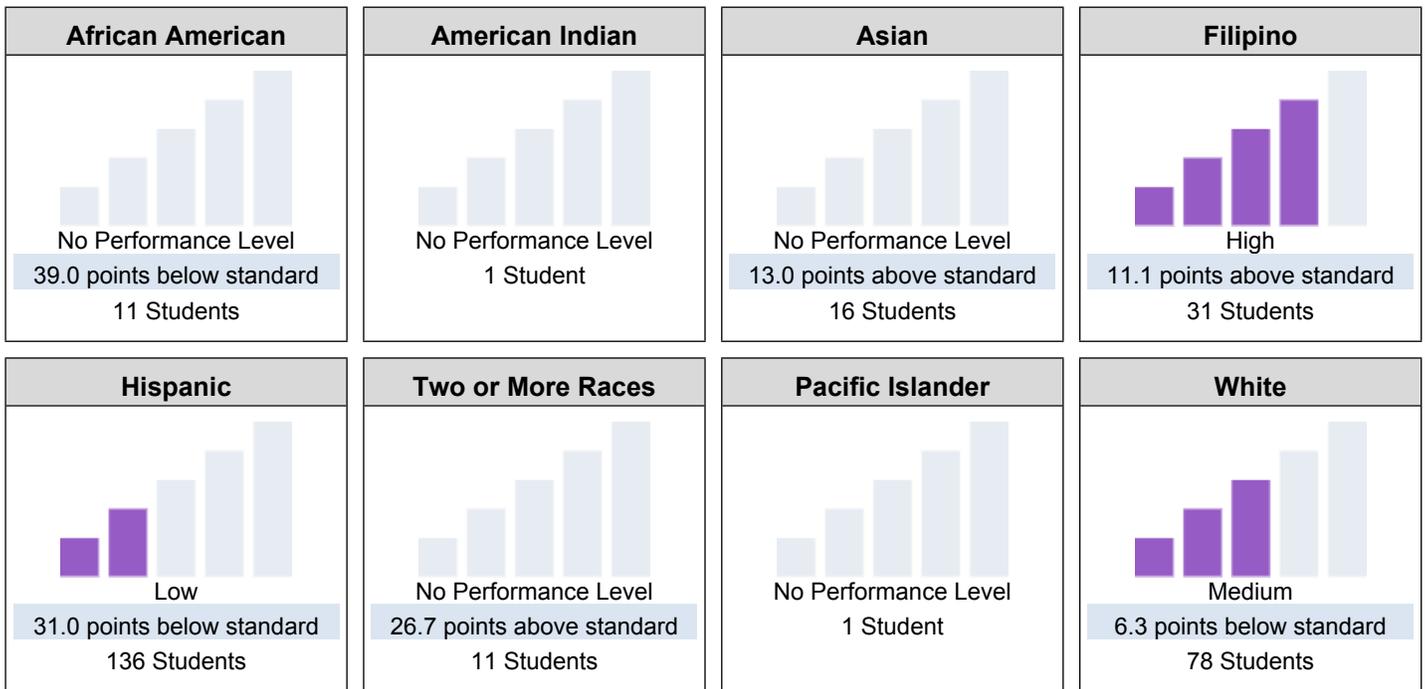
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">74.0 points below standard</p> <p>27 Students</p>	<p style="background-color: #e6f2ff;">25.9 points above standard</p> <p>27 Students</p>	<p style="background-color: #e6f2ff;">14.7 points below standard</p> <p>223 Students</p>

Conclusions based on this data:

1. Overall our students scored higher on the ELA portion of the CAASPP than the math.
2. Our students with disabilities performed 87.0 points below standard and our current English Learners 74.0 points below; the farthest subgroups below standard just like in ELA.
3. Our African American students performed 39.0 points below standard on the math portion compared to 4.7 points below standard on the ELA portion.

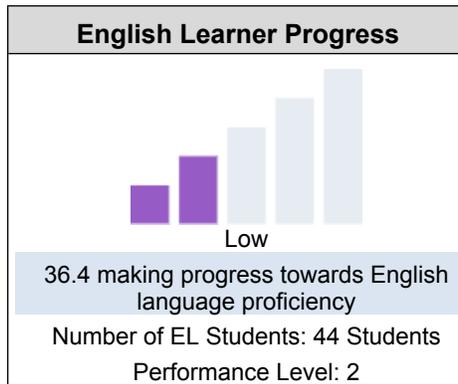
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 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
29.5%	34.1%	6.8%	29.5%

Conclusions based on this data:

- Overall approximately 36.4% of our ELL population are making progress toward English language proficiency.
- Approximately 63.6% of EL students showed no growth or diminished improvement on the ELPAC assessment showing we need to provide more support to our EL students both with Integrated ELD and Designated ELD.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. NA

School and Student Performance Data

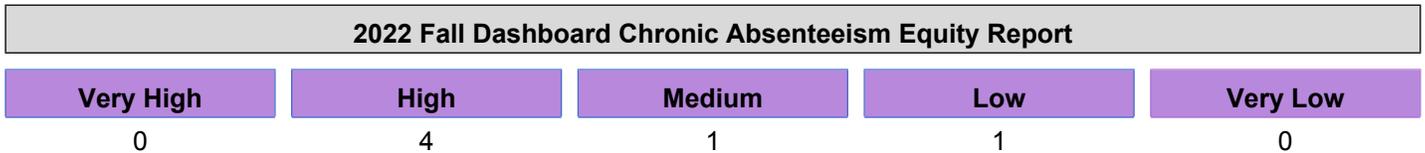
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

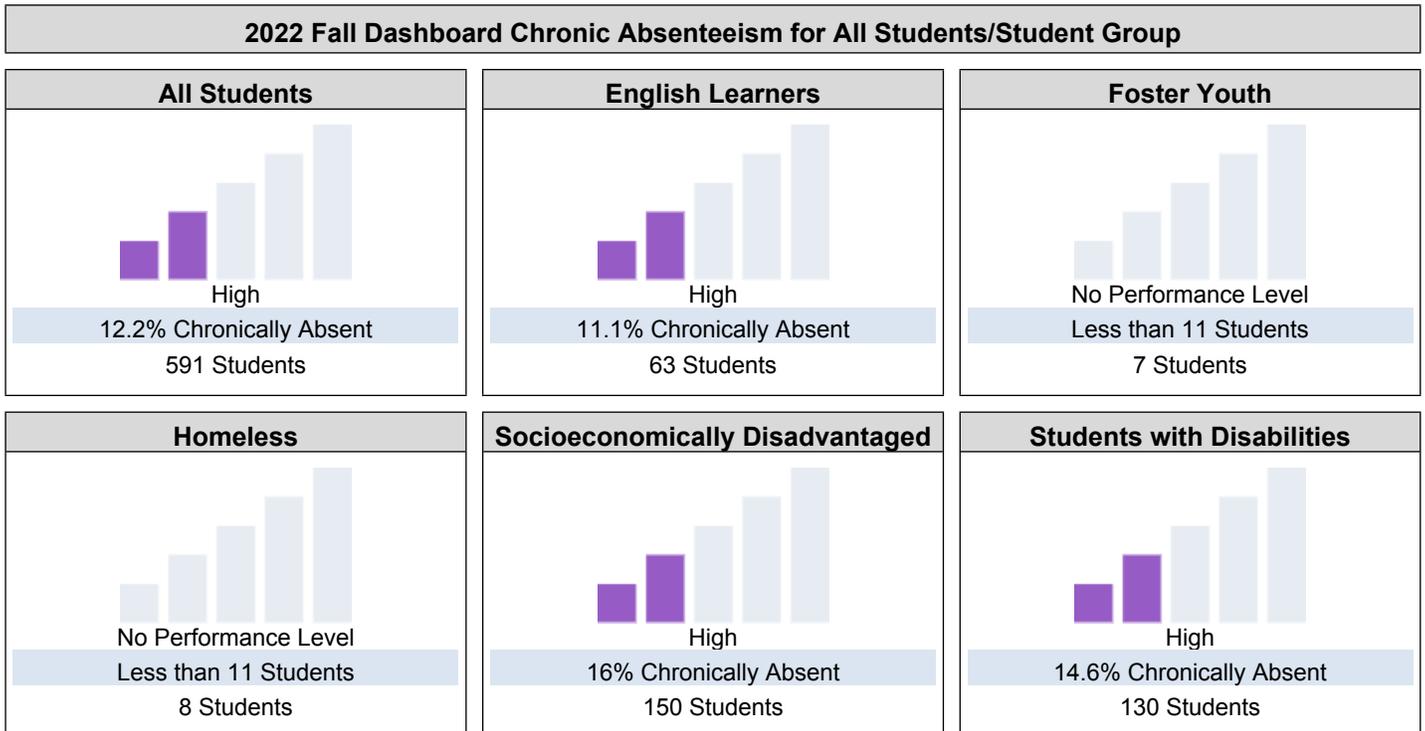
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



