

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

Sky Country Elementary School

Address

5520 Lucretia Avenue
Jurupa Valley, CA 91752

County-District-School (CDS) Code

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Principal

Traci Payo

District Name

Jurupa Unified School District

SPSA Revision Date

May 2023

Schoolsite Council (SSC) Approval Date

May 24, 2023

Local Board Approval Date

June 26, 2023

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.

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School Vision and Mission

Sky Country Elementary Mission and Vision Statement

Vision

All Sky Country School students will be academically successful and master the challenging common core state standards. Students will develop their individual potential and self-worth to become successful, contributing citizens who take full responsibilities for their actions. Sky Country students will be respectful, responsible and safe.

School Mission Statement

The Sky Country staff is committed to creating a school that knows no limits to the academic success of each student. Teachers provide challenging lessons reflecting current research, best practices, and high expectations. Sky Country Elementary is a school who takes pride in maintaining a student-focus for all activities and programs, connecting real life experience to the curriculum. Staff and parents work together to develop the academic, social, emotional, and physical well-being of ALL Sky Country Elementary students.

School Profile

Describe The students and community and how school serves them.

The Story

Sky Country School opened to students in September of 1984 in an unincorporated area of Riverside County called Mira Loma. It is one of 16 elementary schools in the Jurupa Unified School District, a semi-rural community that includes horse trails and small parks. Of 415 students, 78.6% are Hispanic and 15.9% white and 5.1% other. The English Learner population is currently 21.4% of our enrollment, and the Socio-Economically Disadvantaged population is 67.7%. While Sky Country School has always been one of the top four performing schools in the district, rapidly changing demographics have proven to be a challenge.

Sky Country is an AVID Elementary School. Sky Country believes that every student deserves the chance to be educated in a way that prepares them for college. Teachers and staff encourage every child to set goals that will allow them work toward their future as they prepare for college and career. Our school has a unified belief and commitment that every student will achieve high levels of academic success. We take pride in creating opportunities for every child to be successful. Our school wide goal: All students will read and comprehend grade level text.

Our district and School initiatives are closely related. As a school, we are working toward covering the California Common Cores State standards for ELA and Mathematics. Daily English Language Development (ELD) is also a key area of focus this school year. Every classroom provides integrated and designated ELD using the ELD standards. Another focus is on primary literacy and upper grade Guided Reading Intervention. All teachers have been trained to administer the NWEA MAP Growth and MAP Reading Fluency assessment to help inform data driven instruction. Part of the training included specific early literacy strategies to help build foundational skills for our early readers. Most of our primary teachers were also trained and provide intervention for our most at-risk readers. Teachers are trained for Guided Reading Intervention.

Our school takes pride in making sure these instructional initiatives are implemented in every classroom. Classroom walkthroughs, grade level meetings, collaborative team meetings and other meetings allow us to make sure this is happening. In addition to instruction, we are responsible for the safety and well-being of our students while they are at school. We have been implementing PBIS (Positive Behavior Intervention and Supports) for the past years. We focus on using other means of corrective action to encourage students to change their behavior for the better. Our site will be in the next cohort working closely with RCOE

and our Equity team to develop and implement PBIS tier 1 supports with the integration of mental health and SEL. Planning and developing systems that are data-based for decision making. PBIS assessments and classroom strategies will be the focus for implementation. We also assist families with mental health and other resources that they may need outside of the school setting with our PICO department and mental health interns. Sky Country is also moving toward becoming a community school. We will focus on what students in the community need to be successful with academics, health and social services, and community engagement. Sky Country is motivated to focus on the whole child to meet the unique needs of all students and remove barriers for academic success.

Our school has a unified belief and commitment that every student will achieve high levels of academic success. Teachers and staff encourage every child to set individual goals that will allow to challenge themselves as they prepare for college and career. We pride ourselves on cohesion, mutual support, and respect for students, staff, and parents. Consistent implementation of PBIS (Positive Behavioral Implementation and Supports) and SEL (social emotional learning) to encourages a safe and positive environment allowing a stronger focus on learning. There have been no expulsions in five years and the suspension rate has been at 0% for the past two years coming out of COVID pandemic. Our site is working toward restorative practices to deal with student behaviors.

To effectively serve and improve the achievement of our at-risk students, all teachers participate on Student Success Teams (SSTs). Teams meet twice weekly on a rotational basis to suggest interventions and to monitor the progress of these students. A Guided Reading Intervention program will be provided daily for those students in grades K-6 taught by credentialed Literacy Support teachers. Currently there are 2 Literacy Support teachers, one for upper grade and one for lower grade. All classroom teachers provide daily Strategic Intervention time in both Language Arts and Mathematics, as well as thirty minutes of designated English Language Development time for English Learners. Students are determined by NWEA assessment data, in grades K-6. Instruction is focused on early literacy skills and basic reading foundations and fluency skills. Our site also has a Math Support teacher, who works collaboratively with our teachers in grades 2-6 during math review time to support students struggling with basic math number sense.

Awards for Student of the Month are given each month for academic achievement, student character/citizenship, as well as Perfect Attendance. Excellent attendance is recognized school wide through incentives such as monthly attendance trophies, "Lunch with the Principal," and Perfect Attendance lunches (held every trimester). and an end of the year trip. Grade levels and individual teachers offer their own recognition for attendance and achievement. Students in grades 4-6 are able to be involved in band that perform at least twice yearly for students and parents.

Sky Country has a comprehensive physical education program in accordance with the California Department of Education, promoting cardiovascular fitness and age-specific skills. The Hundred Mile club was established in 2009, encouraging students to achieve the goal of running/walking 100 miles during the school year. Student awards for 25, 50, 75, and 100 miles. An award ceremony held at the end of the year for reaching 100 miles or more, including PE awards for 5th graders on the California State Test for physical fitness.

Sky Country has an active and involved parent population. The PTO sponsors many activities including field trips, assemblies and other events. Additionally, the Booster Club helps to raise money that allows our 6th graders to attend Science Camp and provides for end of year 6th grade festivities. With the changing demographics, a large effort has been made to encourage parent involvement in school activities, particularly our Spanish-speaking parents. Approximately 5 parents attend ELAC meetings regularly as well as other classes that are offered and are held on site. Sky Country is a "closed campus" but provides many opportunities for parents to be involved in their child's education.

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

For the 2023-2024 school year Sky Country is focusing on continuing our work towards getting teachers implementing more AVID strategies and expectations school-wide. This school year we are continuing with improving our Math Intervention support. Our MST will be applying new strategies learned from multiple PD trainings. We want to focus on SEL as the needs continue from the results of the Panorama Survey. Sky Country will work on focusing on Integrated ELD and inclusion practices, as we are adding extra special day classes. Sky Country would like to see more cohesiveness with ELD, inclusion, and push-in support. Communication will be a focus with staff, students, parents, and the community, as we move forward as Community School.

Review of Performance – Comprehensive Needs Assessment

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

For the 2022-2023 School year Sky Country Elementary parent involvement greatly increased with the return of parent volunteers in our PTO, and all our school wide events back on campus. There was an increase number of parents involved in school committees like SSC, PTO, ELAC, etc. We as a site grew in AVID with 3 column anchor charts, the agenda, use of the binder, and honoring our previous students through an AVID graduation walk on our campus. Students took the CAASPP for the second year, and we hope to see improved results. NWEA data has shown progress across all grade levels since we implemented the program last school year. Our LSTs and MST added supports in the classroom to work with students with achievement gaps. Panorama Surveys were completed by students and our BSEL team analysed the data, and we found that students have a strong connection between teacher and students, where 84% responded favorably.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Our sites greatest need is in the area of chronic absenteeism at 29.5% which is a 20% increase from previous years. This mostly impacted our English Learners at 30.3% and Students with Disabilities at 34%. We are looking at resources to improve our chronic absenteeism by implementing our Attendance Teams to meet with parents and offer supports to remove barriers. To address the concerns with our English Learners and Students with Disabilities our site will offer PD for teachers to learn more engaging strategies that will motivates students to come to school daily. We will offer family nights educating our parents on the importance of attendance and how directly correlates to student achievement. The results from the Panorama Survey indicate that our students need social emotional supports. We will address SEL through Second Steps lessons taught by teachers, wellness groups, restorative practices, etc. We will be focusing on inclusion and equity for all student through the whole child approach. Trainings and collaborative conversations will be done all year.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these performance gaps?

Performance Gaps

Chronic absenteeism needs focused, our English Learner student group and our Students with Disabilities had the highest rate of absenteeism. We need to lean on supports to help us for example through PICO. Our site is projected to be a Community School next year, so we will have supports on campus to help us work with these student groups. The attendance team will meet with parents to offer supports and resources to help offer solutions. We have a Math Support teacher, and two Literacy Support teachers that will work collaboratively with our general ed teacher to offer classroom supports to close the gap in student learning. The TOSA supports teachers and provides PD for SEL lessons, technology, PBIS skills, and offers daily check-in for student needs.

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

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

Sky Country Elementary effectively provides school wide services to all students. As a Title I Schoolwide program, we do a Comprehensive Needs Assessment annually, develop our SPSA with educational partner involvement, include strategies that support state standards and address the needs of all children but particularly those at risk of not meeting these standards with activities, strategies, and interventions that are evidence-based and outlined as part of our SPSA. Our SPSA implementation is monitored and evaluated through ongoing Leadership team, SSC/ELAC, SBCP meetings, principal meetings, and annual Budget/Program meetings. The SPSA is revised to ensure continuous improvement based on data analysis of student learning needs as part of the school's ongoing practices and identification of support strategies. All Title I funding supplements but does not supplant services that students would otherwise receive if not participating in a Title I program. Relative to LCAP alignment, our plan is directly coordinated with district LCAP goals, associated services, and planning requirements.