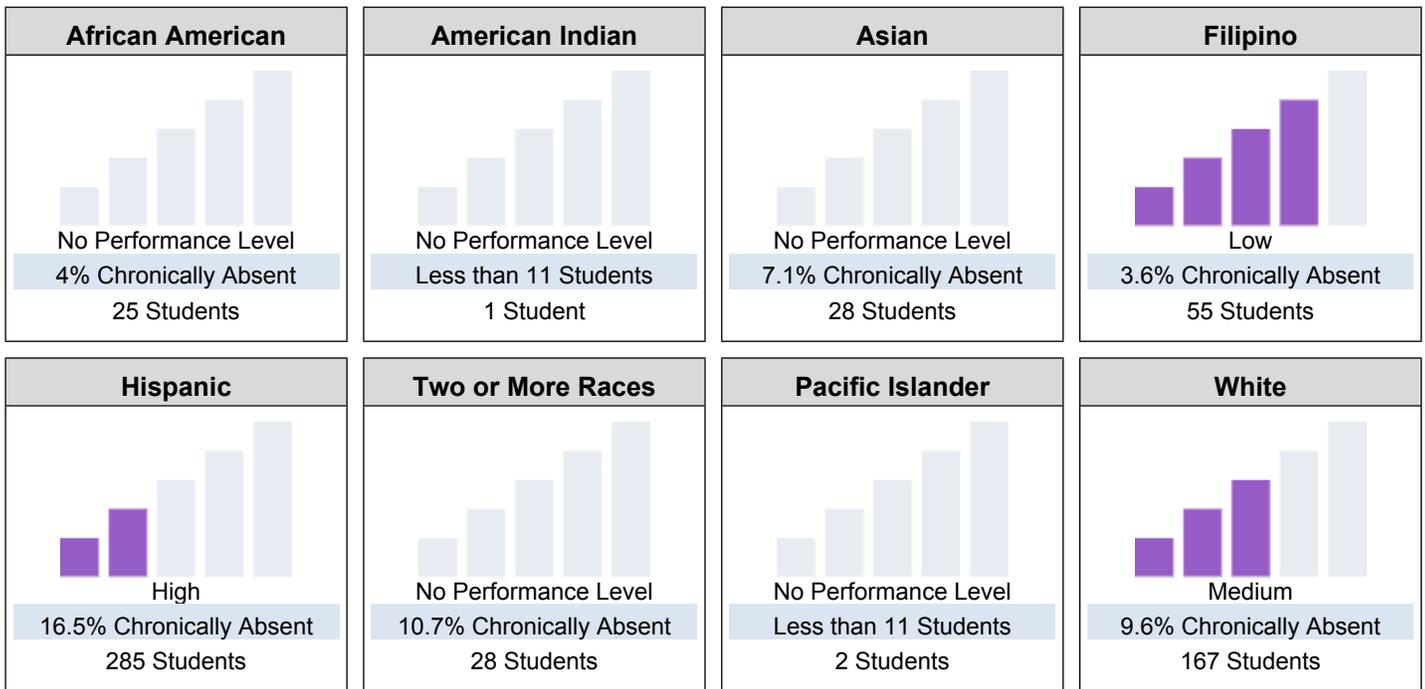
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Overall, our chronic absenteeism rate is high (12.2% chronically absent); this is an increase from the previous year showing a negative trend in attendance and engagement.
2. Certain sub groups such as our Socially Economically Disadvantaged and Students with Disabilities have increased levels of absenteeism.
3. Our Socio-economically Disadvantaged, Students with Disabilities, Hispanic, and English Learners students have a high rate of chronic absenteeism and the data shows a need to focus on these subgroups.

School and Student Performance Data

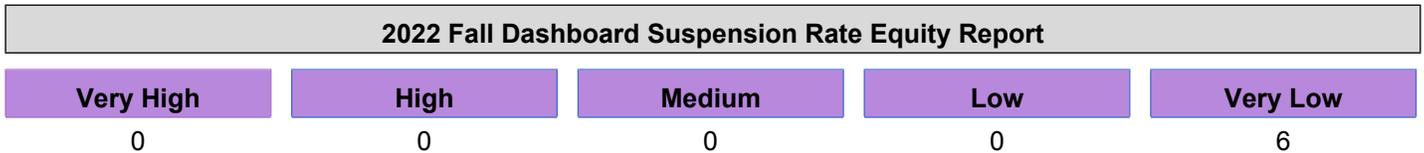
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

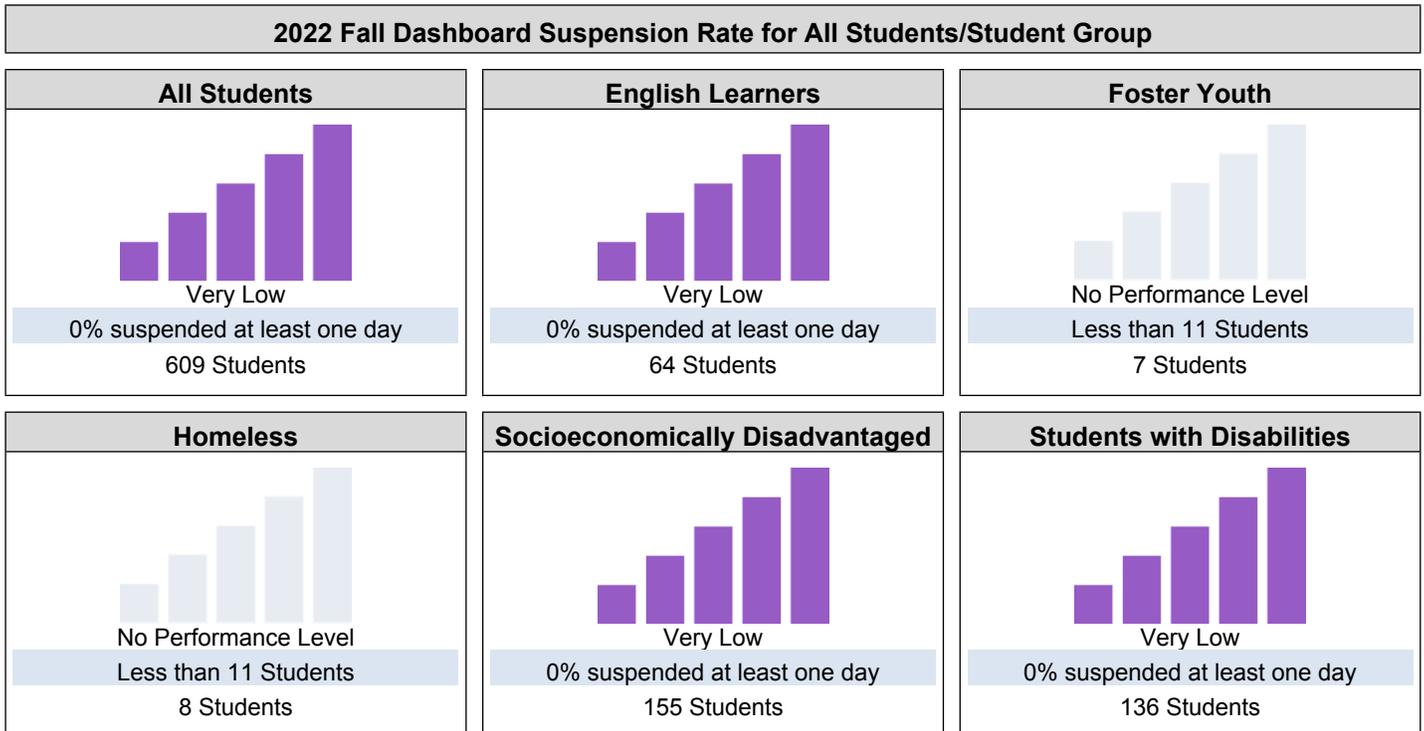
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



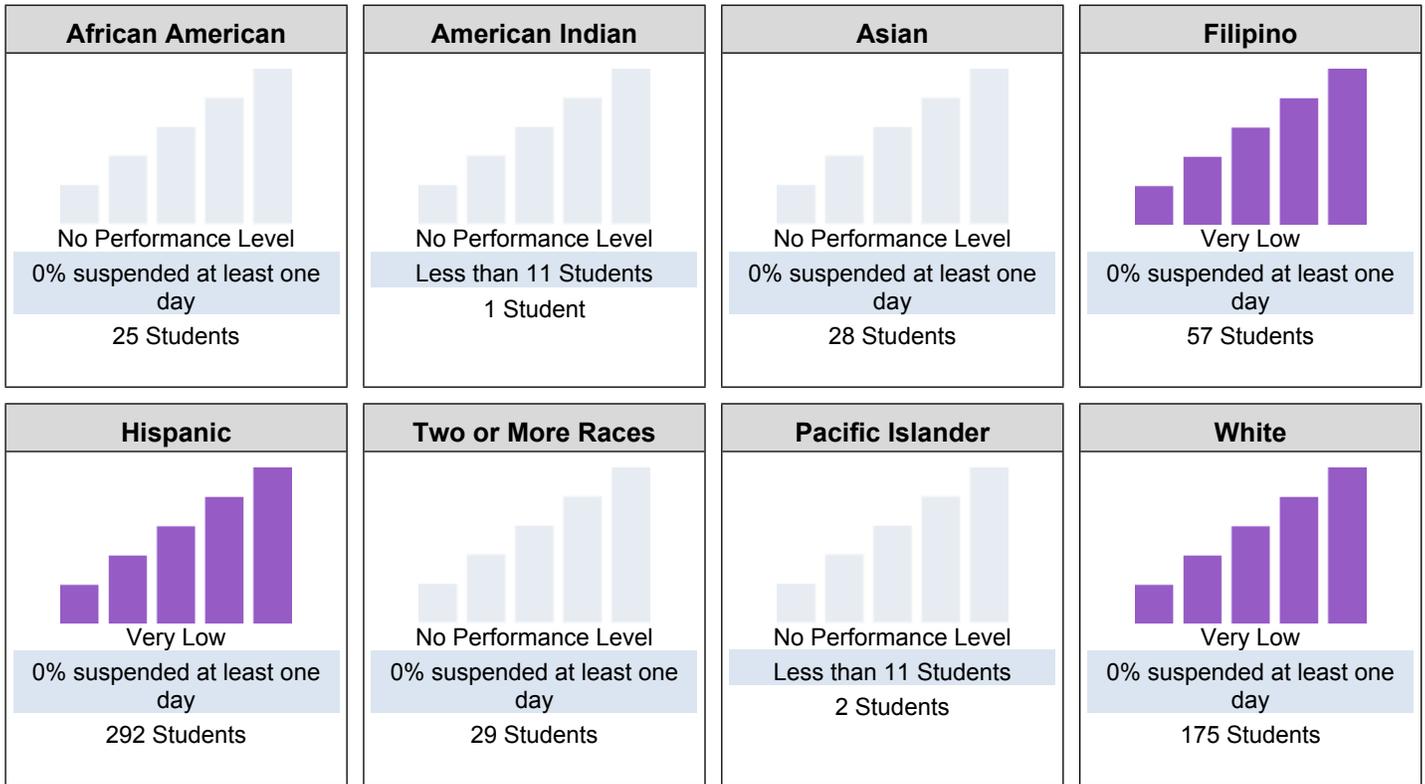
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Our suspension rate is very low and indicates a positive school culture, and effective behavior supports and interventions (PBIS).

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Increase student achievement

Goal Statement

Improve student achievement in the areas of Language Arts & Math -

By June 2024 all students will make at least 5% increase in grade level or higher proficiency based on the i-Ready diagnostic. Number of students in specified groups in (at or above grade level) will increase by at least 5% as measured by the end of year diagnostic assessment. Number of students in the specified groups two grade levels below will decrease by 10% on the end of year diagnostic assessment.

- i. Special Education
- ii. English Learners
- iii. Hispanic Students

- By Feb 2024, 55% of students in grades K - 6th will score at grade level on the iReady Reading mid-year assessment. The remaining 45% will show growth within their band or move to the next band (ie. from two grades below to one grade level below).
- By June 2024, 65% of students in grades K - 6th will score at grade level on the iReady Reading mid-year assessment. The remaining 35% will show growth within their band or move to the next band (ie. from two grades below to one grade level below).
- By Feb 2024, 50% of students in grades K - 6th will score at grade level on the iReady Math mid-year assessment. The remaining 50% will show growth within their band or move to the next band (ie. from two grades below to one grade level below).
- By June 2024, 65% of students grades K - 6th will score at grade level on the iReady Math mid-year assessment. The remaining 35% will show growth within their band or move to the next band (ie. from two grades below to one grade level below).

LCAP Goal

Goal #4: Achievement GAP - Implement instructional programs and services that allow all students to achieve while closing the Achievement Gap in the core academic areas – English Language Arts (ELA), Mathematics.

Basis for this Goal

After conducting the Comprehensive Needs Assessment, this goal was based on the following information:

On the CA Dashboard for 2022 CAASPP Results:

ELA - Students with disabilities scored in the low range

Math - Students with disabilities scored in the low range

Our ELA performance as medium overall with 0.9 points below standard

Our Math performance was medium overall with 15.2 points below standard.

Identified need to improve student English Language Arts and Math skills as identified by state test results (CAASPP/Dashboard) and current district benchmark data per iReady initial and mid year scores.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
iReady Diagnostic #2 - ELA	iReady Diagnostic #2 Reading - 50% overall K - 71% Proficient	65% of students in grades K - 6th will score at grade level on the iReady Reading end of year assessment.

Metric/Indicator	Baseline	Expected Outcome
	1st - 39% Proficient 2nd - 44% Proficient 3rd - 53% Proficient 4th - 52% Proficient 5th - 41% Proficient 6th - 50% Proficient. Special Education - 27% Proficient English Learner - 16% Proficient Hispanic Students - 38% Proficient	The remaining 35% will show growth within their band or move to the next band (ie. from two grades below to one grade level below).
iReady Diagnostic #2 - Math	Math - 40% Overall K - 55% Proficient 1st - 34% Proficient 2nd - 28% Proficient 3rd - 29% Proficient 4th - 44% Proficient 5th - 43% Proficient 6th - 51% Proficient Special Education - 28% Proficient English Learner - 18% Proficient Hispanic Students - 39% Proficient	65% of students in grades K - 6th will score at grade level on the iReady Math end of year assessment. The remaining 35% will show growth within their band or move to the next band (ie. from two grades below to one grade level below).
CAASPP Math	47.85% Math met or exceeded in CAASPP (2022)	By June 2024, 4% of students in grades 3rd-6th will show growth with a score at standard met (Level 3) or exceeds standard (Level 4) in English Language Arts on the CAASPP, as monitored and measured by iReady.
CAASPP ELA	49.83% ELA met or exceeded in CAASPP (2022)	By June 2024, 4% of students in grades 3rd-6th will show growth with a score at standard met (Level 3) or exceeds standard (Level 4) in Math on the CAASPP, as monitored and measured by iReady.

Planned Strategies/Activities

Strategy/Activity 1

To better address the assessed needs of our unduplicated students (EL, low-income, and foster youth) we will continue Professional Learning Communities (PLCs) to engage in the cycle of continuous improvement needed to target the academic and social emotional needs of our students and to better address the language needs of our EL students and students with IEPs. Staff will fully implement PLC process; including creating common assessments, delivering high quality instruction from a viable curriculum, identifying and focusing on promise standards, analyzing data, observing and analyzing instruction, planning strategic lessons, and developing a comprehensive intervention plan.