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

Sky Country Elementary stakeholders are involved in the planning process for this SPSA/Annual Review and Update. Stakeholders include School Site Council, Leadership team, teaching staff, SBCP, PTO and ELAC throughout the year at monthly meetings. Our annual LCAP survey is also used as part of the planning process which includes students, teachers, and parents/community members.

Resource Inequities

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

Sky Country needs to focus on chronic absenteeism with our English Learners and Students with Disabilities. For both student groups we will focus on specific AVID strategies, such as collaborative group work through flexible seating, teaching 3 column notes, study skills, and higher level inquiry skills. We will focus on the whole child approach utilizing the cultural proficiency continuum so our students see the value of what they are learning. Students will take ownership in their learning, monitor their progress and reflect on what they learned. We will offer education classes or family nights for our parents to address these needs.

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	62	84	80
Grade 1	52	58	63
Grade 2	66	44	59
Grade3	41	66	50
Grade 4	65	40	67
Grade 5	67	63	42
Grade 6	66	60	67
Total Enrollment	419	415	428

Conclusions based on this data:

1. Although the district enrollment is declining, our site enrollment is slightly increasing.
2. 5th grade has low enrollment, and it has been consistent since for the past 3 years.
3. Since COVID more kindergarten students have been enrolled.

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	97	89	100	23.20%	21.4%	23.4%
Fluent English Proficient (FEP)	55	46	40	13.10%	11.1%	9.3%
Reclassified Fluent English Proficient (RFEP)	11			11.3%		

Conclusions based on this data:

1. Our English Learner population is consistent throughout the past 3 years.
2. Our Fluent English Proficient group is decreasing, which can be due consistent enrollment population, no huge growth or decline.
3. Due to COVID the amount of students reclassified has decreased.

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 Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	41	63		0	62		0	62		0.0	98.4	
Grade 4	62	42		0	42		0	42		0.0	100.0	
Grade 5	66	64		0	64		0	64		0.0	100.0	
Grade 6	68	60		0	59		0	59		0.0	98.3	
All Grades	237	229		0	227		0	227		0.0	99.1	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2382.0			14.52			14.52			27.42			43.55	
Grade 4		2424.5			16.67			7.14			26.19			50.00	
Grade 5		2463.1			9.38			23.44			26.56			40.63	
Grade 6		2460.5			5.08			13.56			27.12			54.24	
All Grades	N/A	N/A	N/A		11.01			15.42			26.87			46.70	

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		12.90			56.45			30.65	
Grade 4		11.90			61.90			26.19	
Grade 5		14.06			60.94			25.00	
Grade 6		10.17			49.15			40.68	
All Grades		12.33			56.83			30.84	

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		6.45			51.61			41.94	
Grade 4		2.38			54.76			42.86	
Grade 5		6.25			59.38			34.38	
Grade 6		3.39			38.98			57.63	
All Grades		4.85			51.10			44.05	

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		3.23			75.81			20.97	
Grade 4		4.76			78.57			16.67	
Grade 5		9.38			70.31			20.31	
Grade 6		11.86			67.80			20.34	
All Grades		7.49			72.69			19.82	

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		12.90			54.84			32.26	
Grade 4		9.52			64.29			26.19	
Grade 5		9.38			65.63			25.00	
Grade 6		6.78			71.19			22.03	
All Grades		9.69			63.88			26.43	

Conclusions based on this data:

1. 2021-2022 will be the new baseline date moving forward with CAASPP data.
2. All grade levels performed with the highest percentage of students "at or near standard" in reading, writing, listening, and research and inquiry.
3. Compared to the 2018-2019 last CAASPP data, the 2021-2022 data indicates students scored more "At or Near" or "Below" standard.

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 Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	41	63		0	61		0	61		0.0	96.8	
Grade 4	62	42		0	42		0	42		0.0	100.0	
Grade 5	66	64		0	64		0	64		0.0	100.0	
Grade 6	68	60		0	59		0	59		0.0	98.3	
All Grades	237	229		0	226		0	226		0.0	98.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2417.9			14.75			26.23			22.95			36.07	
Grade 4		2429.2			7.14			16.67			28.57			47.62	
Grade 5		2438.0			4.69			10.94			23.44			60.94	
Grade 6		2442.6			5.08			6.78			25.42			62.71	
All Grades	N/A	N/A	N/A		7.96			15.04			24.78			52.21	

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		18.03			52.46			29.51	
Grade 4		0.00			57.14			42.86	
Grade 5		6.25			35.94			57.81	
Grade 6		8.47			30.51			61.02	
All Grades		8.85			42.92			48.23	

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		16.39			57.38			26.23	
Grade 4		9.52			47.62			42.86	
Grade 5		4.69			43.75			51.56	
Grade 6		5.08			44.07			50.85	
All Grades		8.85			48.23			42.92	

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		18.03			59.02			22.95	
Grade 4		14.29			50.00			35.71	
Grade 5		3.13			54.69			42.19	
Grade 6		3.39			61.02			35.59	
All Grades		9.29			56.64			34.07	

Conclusions based on this data:

1. Compared to the number of students tested in 2018-2019, to 2021-2022 there were less students tested in grades 3-6.

2. Students are mostly performing "At or Near" and "Below" standard compared to the 2018-2019 data in all math categories.
3. 2021-2022 data will be the new baseline for students testing on the CAASPP since we have been back to school from COVID.

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	1399.4	1404.1		1418.2	1426.3		1355.4	1352.1		19	15	
1	1416.3	1429.1		1421.8	1443.7		1410.3	1414.0		12	18	
2	1464.7	*		1459.0	*		1469.9	*		24	10	
3	*	1477.1		*	1481.6		*	1472.1		6	21	
4	*	*		*	*		*	*		10	9	
5	1540.9	*		1542.4	*		1538.8	*		14	8	
6	1501.0	1517.8		1504.1	1516.6		1497.4	1518.7		17	12	
All Grades										102	93	

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	0.00	0.00		26.32	40.00		57.89	40.00		15.79	20.00		19	15	
1	8.33	0.00		8.33	16.67		33.33	55.56		50.00	27.78		12	18	
2	12.50	*		20.83	*		62.50	*		4.17	*		24	*	
3	*	0.00		*	38.10		*	42.86		*	19.05		*	21	
4	*	*		*	*		*	*		*	*		*	*	
5	28.57	*		42.86	*		28.57	*		0.00	*		14	*	
6	0.00	0.00		35.29	58.33		47.06	41.67		17.65	0.00		17	12	
All Grades	8.82	3.23		29.41	37.63		46.08	41.94		15.69	17.20		102	93	

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	0.00	6.67		42.11	46.67		42.11	26.67		15.79	20.00		19	15	
1	8.33	11.11		8.33	44.44		50.00	38.89		33.33	5.56		12	18	
2	8.33	*		25.00	*		62.50	*		4.17	*		24	*	
3	*	14.29		*	52.38		*	23.81		*	9.52		*	21	
4	*	*		*	*		*	*		*	*		*	*	
5	57.14	*		42.86	*		0.00	*		0.00	*		14	*	
6	17.65	25.00		41.18	41.67		35.29	33.33		5.88	0.00		17	12	
All Grades	19.61	17.20		32.35	45.16		36.27	24.73		11.76	12.90		102	93	

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	0.00	0.00		5.26	0.00		73.68	66.67		21.05	33.33		19	15	
1	8.33	0.00		8.33	16.67		25.00	38.89		58.33	44.44		12	18	
2	4.17	*		37.50	*		37.50	*		20.83	*		24	*	
3	*	0.00		*	9.52		*	47.62		*	42.86		*	21	
4	*	*		*	*		*	*		*	*		*	*	
5	14.29	*		35.71	*		28.57	*		21.43	*		14	*	
6	0.00	0.00		5.88	0.00		41.18	83.33		52.94	16.67		17	12	
All Grades	4.90	2.15		19.61	10.75		42.16	54.84		33.33	32.26		102	93	

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	5.26	6.67		89.47	86.67		5.26	6.67		19	15	
1	16.67	16.67		58.33	72.22		25.00	11.11		12	18	
2	12.50	*		75.00	*		12.50	*		24	*	
3	*	28.57		*	52.38		*	19.05		*	21	
4	*	*		*	*		*	*		*	*	
5	35.71	*		64.29	*		0.00	*		14	*	
6	5.88	8.33		47.06	75.00		47.06	16.67		17	12	
All Grades	14.71	21.51		67.65	63.44		17.65	15.05		102	93	

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	0.00	20.00		78.95	60.00		21.05	20.00		19	15	
1	0.00	11.11		66.67	66.67		33.33	22.22		12	18	
2	4.17	*		87.50	*		8.33	*		24	*	
3	*	33.33		*	57.14		*	9.52		*	21	
4	*	*		*	*		*	*		*	*	
5	85.71	*		14.29	*		0.00	*		14	*	
6	64.71	58.33		29.41	41.67		5.88	0.00		17	12	
All Grades	30.39	25.81		57.84	58.06		11.76	16.13		102	93	

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	0.00	0.00		84.21	73.33		15.79	26.67		19	15	
1	16.67	5.56		16.67	27.78		66.67	66.67		12	18	
2	16.67	*		58.33	*		25.00	*		24	*	
3	*	0.00		*	38.10		*	61.90		*	21	
4	*	*		*	*		*	*		*	*	
5	14.29	*		57.14	*		28.57	*		14	*	
6	0.00	0.00		11.76	41.67		88.24	58.33		17	12	
All Grades	8.82	3.23		48.04	47.31		43.14	49.46		102	93	

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	10.53	0.00		26.32	53.33		63.16	46.67		19	15	
1	8.33	0.00		33.33	66.67		58.33	33.33		12	18	
2	12.50	*		66.67	*		20.83	*		24	*	
3	*	9.52		*	71.43		*	19.05		*	21	
4	*	*		*	*		*	*		*	*	
5	14.29	*		85.71	*		0.00	*		14	*	
6	11.76	0.00		82.35	100.00		5.88	0.00		17	12	
All Grades	10.78	5.38		62.75	72.04		26.47	22.58		102	93	

Conclusions based on this data:

1. The number of students being tested has decreased from the previous years.
2. Grades 3 and 4 have too few students to show performance percentages in each ELPAC domain.