Students to be Served by this Strategy/Activity

All students but specifically low income students, Hispanic, ELL, and students in Special Education.

Timeline

By June 2024

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	4,956
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes

Strategy/Activity 2

INTERVENTION:
Under the supervision of the classroom teacher paraeducators provide small group instruction and push-in classroom support. In addition, classroom teachers will provide intervention support to high needs students in their grade level as identified by district and state benchmark assessments (ie. iReady, IABs, BPST) as well as data gathered through common formative assessments via the PLC process.

Students to be Served by this Strategy/Activity

ELL, Special Education Students, Hispanic Students, and Identified At Promise Students

Timeline

By June 2024

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	21,000
Source	General Fund
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraeducator

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Parent Engagement

Goal Statement

Parent Involvement and Engagement Goal:

By June 2024, the amount of parents that strongly agree or agree that they are educational partners in decisions that impact programs offered at our school will increase to 83% as measured by the End of the Year LCAP survey data (question #15).

LCAP Goal

Goal #1: Parental Engagement & Core Services - Engage parents in the school community and decision making process to create a core instructional program appropriate for the Basic Conditions of Learning necessary for all students.

Basis for this Goal

LCAP Survey question: We had 78.81% of parents indicate that they agree or strongly agree with the statement that, "Our school promotes all Educational Partners in decisions that impact programs offered at our school."

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCAP Parent Survey	78.81% of parents strongly agree or agree they are educational partners in decisions that impact programs offered at our school.	Increase LCAP EOY survey to 83% of parents strongly agree or agree (Question 15)
LCAP Parent Survey Completion	119 families participated (20.37%)	Increase participation rate to at least 25%

Planned Strategies/Activities

Strategy/Activity 1

Increase Parent Engagement Communication Through Parent Square. The prime focus of the weekly communication would be to keep parents updated on all the aspects of learning process, by sending videos that force communication among students and families

Students to be Served by this Strategy/Activity

All Students

Timeline

June 2024

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	4500
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra Duty/Extra Pay Provided to Teachers for creating or sending out weekly videos to parents.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Student Wellness, Social Emotional Learning and Attendance

Goal Statement

By June 2024, decrease chronic absenteeism rate from 12% to 10%

LCAP Goal

Goal #2: Student Engagement & Wellness - Create school environments that are responsive to student and stakeholder Social Emotional Learning (SEL) needs to increase their engagement and connectedness to learning and school.

Basis for this Goal

In order for students to grow optimally, they need to feel safe and accepted in their learning environment. School culture and fostering positive student to teacher, and student to student relationships is critical.

According to our site needs assessment, our average daily attendance rate is 94% and 7.1% of students were chronically absent in 2022-2023 school year. Our students in the socioeconomically disadvantaged sub group reported a high chronic absenteeism with 10.9%.

According to our LCAP student survey, 58% of students in grades 4-6 look forward to coming to school.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Weekly Attendance Rate	Current attendance rate at average of 94%	Increase Attendance Average to 95%
Chronic Absenteeism Rate	12% of students were chronically absent.	10% of students will be chronically absent.
LCAP Connectedness Student Survey (grades 4-6)	Student Engagement Survey - 50.26% of students either strongly agree or agree that they look forward to attending school each day. (Question 14)	Student Engagement Survey - Increase to 70% of students will look forward to coming to school (Question 14)

Planned Strategies/Activities

Strategy/Activity 1

Implement PBIS Tier 1 and 2 Strategies school wide to improve school culture and student engagement. PBIS meetings will be held each month and student attendance and behavior will be monitored.

Students to be Served by this Strategy/Activity

All students

Timeline

June 2024

Person(s) Responsible

District, Principal, PBIS Team

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Material to support teachers in implementation of program

Strategy/Activity 2

Goal setting for the school, class, and individual students will occur to help students improve attendance. Improved attendance and regular attendance will be rewarded.

Students to be Served by this Strategy/Activity

All Students in Grades TK-6

Timeline

June 2024

Person(s) Responsible

Administration, School Social Worker, Classified, and Certificated Staff

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Attendance incentives for improved and consistent attendance

Strategy/Activity 3

Playworks will be utilized to create more engaging play areas on the playground. Provide activities at school during lunch time each month to help build student connections (games, art, STEM, etc.). Staff will be working with yard supervisors and teachers to support a more engaging, safe, structured play.

Students to be Served by this Strategy/Activity

All

Timeline

June 2024

Person(s) Responsible

Yard supervisors, PE TOSA, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Time allotted to train and implement Playworks.

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

English Language Learner Achievement

Goal Statement

By June 2024, the percentage of English learner students scoring proficient in Reading will increase by 10% as measured by the iReady diagnostic.

LCAP Goal

Ensure the academic achievement of EL students. (Goal #3)

Basis for this Goal

Goal #3: English Learner Academic Needs - Provide instructional opportunities necessary to ensure English Learner academic achievement and their appropriate acquisition of English. Our EL Students require additional support and supplemental materials in order to continue to make gains in their acquisition of the English Language. We have several students new to the country and beginning English Learners.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
iReady ELA	39% of English learner students are at or above grade level	49% of English learner students will be at or above grade level
CA Dashboard - ELPI	36.4% of English learners are making progress toward language proficiency.	At least 46.4% of English learners will make progress toward language proficiency.

Planned Strategies/Activities

Strategy/Activity 1

Teachers provide designated ELD during the school day with support staff to work with English Only students while the teachers prioritizes daily small group instruction for English learners.

Students to be Served by this Strategy/Activity

ELD students in grades TK-6

Timeline

23-24 School year

Person(s) Responsible

Administration, Classified, and Certificated staff

Proposed Expenditures for this Strategy/Activity

Amount	17,000
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	A paraeducator supports the class during Designated ELD instruction so the teacher can work with English Learner students during small group instruction.

Strategy/Activity 2

ELPAC bootcamp

Students to be Served by this Strategy/Activity

ELL Students

Timeline

July 2024

Person(s) Responsible

Principal, District, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Staff salaries for ELPAC bootcamp

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Increasing Cultural Awareness

Goal Statement

By June 2024, the percentage of Educational Partners (parents, staff, students) who feel that students see their family's culture represented in the school will increase by 5% as measured by the LCAP Connectedness Survey.

LCAP Goal

Goal #5 Increase the feeling of inclusion for all diverse groups in our district.

Basis for this Goal

We have a diverse district and it is important that all groups feel represented, valued and respected for their contributions as a part of our learning environment.

The data from LCAP Connectedness Survey Question 11: Students see their family's culture represented in the school and in the academic content taught indicates that only 62.83% of parents strongly agree or disagree, 72.73% of staff strongly agree or agree, and 47.70% of student strongly agree or disagree.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCAP Parent Survey	71.42% of parents strongly agree or agree (Question 11)	76.5% of parents will strongly agree or disagree
LCAP Staff Survey	73.68% of staff strongly agree or agree (Question 12)	78.68% of staff will strongly agree or disagree
LCAP Student Survey	50.5% of students strongly agree or agree (Question 12)	55.5% of students will strongly agree or disagree

Planned Strategies/Activities

Strategy/Activity 1

Purchase literature to reflect diverse groups.

Students to be Served by this Strategy/Activity

All Students TK-6

Timeline

2023-2024 School Year

Person(s) Responsible

Admin, Certificated Staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Purchase cultural books and supplies

Strategy/Activity 2

Utilize TOSA prepared lessons and materials highlighting cultural celebrations and observances.

Students to be Served by this Strategy/Activity

All Students TK-6

Timeline

2023-2024 School Year

Person(s) Responsible

Admin, Certificated Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
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Strategy/Activity 3

Promote the activities and lessons highlighting cultural observances and celebrations in parent communication from the classroom and the site.