3. Most of our students scored at "Somewhat/Moderately" and "Beginning" in all domains and overall on the ELPAC.

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
415	67.7	21.4	0.5
Total Number of Students enrolled in Sky Country 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	89	21.4
Foster Youth	2	0.5
Homeless		
Socioeconomically Disadvantaged	281	67.7
Students with Disabilities	39	9.4

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	4	1.0
American Indian		
Asian	2	0.5

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
Filipino	2	0.5
Hispanic	326	78.6
Two or More Races	2	0.5
Pacific Islander	2	0.5
White	66	15.9

Conclusions based on this data:

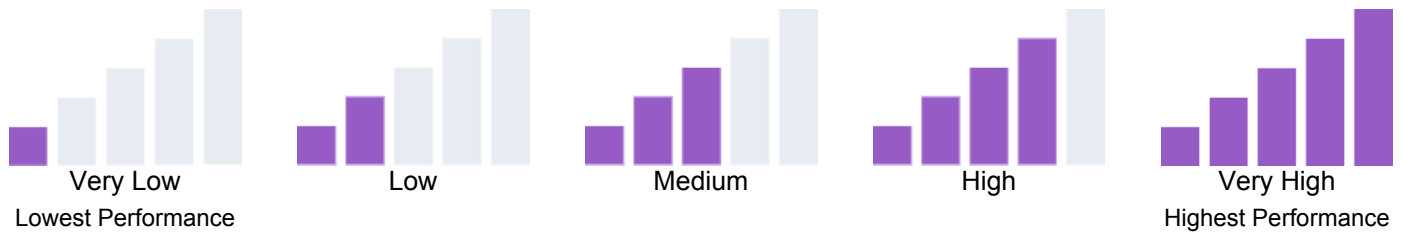
1. Sky Country's ethnicity population is mostly Hispanic at 78.6% followed by White at 15.9%.
2. 21.4% of the population at our site are English Learners, while 67.7% are socioeconomically disadvantaged.
3. Students with disabilities has declined since 2021-2022 from 52 students to 39 students.

School and Student Performance Data

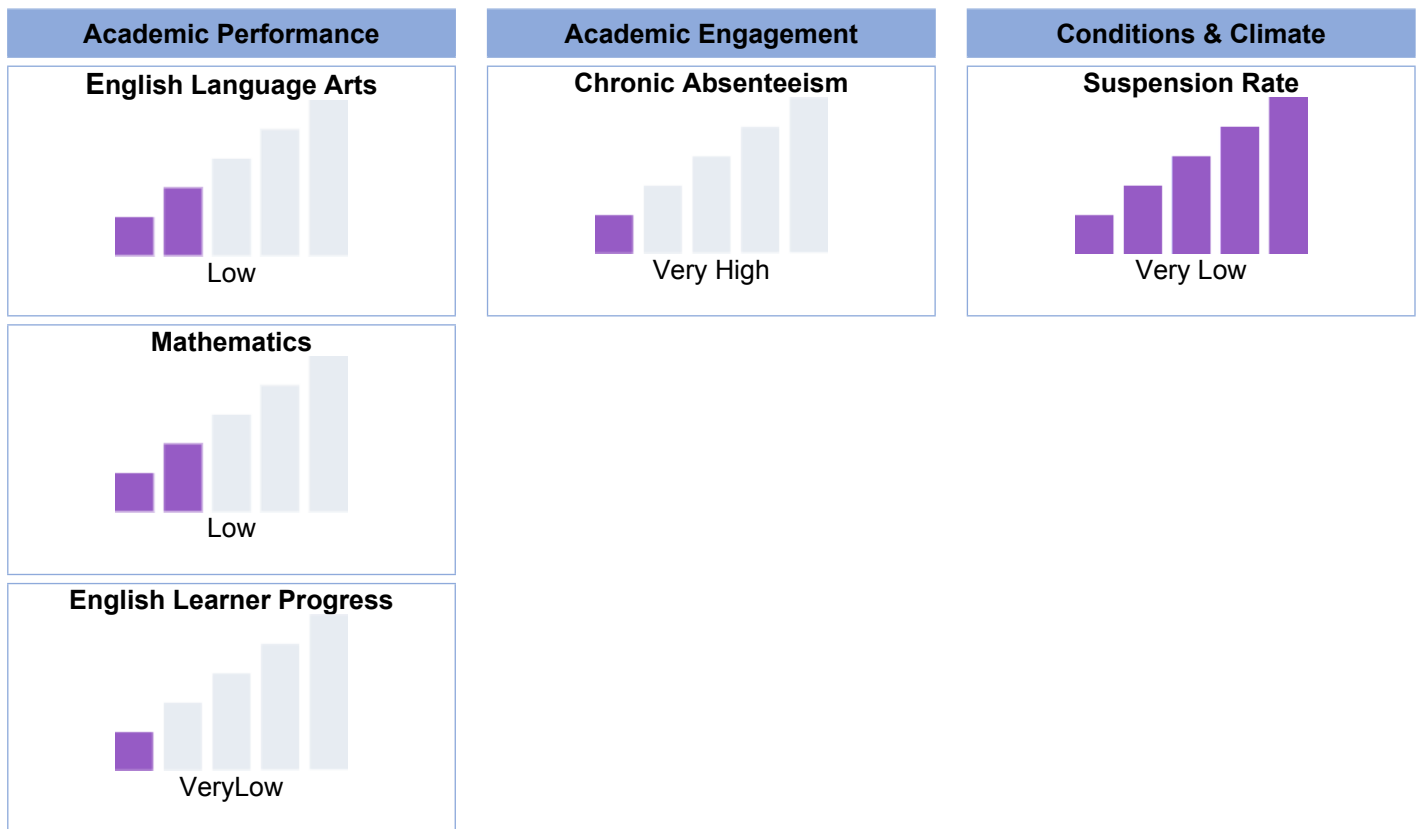
Overall Performance

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:

- Chronic Absenteeism is very high at 29.5% overall as a school. Looking at our subgroups our English Learners were at 30.3%, Hispanic at 30.7%, Socioeconomically disadvantaged at 30.8% and Students with Disabilities was at 34%, all higher than our overall percentage, while our White subgroup was lower than the over all percentage at 26.1%. This is an area of need for improvement.

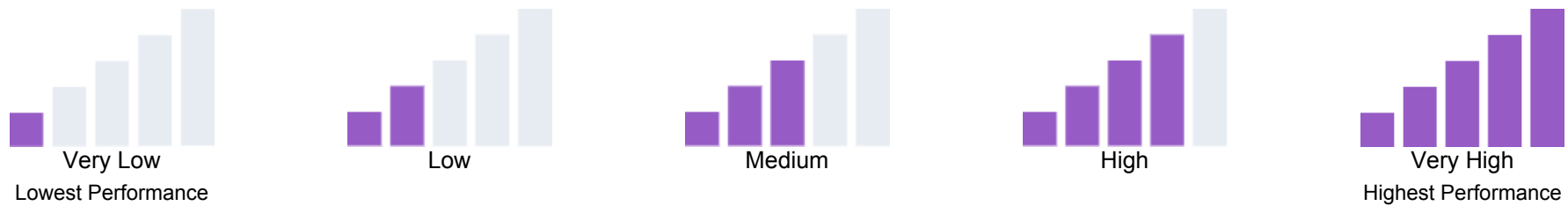
2. ELA academic performance was low at 50.5 points below standard. English Learners performance was very low at 73.8 points below standard, while Socioeconomically Disadvantaged at 60.8 points below standard, Hispanic at 54.5 points below standard, and White at 24.5 points below standard and they all fell in low academic level.
3. Mathematics academic performance was low at 67.8 points below standard. All subgroups in math also fell in the low performance level as well. English Learners 79.8 points below standard, Hispanic at 72.7 points below standard, and Socioeconomically Disadvantaged at 76.2 points below standard, all above the overall points. The White group fell at 36.6 points below standard, much better than the overall points.