Students to be Served by this Strategy/Activity

All students TK-6

Timeline

2023-2024 School Year

Person(s) Responsible

Admin, Certificated Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
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Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 7

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 8

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 9

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 10

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 11

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 12

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

Improve student achievement in the areas of Language Arts & Math -

- By June 2023, 5% of students in grades 3rd – 6th will show growth with a score at standard met (Level 3) or exceeds standard (Level 4) in English Language Arts on the CAASPP.
- By June 2023, 5% of students in grades 3rd – 6th will show growth with a score at standard met (Level 3) or exceeds standard (Level 4) in Math on the CAASPP.
- By June 2023, 65% of students in grades K - 2nd will score at grade level on the iReady Reading end of year assessment. The remaining 35% will show growth within their band or move to the next band (ie. red to yellow).
- By June 2023, 57% of students in grades K - 2nd will score at grade level on the iReady Math end of year assessment. The remaining 43% will show growth within their band or move to the next band (ie. red to yellow).

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Data 2022 - Math, ELA IAB Data iReady End of Year Assessment	<p>There will be a 5% growth for students in grades 3rd-6th grades in CAASPP in the standards met (Level 3) or exceeds standard (Level 4) in English Language Arts.</p> <p>There will be a 5% growth for students in grades 3rd-6th grades in CAASPP in the standards met (Level 3) or exceeds standard (Level 4) in Mathematics.</p> <ul style="list-style-type: none">• 65% of students in grades K - 2nd will score at grade level on the iReady Reading end of year assessment in ELA. The remaining 35% will show growth within their band or move to the next band (ie. red to yellow).• 57% of students in grades K - 2nd will score at grade level on the iReady Math end of year assessment. The remaining 43% will show growth within their band or move to the next band (ie. red to yellow).	<ul style="list-style-type: none">• 70% of students in grades K - 2nd scored at grade level on the iReady Reading end of year assessment in ELA. 31% of the remaining 35% moved to the next band (ie. red to yellow).• 57% of students in grades K - 2nd scored at grade level on the iReady Math end of year assessment. 26% of the remaining 43% moved to the next band (ie. red to yellow).

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ENGLISH LANGUAGE ARTS & MATH:</p> <p>Train staff and fully implement PLC process; including creating common assessments, delivering high quality instruction from a viable curriculum, identifying and focusing on promise standards, analyzing data, observing and analyzing instruction, planning strategic lessons, and developing a comprehensive intervention plan.</p>	<p>All actions related to this strategy were implemented. Our teachers met in grade level teams 5 times throughout the year during school hours to create pre and post assessments, analyze data, and implement a Tier 2 intervention support system for their grade level.</p>	<p>PLC Training material 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 1500</p> <p>PLC PD Support 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 2340</p> <p>Substitutes 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 4000</p> <p>YMCA P.E. Enrichment Program to release our Title 1 teachers for Professional Learning Community Planning 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Basic Grants Low-Income and Neglected 22440.83</p>	<p>PLC Training material 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 1500</p> <p>PLC PD Support 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 2340</p> <p>Substitutes 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 3480</p> <p>YMCA P.E. Enrichment Program to release our Title 1 teachers for Professional Learning Community Planning 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Basic Grants Low-Income and Neglected 12600</p>
<p>INTERVENTION:</p> <p>Under the supervision of the classroom teacher Title 1 Instructional Assistants/Intervention Aides provide small group instruction and push-in classroom support to low income students, ELLs, and minority students. In addition, classroom teachers will provide intervention/tutoring support to high needs students in their grade level as identified by district and state</p>	<p>We were able to fully implement this action and the instructional assistants supported our Tier 2 intervention so our teachers could support their students requiring the most intensive support. At the August Site Council meeting, we approved a decrease in the funds needed for Intervention Aides. Due to an increase in salary, we expended more than originally budgeted for.</p>	<p>Intervention Aides 2000-2999: Classified Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 25559.17</p> <p>Extra duty pay 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 6,000</p>	<p>Intervention Aides 2000-2999: Classified Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 45,313.56</p> <p>Extra duty pay 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 1244.28</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
benchmark assessments (ie. iReady, IABs, BPST) as well as data gathered through common formative assessments via the PLC process.			
Tutoring support to provide additional assistance to students in grades 2nd through 6th	Homework club ran from October 17th to December 13th. Due to after school enrichment programs starting in January, along with limited space due to construction at Skyblue, we were not able to continue the Homework Club after Winter Break. Additionally, due to staffing issues our classified staff supported this program instead of our certificated staff.	Tutoring for students at risk 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 3000	Tutoring for students at risk 2000-2999: Classified Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 1831.94
English Language Arts and Math Support: Purchase supplemental ELA and math programs/material (technology, books, programs) to build students fluency/numeracy and comprehension.	Due to the increase needed to support our intervention program, we used the intervention materials available through iReady and Next Gen (2 district funded programs) instead of purchasing additional materials	<p>Math, Science and ELA material 4000-4999: Books And Supplies LCFF - Supplemental 2000</p> <p>Staff will be compensated for participating in PD to support programs/materials. 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 10000</p> <p>Training 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Basic Grants Low-Income and Neglected 10500</p>	<p>Math, Science and ELA material 4000-4999: Books And Supplies LCFF - Supplemental 0</p> <p>Staff will be compensated for participating in PD to support programs/materials. 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 3001.44</p> <p>Training 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Basic Grants Low-Income and Neglected 0</p>
Increase variety and volume of books available to students to improve	Staff were sent to Orton Gillingham Training, and as part of this training received supplies. We did	Books to stock library and classrooms 4000-4999: Books And	Books to stock library and classrooms 4000-4999: Books And

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
fluency and comprehension.	not have a need to purchase additional supplies to implement the fluency and comprehension portions of this program.	Supplies LCFF - Supplemental 1,000	Supplies LCFF - Supplemental 0
Title 1 Summer School to address learning gaps for low Income, English Language Learners, Minority students, Identified at risk students	The district funded the STEAM camp during the summer. The school did not need to fund this program.	Salaries for teachers 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 500	Salaries for teachers 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 412.73
		Supplies to support summer school program 4000-4999: Books And Supplies LCFF - Supplemental 500	Supplies to support summer school program 4000-4999: Books And Supplies LCFF - Base 0
Support TK/K students with early literacy and math numeracy in a small group setting.	We were able to fully implement this action and instructional assistants supported our TK/K students with early literacy skills using Orton Gillingham training they received from our Intervention TOSA. The instructional assistants also led small group math fluency activities focused on math fluency using a tens frame.	Supplement Kinder Aide Support 2000-2999: Classified Personnel Salaries LCFF - Supplemental 13000	Supplement Kinder Aide Support 2000-2999: Classified Personnel Salaries LCFF - Supplemental 8709.46
INTERVENTION: Under the supervision of the principal and/or teachers Title 1 Instructional Assistants will provide support with homework to low income students, ELLs, and minority students in an afterschool setting.	Homework Club ran from October 17th to December 13th. Due to after school enrichment programs starting in January, along with limited space due to construction at Skyblue, we were not able to continue the Homework Club after Winter Break.	After school support 2000-2999: Classified Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 9000	After school support 2000-2999: Classified Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 4956.85

Analysis

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

PLC Implementation and Practices for ENGLISH LANGUAGE ARTS & MATH: - all actions related to this strategy were implemented. Our teachers met in grade level teams 5 times throughout the year during school hours to create pre and post assessments, analyze data, and implement a Tier 2 intervention support system for their grade level.

Tier 2 General Education Paraeducators for INTERVENTION: We were able to fully implement this action and the instructional assistants supported our Tier 2 intervention so our teachers could support their students requiring the most

intensive support. At the August Site Council meeting, we approved a decrease in the funds needed for Intervention Aides. Due to an increase in salary, we expended more than originally budgeted for. We were also able to fully implement the use of paraeducators in our TK/K classrooms to lead small group math fluency activities and Orton Gillingham activities to support early literacy skills.

Homework Club - Homework Club ran from October 17th to December 13th. Due to after school enrichment programs starting in January, along with limited space due to construction at Skyblue, we were not able to continue the Homework Club after Winter Break.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The use of Tier 2 General Education Paraeducators was an effective support for our grade level teams. We have been able to decrease the percentage of students two to three grade levels below on i-Ready Math by 15% and Reading by 14%. The median progress toward typical growth in i-Ready is 111% for Math and 134% for Reading. Typical growth is the average annual growth for a student at their grade level and baseline placement level.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We overspent in our salaries for classified staff due to the increase in extra duty extra pay costs that happened mid year. We did not expend all of the funds for supplies or training to offset the costs needed for classified salaries. Additionally, due to staffing needs, we hired classified staff to run Homework Club and after school Tutoring programs instead of certificated staff.