School and Student Performance Data

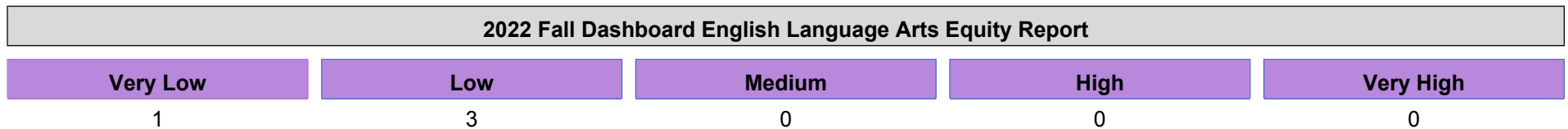
Academic Performance English Language Arts

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).

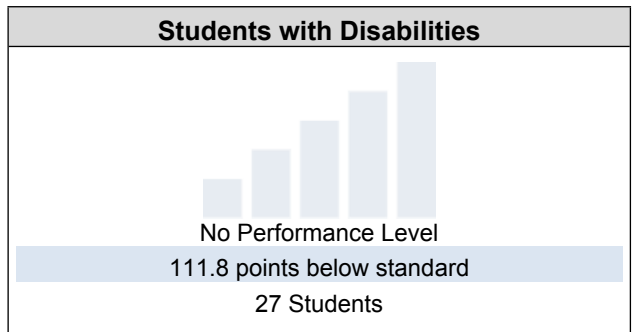
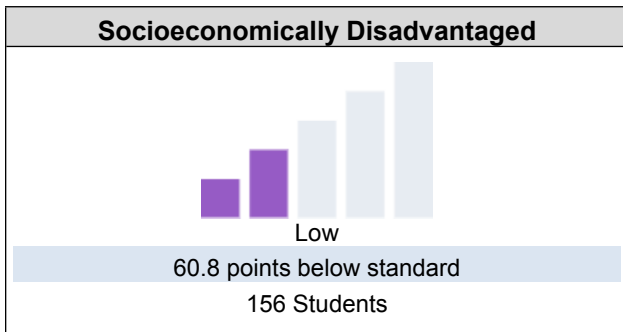
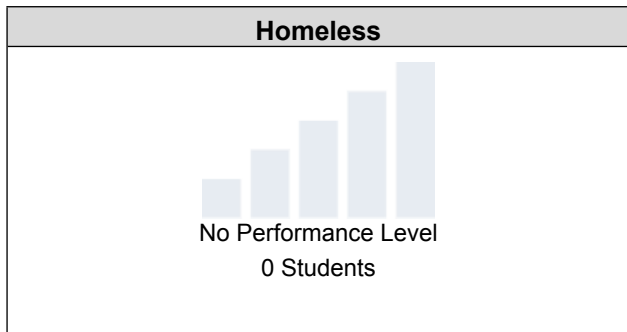
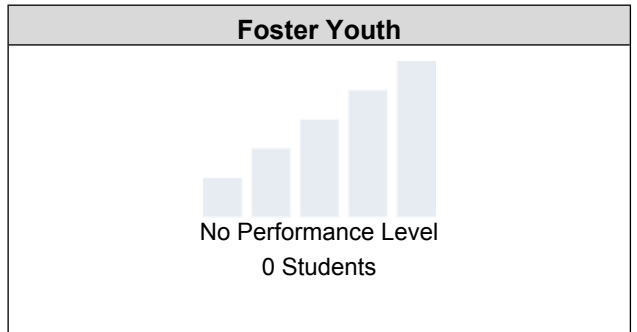
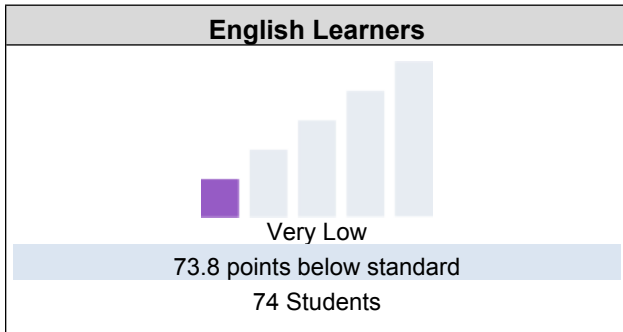
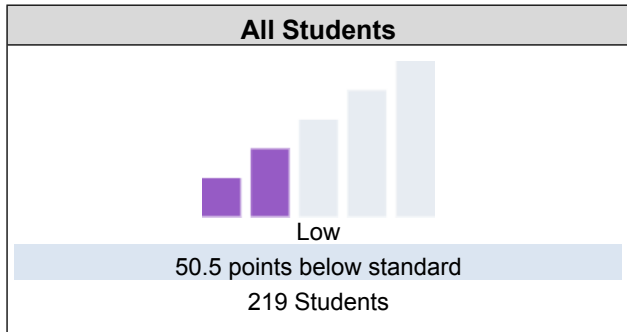


This section provides number of student groups in each level.

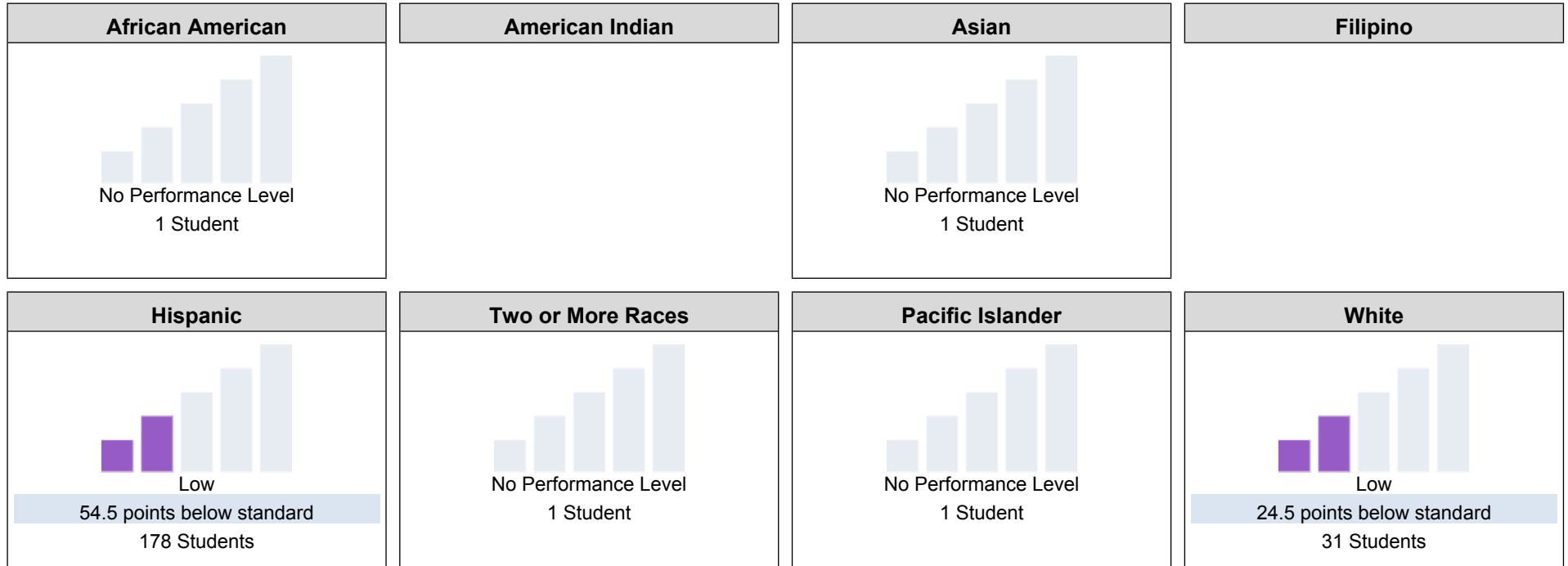


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group



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
112.0 points below standard 46 Students	11.1 points below standard 28 Students	39.0 points below standard 135 Students

Conclusions based on this data:

- Overall in ELA students all student groups fell in the low performance level at 50.5 points below standard. Our English Learner fell in the very low performance level at 73.8 points below standard. Our Socioeconomically Disadvantaged performed at low level at 60.8 points below standard.
- Students in the Hispanic group scored 54.5 points below standard while the White group 24.5 points below standard and both were in low performance level.

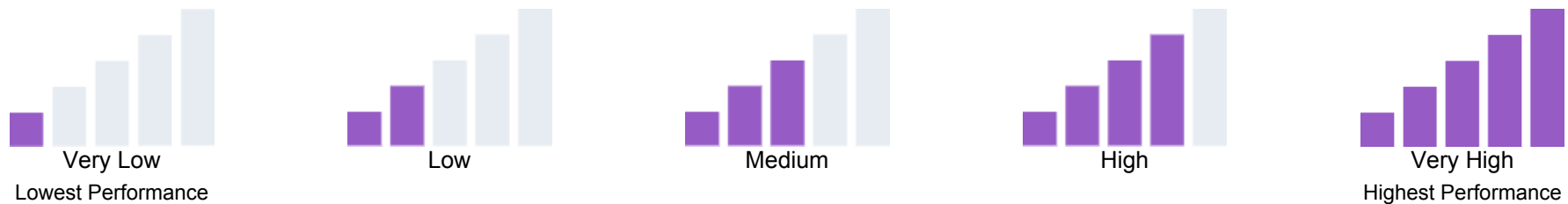
3. English Learners were 112.0 points below standards compared to our Reclassified English Learners and English Only students. However, our Reclassified English Learners performed better than our English only students.

School and Student Performance Data

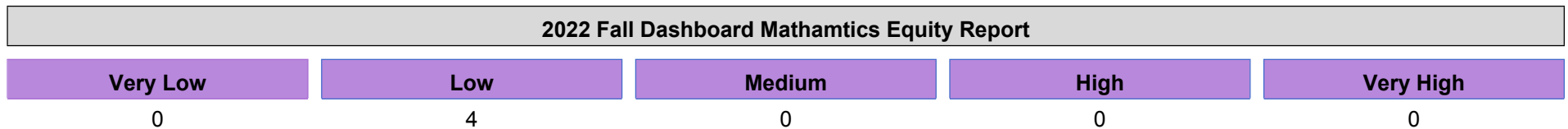
Academic Performance Mathematics

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).

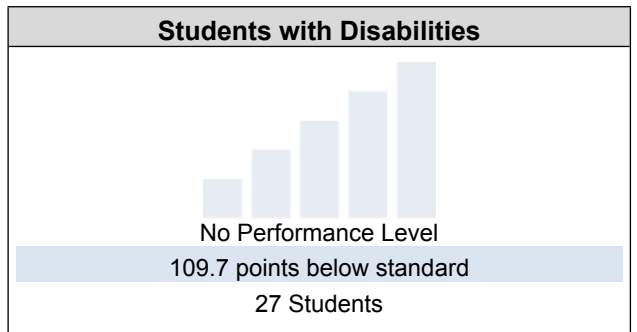
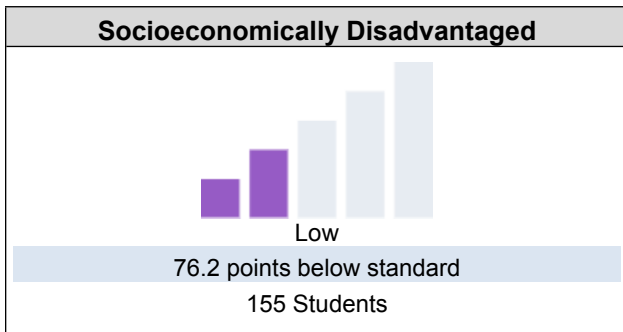
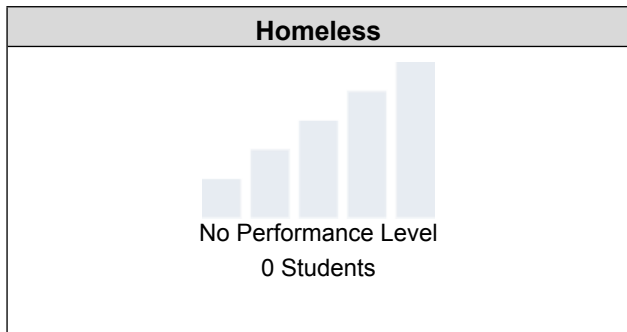
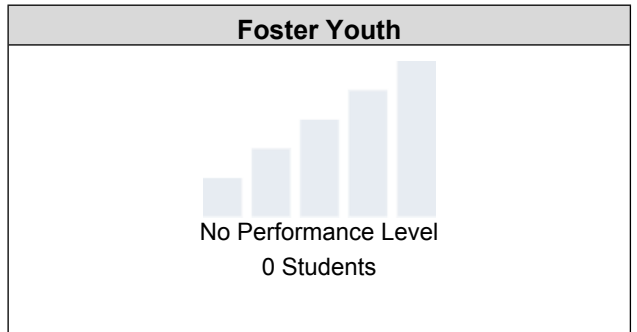
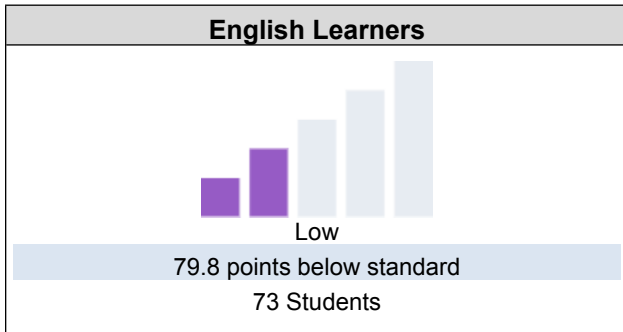
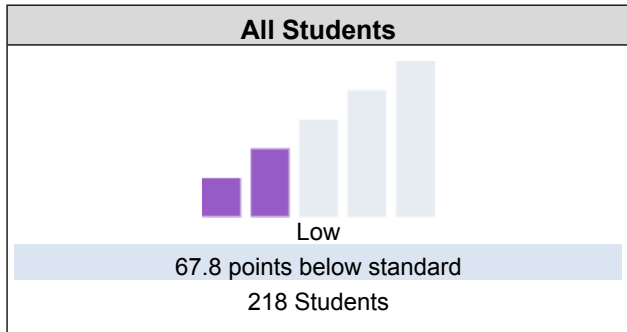


This section provides number of student groups in each level.

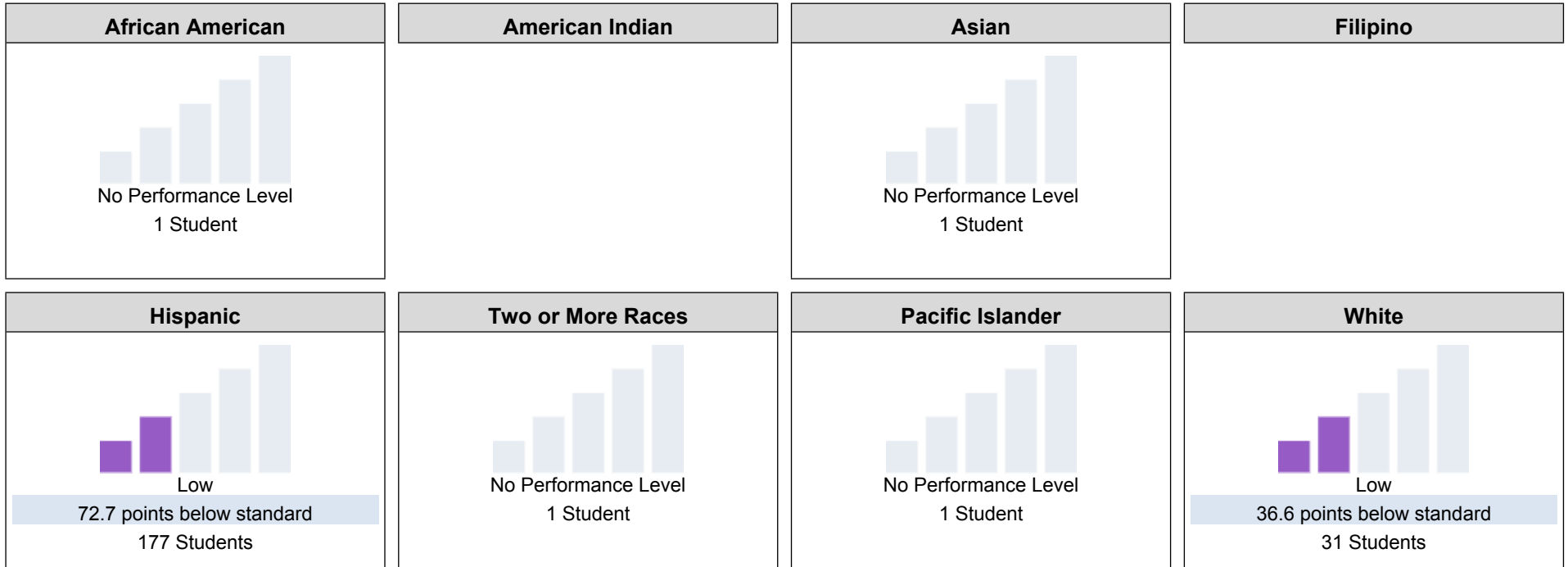


This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group



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
110.1 points below standard 45 Students	31.0 points below standard 28 Students	60.7 points below standard 135 Students

Conclusions based on this data:

- The overall, subgroups, and by ethnicity fall in the low performance level.
- The White student group has the best performance at 36.6 points below standard compared to the overall performance level 67.8 points below standard.

3. Our English Learner and Hispanic subgroup continue to struggle to maintain and this has been consistent compared to the 2018-2019 CAASPP data. English Learners are 79.8 points below standard and our Hispanic student group is 72.7 points below standard.

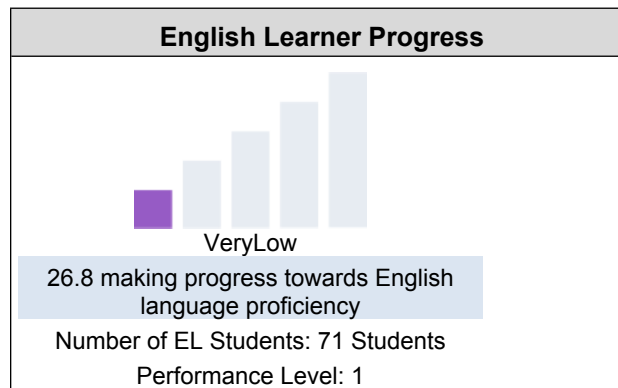
School and Student Performance Data

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
31.0%	42.3%	0.0%	26.8%

Conclusions based on this data:

1. EL students have a very high chronic absenteeism rate and very low academic level in ELA academic performance.
2. Most students maintained at the same ELPI level or decreased.