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

The number of students who are socially economically disadvantaged has decreased, pushing Skyblue out of Title 1 for the 23-24 school year. This will mean a large decrease in funding. Finding the Tier 2 General Education Paraeducator support to be effective based on substantial increases in i-Ready data from the beginning of the year to the end of the year, all stakeholders have determined that the 23-24 supplemental monies will fund 1 paraeducator for this goal. The time for teachers to plan for the effective use of the paraeducators during the school day, by analyzing pre and post data from common formative assessments, also contributed to increases in i-Ready data; as such 23-24 supplemental monies will be spent on substitute teachers to continue this planning model.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

Parent Involvement and Engagement Goal:

By June 2023, the amount of parents that feel welcome at school will increase from 91% to 94% as measured on the EOY LCAP survey data (question #12).

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance sheets from ELAC, Site Council, Title 1 meetings, parent trainings, PTO meetings. Student and parent surveys.	Increase LCAP EOY survey to 94%.	91.59% of 119 respondents stated they strongly agreed or agreed that they felt welcome at school. 7.56% neither agreed nor disagreed. 0.84% disagreed with feeling welcomed at Skyblue.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parent training/ meetings	All actions related to this goal were implemented. 2 math parent workshops and a reading workshop were held after school by certificated staff. Project to Inspire held 4 evening workshops 2 hours in length and also held a 4 part 1 hour mini-workshop series.	Materials/ books/ resources for parents to support trainings Title I Part A: Parent Involvement 1915	Materials/ books/ resources for parents to support trainings Title I Part A: Parent Involvement 300
		Programs to support parents in supporting their children at home. 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Basic Grants Low-Income and Neglected 5500	Programs to support parents in supporting their children at home. 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Basic Grants Low-Income and Neglected 8000
		Training for parents by our teachers. 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 1,000	Training for parents by our teachers. 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 250

Analysis

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

All actions related to this goal were implemented. Math parent workshops and a reading workshop were held after school by certificated staff. Project to Inspire held 4 evening workshops 2 hours in length and also held a 4 part 1 hour mini-workshop series.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

All parent workshops had low attendance. Surveys were sent to parents asking the best timing for parent workshops and if parents would rather have workshops in-person or online. Based on parent input a math workshop was held virtually at the preferred time with a specific grade level topic. Of 56 families invited to the event, 9 families attended. Additionally, half way through the Project to Inspire workshops, due to low attendance, we revamped the program, offering the sessions for 1 hour in the evening instead of 2 hours. The topics of each workshop were changed to make the purpose more clear and attendance at the revised series of workshops was also low. While we believe that the content presented was effective to equip parents to support learning at home, the workshops would be more effective if we were able to reach a wider audience.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to the lack of attendance at teacher led workshops, a third math workshop was not scheduled. Instead the slides were posted in the weekly newsletter on Parent Square. The contract for Project to Inspire was greater than originally projected in the proposed budget.

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

Due to low attendance, stakeholders have hypothesized that we need to consider our audience of younger parents who regularly use social media and design experiences around the tools our parents engage with every day. As such, 23-24 monies will be used to pay teachers to create content to post in Parent Square or on YouTube to engage our 21st century parents in a two-way partnership in their child's education. The District will still be providing parent workshops, so parents will continue to have access to math and reading workshops.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

- By June 2023 we will implement PBIS Tier 2 at the school site with fidelity as measured by obtaining a score of 60% or higher on the School wide PBIS Tiered Fidelity Inventory.
- By June 2023, will increase student engagement (work completion, attendance, participation) by 20% as measured by student survey and daily attendance.

By June 2023, Increase average daily attendance by 1% (currently on average 93%)

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
TFI PBIS Inventory Student Engagement Survey Attendance rates recorded in Infinite Campus. Monthly attendance reports provided by office manager	TFI PBIS Inventory Tier 2 increase be 5% Student Engagement - 55% per survey Q15 Increase Attendance Average to 96%	In 21-22 the Tiered Fidelity Inventory score was 76%. In the 22-23 school year the Tiered Fidelity Inventory score was 79% On the 21-22 LCAP Connectedness survey 45.22% of students strongly agreed or agreed with Question 15, "My school is a happy place where people (adults and students) are friendly, kind, and all people are part of the school events." On the 22-23 LCAP Connectedness survey 48.22% of students strongly agreed or agreed with Question 15. The daily average attendance in the 22-23 school year was 94.50%

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Implement PBIS Tier 1 and 2 Strategies school wide to improve school culture and student engagement.	All actions related to this goal were implemented. All Tier 1 strategies were implemented (i.e.. classroom matrices, STAR tickets, student store, majors and minors, Oopsie forms) This year added to Tier 2 was 2 X 10 Check-Ins and Check in Check out.	Material to support teachers in implementation of program 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 2000	Material to support teachers in implementation of program 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 2000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teachers will implement weekly social emotional lessons.	All actions related to this goal were implemented. All teachers implemented Harmony curriculum with community circles, buddy ups, and SEL lessons daily.	Materials to support implementation of SEL program with students 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 500	Materials to support implementation of SEL program with students 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 500
Tracking, monitoring, and intervening with low engaged students. SEL Lessons based on SEL competencies for all students.	All actions related to this goal were implemented. Our school social worker taught specialized lessons on Zones of Regulations and Expected and Unexpected Behaviors, as well as checked in with and counseled low engaged students	None Specified Title I Part A: Basic Grants Low-Income and Neglected 0	None Specified 0
Playworks will be utilized to create more engaging play areas on the playground. Staff will be working with yard supervisors and teachers to support a more engaging, safe, structured play.	All actions related to this goal were implemented. Rules were clarified for games on the playground as students rotated from station to station to learn how to play the games on the playground.	Time allotted to learn Playworks. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1,000 Staff will learn and utilize Playworks to improve our playground, 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 1,300	Time allotted to learn Playworks. 2000-2999: Classified Personnel Salaries LCFF - Supplemental Staff will learn and utilize Playworks to improve our playground, 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 0
Provide recognition for excellent/improved attendance.	All actions related to this goal were implemented. Classrooms were recognized with improved attendance as well as individual students.	Materials for awards 4000-4999: Books And Supplies LCFF - Supplemental 2,000 Assemblies 5000-5999: Services And Other Operating Expenditures Title I Part A: Basic Grants Low-Income and Neglected 2,000	Materials for awards 4000-4999: Books And Supplies LCFF - Supplemental 2000 Assemblies 5000-5999: Services And Other Operating Expenditures Title I Part A: Basic Grants Low-Income and Neglected 0

Analysis

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

PBIS: All actions related to this goal were implemented. All Tier 1 strategies were implemented (i.e.. classroom matrices, STAR tickets, student store, majors and minors, Oopsie forms) This year we fully implemented Check-Ins and Check in Check out.

SEL: All actions related to this goal were implemented. All teachers implemented Harmony curriculum with community circles, buddy ups, and SEL lessons daily. Our school social worker taught specialized lessons on Zones of Regulations and Expected and Unexpected Behaviors, as well as checked in with and counseled low engaged students

PLAYWORKS: All actions related to this goal were implemented. At the beginning of the school year, the playground was under construction and students played basketball, handball, tetherball and board games in a small area. Using Playworks strategies to teach the new games and boundaries of the small space was instrumental in keeping students safe while also keeping recess "fun." Once the playground opened, using the Playworks strategies to explain new boundaries and remind students of the rules on the new playground structure, swings, and soccer field also supported more engaging, safe and structured play.

ATTENDANCE: All actions related to this goal were implemented. Classrooms were recognized with improved attendance as well as individual students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

In the 2021-2022 Student LCAP Connectedness Survey 27.75% of the students surveyed disagreed or strongly disagreed with Question 15: "My school is a happy place where people (adults and students) are friendly, kind, and all people are part of the school events." On the 2022-2023 Student LCAP Connectedness Survey 20.31% of the students surveyed disagreed with Question 15. This was an increase from the 21-22 school year. The daily average attendance in the 22-23 school year was 94.50% Even though the actual outcome did not meet the goal, there was progress in a positive direction.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We used staff meeting time to train staff on Playworks and our PTO paid for assemblies.