3. ELA with designated and integrated ELD needs to improvement.

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:

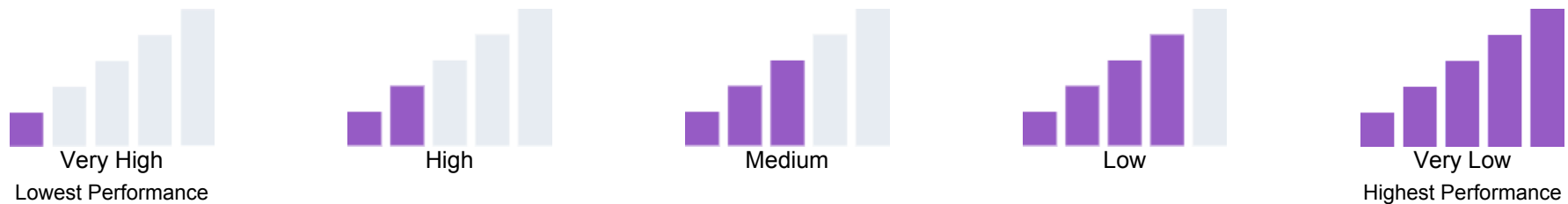
- 1. N/A
- 2. N/A
- 3. N/A

School and Student Performance Data

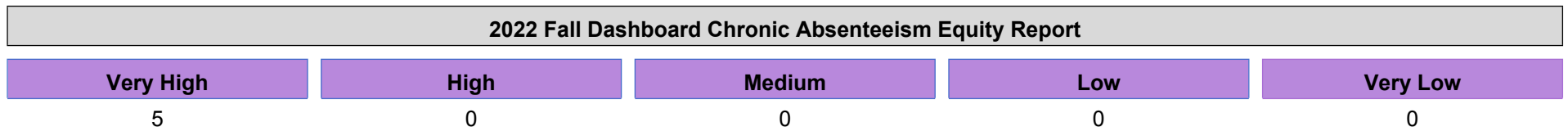
Academic Engagement Chronic Absenteeism

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).

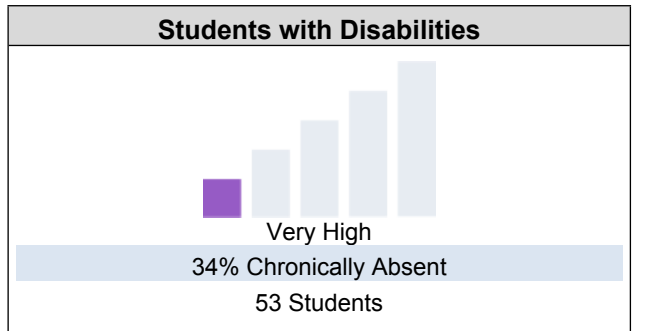
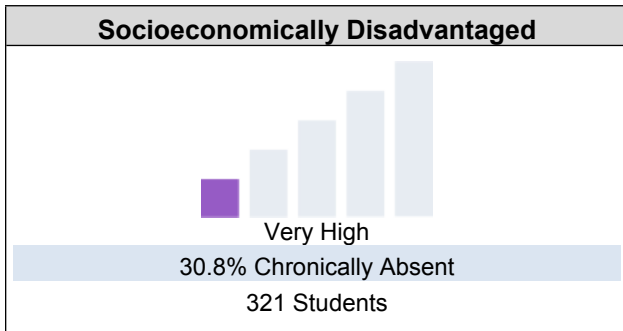
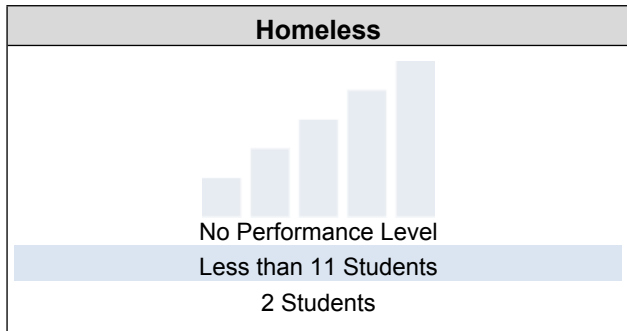
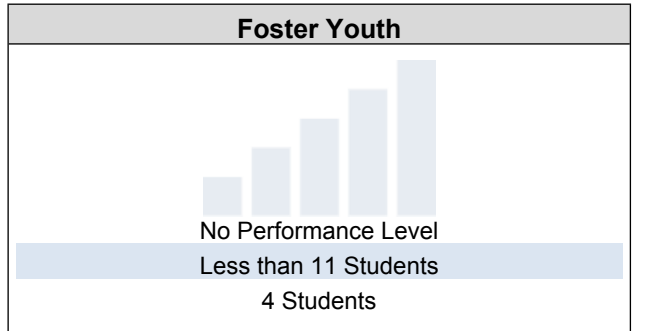
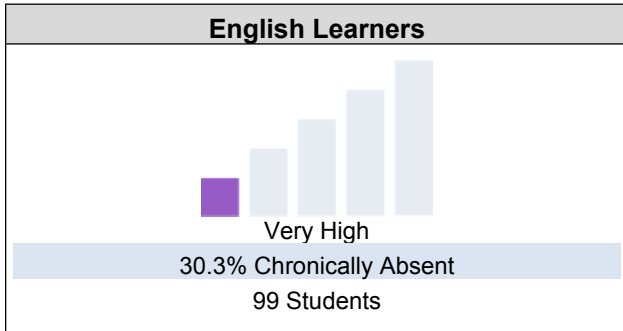
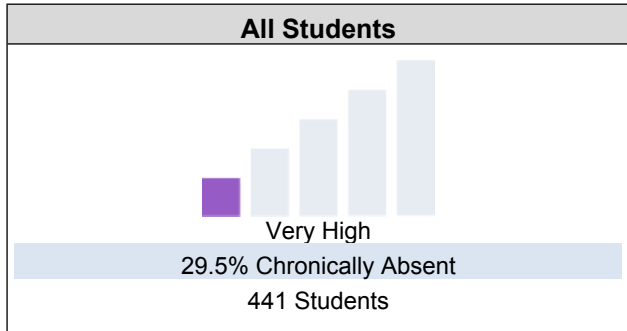


This section provides number of student groups in each level.

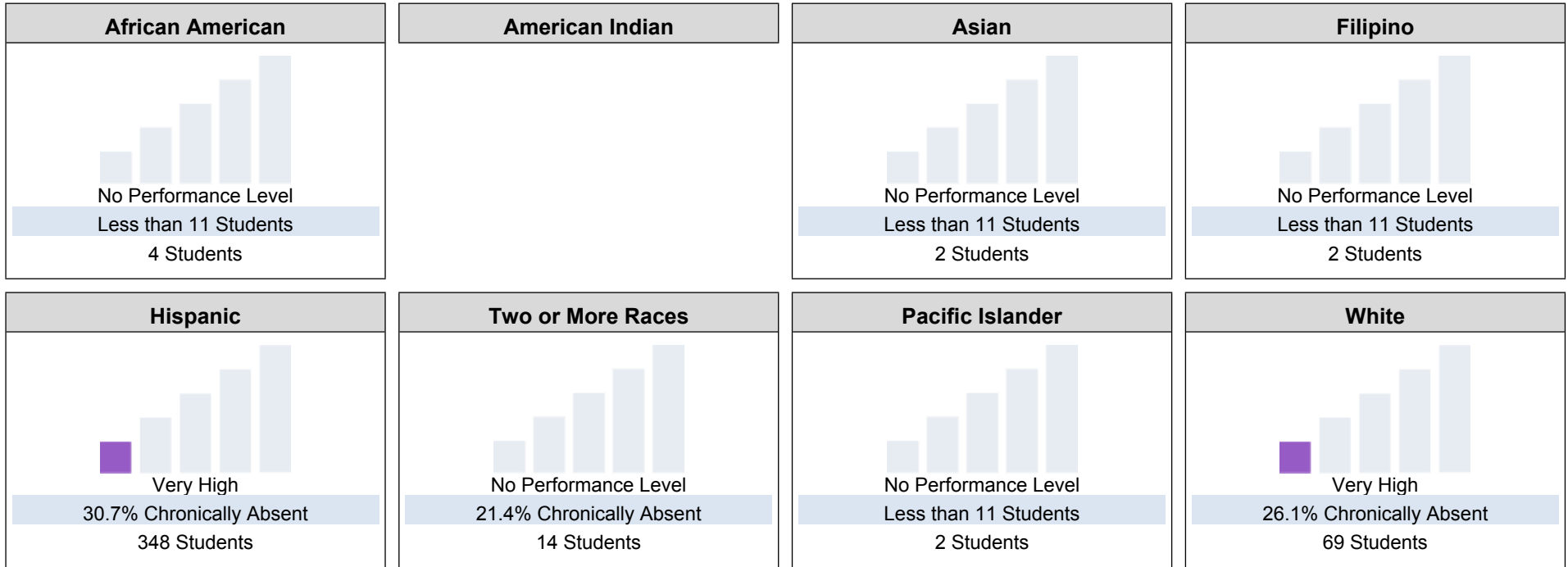


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Since the return to school from COVID, chronic absenteeism is still very high.
2. Our site still needs to support student groups with our ELs, socioeconomically disatanged, students with disabilities, Hispanic and White students in the area of attendance to alleviate chronic absenteeism.
3. Student groups with very high chronic absenteeism performed very low in ELA and low in Math.

School and Student Performance Data

Academic Engagement Graduation 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](#).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. N/A

2. N/A

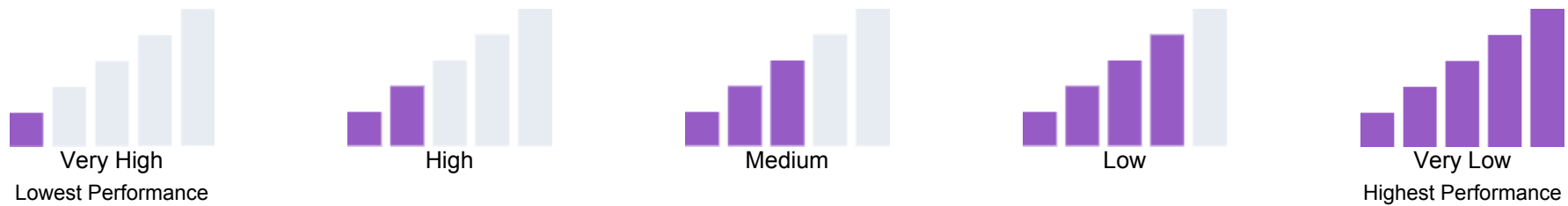
3. N/A

School and Student Performance Data

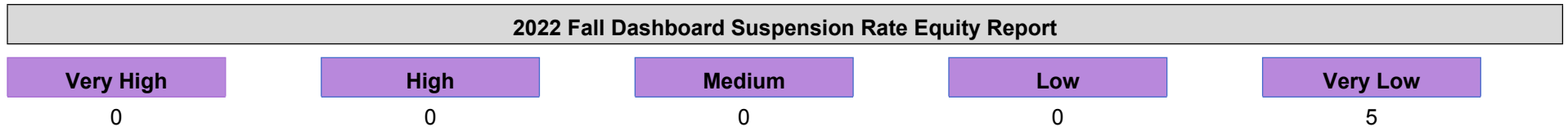
Conditions & Climate Suspension Rate

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).

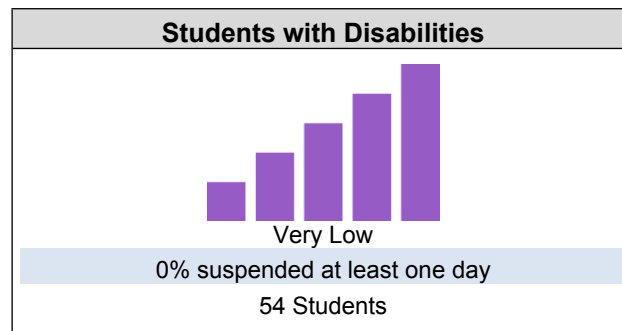
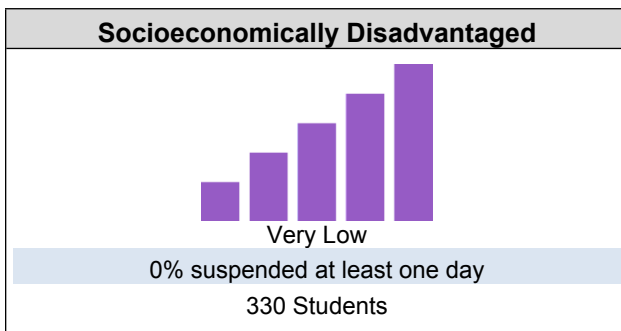
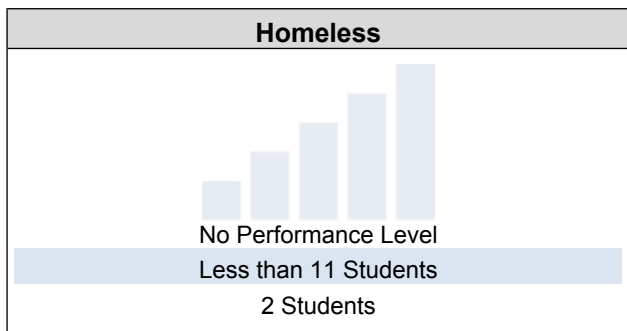
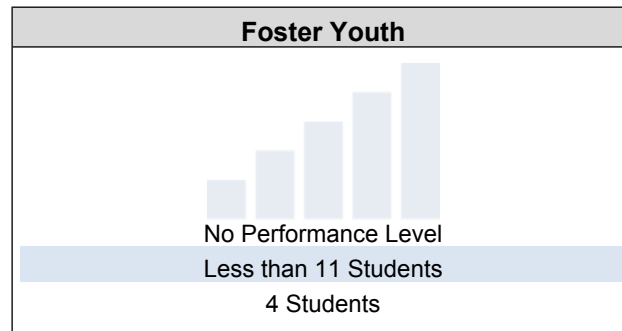
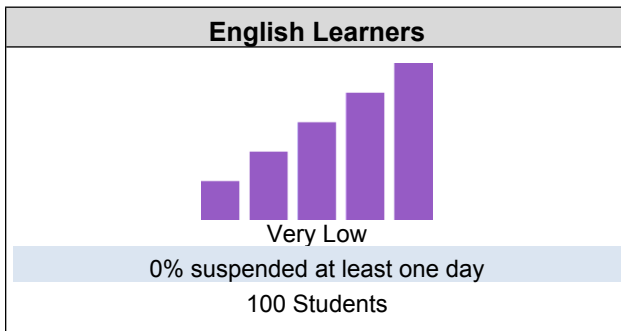
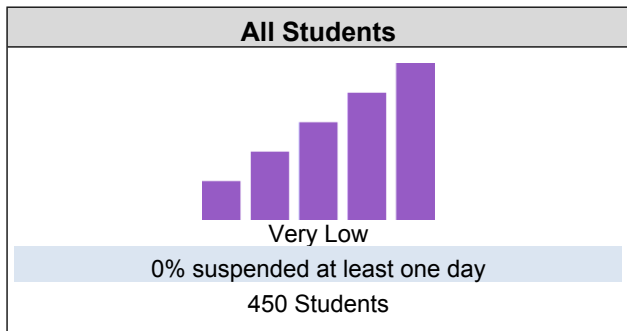


This section provides number of student groups in each level.

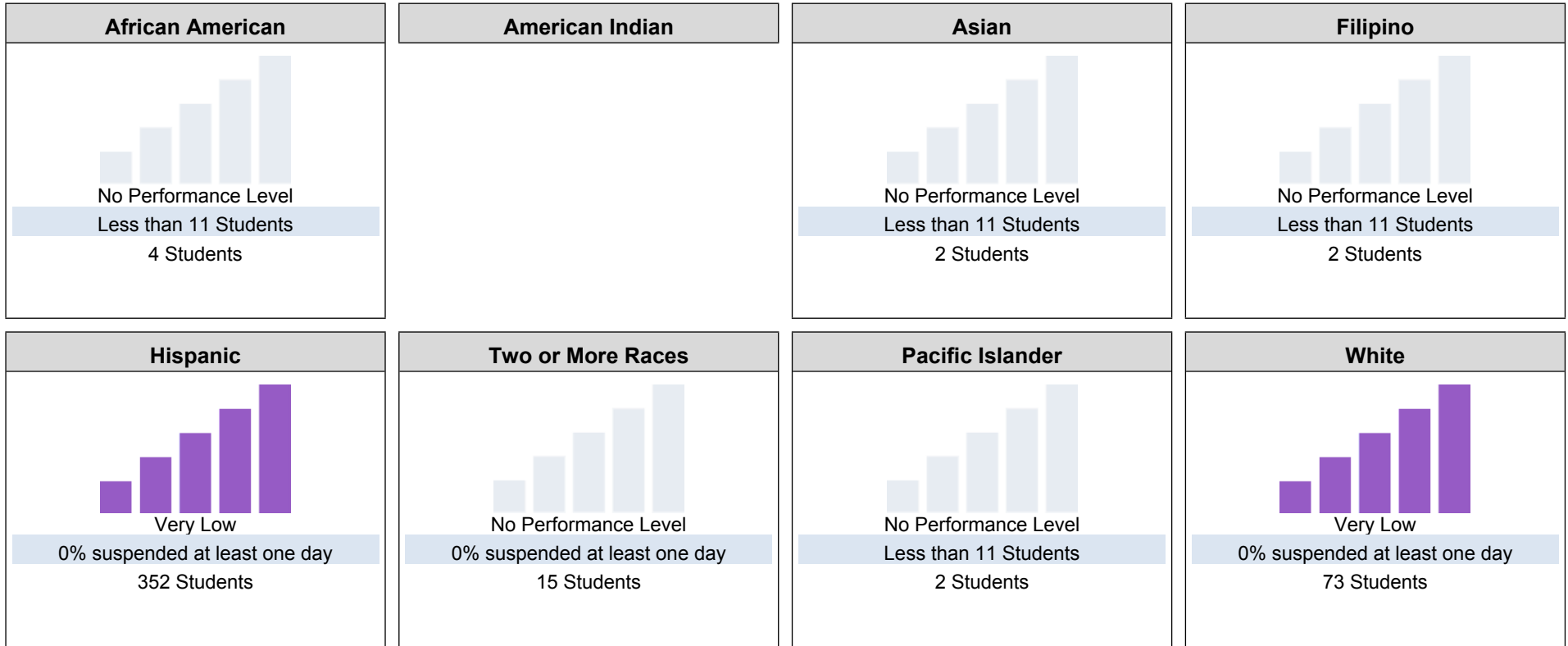


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Suspension rate is very low, as no students were suspended for all student groups.
2. We have a 0% suspension rate this year, as restorative practices have been implemented and BSEL committees look over panorama SEL data.