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

We will continue the actions, strategies and activities in this goal and add targeted meetings for students with targeted rewards for students who were on the chronic absentee list for 22-23.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

By 2023, 85% of all ELL students will increase one proficiency band as measured by performance on ELPAC Summative.

By 2023, we will increase the number of reclassified students by 10% from the previous year.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC Summative Reclassification Numbers ELD Lesson Access	85% of ELL will show improved performance on the 2023 ELPAC. Increase Re-classification by 10% from previous year.	To date we have reclassified 6 students in the 22-23 school year of our 56 EL students.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
English Language Development (ELD): Continue to implement and refine and use of Responsive ELD that embeds EL strategies and Grade level content program for all English Learners. Training for staff on designated ELD and integrated ELD strategies across the core curriculum.	All actions related to this goal were implemented.		
ELPAC bootcamp	All actions related to this goal were implemented. The ELPAC Bootcamp ran from January 23rd - March 20th for 19 students in grades 3-5.	Material to support ELL students 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 500 Staff salaries for ELPAC bootcamp 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-	Material to support ELL students 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 250 Staff salaries for ELPAC bootcamp 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Income and Neglected 3000	Income and Neglected 800
Intervention/tutoring support for ELL Students to build vocabulary and reading fluency.	All actions related to this goal were implemented. We used classified staff to support the classroom while certificated staff used the Wonders EL and Intervention Curriculum to meet with students in small groups to build vocabular and reading fluency.	Additional support from staff to build English Language Skills 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 4000	Additional support from staff to build English Language Skills 2000-2999: Classified Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 8,810
		Meet with LTEL to set goals-create action plans 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 0	Meet with LTEL to set goals-create action plans 0
		Provide Intervention to LTEL 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 1,500	Provide Intervention to LTEL 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 1,500
		Social Worker/Teachers support Parents of LTEL 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 1000	Social Worker/Teachers support Parents of LTEL 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 0

Analysis

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

ELPAC BOOTCAMP: All actions related to this goal were implemented. The ELPAC Bootcamp ran from January 23rd - March 20th for 19 3rd-5th grade students.

INTERVENTION/TUTORING to SUPPORT ELL STUDENTS: All actions related to this goal were implemented. We used classified staff to support the classroom while certificated staff used the Wonders EL and Intervention Curriculum to meet with students in small groups to build vocabulary and reading fluency.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Student attendance at the after school ELPAC Bootcamp was high. Our i-Ready data indicates that the small group instruction provided for the ELD students has been beneficial. Their beginning of the year data showed 4% of EL students at grade level or above on ELA i-Ready. The end of the year data showed 36% of EL students at grade level or above on ELA i-Ready.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We did not spend as much money on the after school ELPAC Bootcamp because we did not have the staff to provide the service to grade levels beyond 3-5th. The paraeducator cost was greater than anticipated due to a salary increase this school year.

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

The number of students who are socially economically disadvantaged has decreased, pushing Skyblue out of Title 1 for the 23-24 school year. This will mean a large decrease in funding. Finding General Education Paraeducator support to be effective based on substantial increases in i-Ready data from the beginning of the year to the end of the year, all stakeholders have determined that the 23-24 supplemental monies will fund 1 paraeducator to implement the strategies for this goal. We will increase the spending for the paraeducator to support the classroom with small group or whole group instruction while the credentialed teacher teaches the ELD group.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 5

By June 2023, we will increase cultural awareness and feelings of inclusion of staff, students, and parents as measured by EOY survey data (currently parents - 75%, students - 69%, staff - 82%) .

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SK LCAP Survey Data	Increase the percentage of parents that feel culturally represented in LCAP survey question #11 by 10%.	In 21-22 69.64% of parents strongly agreed or agreed with LCAP survey question #11. My child sees our family's culture represented in the school and the academic content taught. In 22-23 71.42% strongly agreed or agreed with question #11.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Purchase literature to reflect diverse groups.	All actions related to this goal were implemented. Marisa McDonald Doesn't Match was purchased for each classroom, and lessons were created and taught in all grade levels that allowed students to talk about their heritage.	Purchase Cultural Books for classrooms 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 1350	Purchase Cultural Books for classrooms 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 920
Teachers work collaboratively to develop lessons that celebrate multiculturalism.	All actions related to this goal were implemented. Primary teachers developed "share" lessons on family trees and family cultural celebrations	Purchase cultural books and supplies 4000-4999: Books And Supplies LCFF - Supplemental 350	Purchase cultural books and supplies 4000-4999: Books And Supplies LCFF - Supplemental 350
Social Worker work on increasing inclusivity of diverse groups in our community.	This school year our social worker focused on teaching specialized lessons on Zones of Regulations and Expected and Unexpected Behaviors, as well as checked in with and	Teachers create lessons around diversity to teach in the classroom. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 800	Teachers create lessons around diversity to teach in the classroom. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 800

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	counseled low engaged students.		
Celebrate the variety of National Celebrations for Diverse group members via parent newsletters, marquis and events.	All actions related to this goal were implemented. All events on the board approved Calendar of Ceremonies and Observances were posted in school newsletters and shared on the school marquis.	Compensation for organizing/supporting events. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 500	Compensation for organizing/supporting events. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0

Analysis

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

Three of the four actions related to this goal were implemented. Our certificated teaching staff led the work on our Cultural Awareness Site Planning. Primary staff collaboratively worked together to create lessons that allowed students to work with their families to share about their culture and traditions with their classmates.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

There was a 1.78% increase in families who strongly agreed or agreed that their family's culture is represented in the school and the academic content taught. There was a 2.18% increase in students in grades 4-6 who strongly agreed or agreed that their family's culture is represented in the school and academic content taught. Even though the actual outcome did not meet the goal, there was progress in a positive direction.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The books purchased this school year did not cost as much as anticipated. Our PTO and the district supported the school in organizing events for the school to support cultural awareness; therefore, we did not use school funds to support these events.

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

Our school social worker focused on supporting implementation of Goal #3 - Student Wellness, Social Emotional Learning and Attendance, which was effective. We will continue to have our social worker focus on Goal #3 and the other actions and strategies for Goal #5 will remain the same.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 6

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 6

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 7

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 7

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 8

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 8

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 9

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 9

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 10

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 10

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 11

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 11

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 12

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 12

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	52,956.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	31,956	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
General Fund	21,000.00
LCFF - Supplemental	31,956.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	10,456.00
2000-2999: Classified Personnel Salaries	39,000.00
4000-4999: Books And Supplies	3,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
2000-2999: Classified Personnel Salaries	General Fund	21,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	10,456.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	18,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	3,500.00

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
Misty Covington	Principal
Jassik Vartanian	Other School Staff
Michele Joseph	Classroom Teacher
Alma Ellis	Parent or Community Member
Sara Munoz	Parent or Community Member
Virginia Terracciano	Classroom Teacher
Monica Reese	Parent or Community Member
Melissa Dickerson	Classroom Teacher
Kris Kelso	Parent or Community Member
Kathy Hodges	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 6/5/23.

Attested:



Principal, Misty Covington on 6/5/23



SSC Chairperson, Kris Kelso on 6/5/23

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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

Goals, Strategies, & Proposed Expenditures

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program



COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

SCHOOL NAME: Skyblue Mesa Elementary School

SCHOOL YEAR: 2023-2024

EDUCATIONAL PARTNERS

Several opportunities were provided to our educational partners for meaningful input and review of the School Plan for Student Achievement. Certificated and Classified staff members were given specific opportunities to discuss and give input on the School Plan for Student Achievement at staff meetings on 2/7/23, 2/21/23 and 4/11/23. Staff members, School Site Council, English Language Advisory Council, Positive Behavior Intervention and Support Team Members, Leadership Team, Guiding Coalition Team, and our Parent Teacher Organization have been reviewing school data since the beginning of the year to analyze school and student needs to inform the School Plan for Student Achievement. There have been monthly Coffee with the Principal meetings with parents since September and school data is shared with parents during those meetings to give updates and gather feedback. An annual survey was sent out to all parents to give feedback on our Local Control and Accountability Plan. The data and goals for the 23-24 School Plan for Student Achievement were developed by the English Language Advisory Council and School Site Council members based on the 21-22 California Dashboard, 21-22 English Learner data, 21-22 and 22-23 Attendance data, 21-22 and 22-23 Chronic Absenteeism data, 21-22 and 22-23 Suspension data, 21-22 and 22-23 LCAP Survey Data, School Wide Information System data on office referrals, 22-23 Tiered Fidelity Inventory, 21-22 and 22-23 i-Ready Diagnostic 1 and 2, and our Professional Learning Community Intervention data.

The comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan. [34 C.F.R. §200.26(a)(2)]

DATA SOURCES

- iReady Assessment Diagnostic Data (beginning of the year, middle of the year, end of year)
- California Dashboard 2022
- Suspension Rate
- California Assessment of Student Performance and Progress (CAASPP) for English Language Arts (ELA) & Math
- English Learner (EL) information from ELlevation
- California Science Test (CST)
- Intervention assessments (including NextGen shared assessments)
- Interim Assessment Block (IAB) Data





COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

- Next Gen Assessments
- Common Formative Assessments
- Attendance Data
- English Language Proficiency Assessment of California (ELPAC) Data
- Positive Behavior Interventions and Supports (PBIS) School Wide Information System (SWIS) Data
- Local Control Accountability Plan (LCAP) Parent, Staff, and Student Connectedness Survey Data

The comprehensive needs assessment shall include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. EC 64001(g)(2)(A)

RESULTS

Describe the findings of the data (just the facts; not opinions), including trends noticed over time in schoolwide, student group and/or grade level data.

I-Ready Reading

I-Ready Math

Diagnostic 1	Diagnostic 2	Diagnostic 3	Overall Growth		Diagnostic 1	Diagnostic 2	Diagnostic 3	Overall Growth
21-22 30%	21-22 47%	21-22 62%	21-22 32%		21-22 25%	21-22 39%	21-22 56%	21-22 31%
22-23 32%	22-23 49%	22-23 63%	22-23 31%		22-23 23%	22-23 40%	22-23 57%	22-23 34%

Skyblue Mesa's current Chronic Absenteeism rate is 14.21% and 85 students are Chronically Absent.
Skyblue Mesa's current average weekly percentage to date is 94.50%





COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

California School Dashboard:

- a.) ELA: Medium (0.9 points below standard)*
- b.) Math: Medium (15.2 points below standard)*
- c.) English Learner Progress: Low (36.4% of EL students are making progress towards proficiency)*
- d.) Chronic Absenteeism: High (12.2% chronically absent)*
- e.) Suspension Rate: Very low (0% suspended)*

CAASPP By Student Group:

- f.) Overall- ELA: 49.83% Met or exceeded*
 - i.) EL: 16.13% met or exceeded (31 students)*
 - ii.) SPED: 21.31% met or exceeded (61 students)*
 - iii.) Ethnicity: Asian (17 students) - 57.14%; African American (11 students - 45.45%; Filipino (33 students) - 69.57% Hispanic / Latino (143 students)- 44.79% met or exceeded; White (85 students)- 48.57% met and exceeded*
- g.) Overall- 47.85% Math: Met or exceeded*
 - i.) EL: 12.91% met or exceeded (31 students)*
 - ii.) SPED: 16.4% met or exceeded (61 students)*
 - iii.) Ethnicity: Asian (17 students)- 58.83% met or exceeded; African American (11 students)- 45.45% met or exceeded; Filipino (33 students)- 63.63% met or exceeded, Hispanic / Latino (143 students)- 38.47% met or exceeded; White (85 students)- 52.94% met or exceeded*

I-Ready Diagnostic 3 (Spring 2022):

ELA: 63% Met and Exceeded; 24% One Grade Level Below; 7% Two Grade Levels Below; 7% Three or More Grade Levels Below

Math: 57% Met and Exceeded; 30% One Grade Level Below; 8% Two Grade Levels Below; 5% Three or More Grade Levels Below

EL Data (dataquest):

- 1. # of Reclassified (RFEP) students (May 2023): 7 students*
- 2. DataQuest (ELPAC) English Proficiency Rate of students at a level 4 (15.57%)*

In the 2021-2022 Student LCAP Connectedness Survey 27.75% of the students surveyed disagreed or strongly disagreed with Question 15: "My school is a happy place where people (adults and students) are friendly, kind, and all people are part of the school events." On the 2022-2023 Student LCAP Connectedness Survey 20.31% of the students surveyed disagreed with Question 15. This was an increase from the 21-22 school year.

On the 2021-2022 Student LCAP Connectedness Survey 22.49% of the students surveyed disagreed with Question 14: "I look forward to attending school each day." On the 2022-2023 Student LCAP Connectedness Survey 23.35% of the students surveyed disagreed with Question 14.





COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

On the 22-23 Family LCAP Connectedness Survey 91.59% of 119 respondents stated they strongly agreed or agreed that they felt welcome at school. 7.56% neither agreed nor disagreed. 0.84% disagreed with feeling welcomed at Skyblue.

In 21-22 69.64% of parents strongly agreed or agreed with LCAP survey question #11. My child sees our family's culture represented in the school and the academic content taught. In 22-23 71.42% strongly agreed or agreed with question #11.

In 21-22 the Tiered Fidelity Inventory score was 76%. In the 22-23 school year the Tiered Fidelity Inventory score was 79%

100% of students and staff interviewed using the SWPBIS Tiered Fidelity Walkthrough Tool understand STAR and how to meet schoolwide expectations.

CONCLUSIONS

Describe the successes or strengths identified based on the data. Describe the challenges or concerns that were identified based on the data.

Successes:

Suspension Rate Low

Our EL students gained 25.3 points on the ELA CAASPP and 36.9 points on the Math CAASPP from 2019 to 2022

Our Socially Economically Challenged students gained 14.6 points on the ELA CAASPP and 22.5 points on the Math CAASPP from 2019 to 2022

Our i-Ready data remained stable and showed growth

Our Tiered Fidelity Inventory score increased and 100% of our 4-6 graders and staff interviewed with the SWPBIS Tiered Fidelity Walkthrough Tool understand STAR and how to meet schoolwide expectations.

Challenges:

Chronic Absenteeism is High

Even though our Students with Disabilities showed an 8.3 point growth on the ELA CAASPP from 2019 to 2022 and a 16.2 point gain on the Math CAASPP they are the lowest performing group in both math and ELA on the CAASPP

Almost a quarter of students in grade 4-6 surveyed shared that they did not look forward to coming to school.





COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

PRIORITIZED NEEDS

Provide a description of the most critical needs based on the data. Describe which needs will have the greatest impact on student outcomes, if addressed.

A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Through the needs assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for action.

Improve the achievement in Math and English Language arts for students with disabilities.

Decrease the Chronic Attendance rate of Students with Disabilities and Hispanic Students, and increase average weekly attendance

Increase student engagement and positive feelings toward school.

ROOT CAUSE ANALYSIS

Describe potential root causes of the prioritized needs or concerns.

A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. Root cause analysis addresses the problem rather than the symptom.

Special education and general education teachers need to continue to collaborate to ensure all students are learning the promise standards. Students with IEPs need to be provided access to Tier 1, Tier 2, and Tier 3 instruction with fidelity and data should be used to determine what to do when the interventions are not working.

There could be a lack of effective incentives and monitoring of attendance. Create an attendance committee to support monitoring of attendance

Large percentage of students do not feel connected to school. Due to this we are seeing attendance issues, behavior issues, leading to academic challenges. Students have experienced challenges with other students' behaviors at school. We need to work to build in more choice for students in the classroom and the yard. *Increase training needed for campus supervisors to implement Playworks.* We also need to hold focus groups to find out why students do not want to come to school





COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

Low attendance was seen at parent workshops which could be contributing to the lack of student engagement. Due to low attendance at parent workshops,, stakeholders have hypothesized that we need to consider our audience of younger parents who regularly use social media and design experiences around the tools our parents engage with every day.