Goals, Strategies, & Proposed Expenditures

Goal 1.0

College and Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: P2

Identified Need from the Annual Evaluation and Needs Assessment:

We will continue to implement collaborative teams for next year, they will continue to focus on data analysis and how that may drive instruction. Though our school PD plan will come additional grade level professional development, coaching for specific grade levels and other best teaching practices that will need to be rolled out. The professional development will be provided by district Teachers on Special Assignment as well as site administration, RCOE, and various conferences.

Continued effort to implement AVID strategies by ensuring that staff who need to be trained either through Summer institute or AVID Path trainings are trained. Continuing the efforts of previously trained staff to coach, model and support all teachers. Site administrator as well as AVID consultant and AVID lead teacher will also continue to assess and analyze progress in our AVID goals. AVID goals are reflected on and revised as needed once a year officially. These goals will be ongoing and changing as the needs of the school change and as we continue deeper into the AVID program.

We would like to take some money to put into our promoting college and career readiness around campus with flags banners and the like....
We will be adding to our technology budget so that we can help with implementation of intervention programs and software as well as other supplemental software.

Intervention will continue this year with 2 full time intervention teachers, one for lower grade and one for upper grade. The addition of an early intervention teacher has helped support our 1-3 students and teachers, while kinder can focus on early foundational skills and intervention with the help of our IA as well as the LST. This year we added a second LST that helped support our 4-6 grade students with foundational skills and fluency. The goal is to insure a scheduled push in support along with our bilingual tutors, instructional aids and classroom teacher as collaborators for this intervention. This coming year the goal is to continue support with our Intervention program in Literacy. This year a Math Support teacher was added to work with students in grades 2-6. The goal was to support students who were lacking understanding with number sense. Teachers will also use the data they are able to receive in order to help close the achievement gaps we have seen since Distance Learning. The need to continue to accelerate learning is big. We have seen the achievement gaps that have been widened through Distance Learning and students are still struggling to meet expectations. We need to continue to raise the bar, but really analyse where they are falling short so we can help to close the gaps as much as possible without remediation.

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)

Dashboard CAASPP data Fall 2022
 Grades 3-6 data: ELA
 All students - Low
 Students with disabilities - No performance level
 English learners - Very Low
 Hispanic - Low
 Socioeconomically Disadvantaged - Low
 White - Low
 No students scored in the Medium, High, or Very High categories.

Achievement Level by Grade

All Students:	3rd	4th	5th	6th
Exceeds:	14.52%	16.67%	9.38%	5.08%
Met:	14.52%	7.14%	23.44%	13.56%
Nearly Met:	27.42%	26.19%	26.56%	27.12%
Not Met:	43.55%	50.0%	40.63%	54.24%
#of students:	62	42	64	59

English Learners:(*) for less than 10 students

	3rd	4th	5th	6th
Exceeds:	0%	*	*	0%
Met:	0%	*	*	0%
Nearly Met:	40.0%	*	*	8.33%
Not Met:	60.0%	*	*	91.67%
#of students:	20	9	8	12

Hispanic:

	3rd	4th	5th	6th
Exceeds:	13.73%	5.71%	9.62%	4.44%
Met:	9.80%	8.57%	26.92%	13.33%
Nearly Met:	27.45%	28.57%	23.08%	28.89%
Not Met:	49.02%	57.14%	40.38%	53.33%
#of students:	51	35	52	45

Socioeconomically Disadvantaged:

	3rd	4th	5th	6th
Exceeds:	10.42%	8.33%	6.25%	2.56%
Met:	16.67%	4.17%	22.02%	12.82%
Nearly Met:	29.17%	25.0%	20.83%	20.51%
Not Met:	43.75%	62.50%	50.0%	64.10%
#of students:	48	24	48	39

Dashboard CAASPP data Fall 2023
 Grades 3-6 data: ELA
 All students - Medium
 Students with disabilities - No performance level
 English learners - Low
 Hispanic - Low
 Socioeconomically Disadvantaged - Low
 White - Medium

Achievement Level by Grade

All Students:	3rd	4th	5th	6th
Exceeds:	15%	17%	9.5%	6.0%
Met:	15%	7.5%	24%	14%
Nearly Met:	26%	25.5%	26%	26%
Not Met:	43%	49.5%	39%	53%
#of students:	51	62	45	61

English Learners:(*) for less than 10 students

	3rd	4th	5th	6th
Exceeds:	5%	5%	*	*
Met:	5%	5%	*	*
Nearly Met:	35%	35%	*	*
Not Met:	55%	55%	*	*
#of students:	15	20	9	8

Hispanic:

	3rd	4th	5th	6th
Exceeds:	14%	10%	10%	5%
Met:	12%	10%	28%	15%
Nearly Met:	25%	27%	20%	27%
Not Met:	48%	55%	40%	50%
#of students:	51	51	35	52

Socioeconomically Disadvantaged:

	3rd	4th	5th	6th
Exceeds:	10%	10%	8%	5%
Met:	20%	5%	25%	15%
Nearly Met:	26%	22%	18%	18%
Not Met:	42%	60%	48%	62%
#of students:	48	48	24	48

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)

Dashboard CAASPP data Fall 2022
 Grades 3-6 data: Math

All students - Low
 Student with disabilities - no performance level
 English learners - Low
 Hispanic - Low
 Socioeconomically disadvantaged - Low
 No students in Very Low, Medium, High, or Very High categories.

Achievement Level by Grade
 All Students:

3rd	4th	5th	6th
Exceeds: 14.75%	7.14%	4.69%	5.08%
Met: 26.23%	16.67%	10.94%	6.78%
Nearly Met: 22.95%	28.57%	23.44%	25.42%
Not Met: 36.07%	47.62%	60.94%	62.71%
#of students: 61	42	64	59

English Learners:(*) for less than 10 students

3rd	4th	5th	6th
Exceeds: 0%	*	*	0%
Met: 15.79%	*	*	0%
Nearly Met: 36.84%	*	*	8.33%
Not Met: 47.37%	*	*	91.67%
#of students: 19	9	8	12

Hispanic:

3rd	4th	5th	6th
Exceeds: 12.0%	5.71%	5.77%	4.44%
Met: 24.0%	11.43%	9.62%	4.44%
Nearly Met: 26.0%	31.43%	23.08%	24.44%
Not Met: 38.0%	51.43%	61.54%	66.67%
#of students: 50	35	52	45

Socioeconomically Disadvantaged:

3rd	4th	5th	6th
Exceeds: 14.89%	4.17%	4.17%	2.56%
Met: 25.53%	12.50%	8.33%	10.26%
Nearly Met: 21.28 %	29.17%	22.92%	20.51%
Not Met: 38.30%	54.17%	64.58%	66.67%
#of students: 47	24	48	39

Dashboard CAASPP data Fall 2023
 Grades 3-6 data: Math

All students - Medium
 Student with disabilities - no performance level
 English learners - Low
 Hispanic - Low
 Socioeconomically disadvantaged - Low

Achievement Level by Grade
 All Students:

3rd	4th	5th	6th
Exceeds: 16%	10%	5%	8%
Met: 28%	18%	12%	10%
Nearly Met: 20%	27%	23%	21%
Not Met: 36%	45%	60%	61%
#of students: 51	62	45	61

English Learners:(*) for less than 10 students

3rd	4th	5th	6th
Exceeds: 5%	5%	*	*
Met: 20%	20%	*	*
Nearly Met: 30%	30%	*	*
Not Met: 45%	45%	*	*
#of students: 15	19	9	8

Hispanic:

3rd	4th	5th	6th
Exceeds: 12%	8%	8%	8%
Met: 24%	12%	10%	8%
Nearly Met: 26%	30%	23%	24%
Not Met: 38%	50%	59%	60%
#of students: 50	35	52	45

Socioeconomically Disadvantaged:

3rd	4th	5th	6th
Exceeds: 15%	5%	5%	5%
Met: 26%	15%	10%	12%
Nearly Met: 20%	28%	21%	20%
Not Met: 38%	52%	64%	63%
#of students: 47	24	48	39

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome																																																
<p>P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)</p>	<p>Summative ELPAC results 2022/23</p> <p>Level 4 Well Developed: 3.23% Level 3 Moderately developed: 37.63% Level 2 Somewhat developed: 41.94% Level 1 Minimally developed: 17.20%</p>	<p>Summative ELPAC results 2023/24</p> <p>Level 4 Well Developed: 10% Level 3 Moderately developed: 40% Level 2 Somewhat developed: 35% Level 1 Minimally developed: 15%</p> <p>In the coming year we would like to increase our well developed percentage back into the double digits as well as see movement from somewhat developed into moderately and well developed.</p>																																																
<p>P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest</p>	<p>Reclassification 2022-23</p> <p>Very Low: 1 student was reclassified of the 100 students tested with ELPAC.</p>	<p>Reclassification 2023-24</p> <p>In the coming year we would like a growth of at least 5 students. We usually average around 10 reclassified.</p>																																																
<p>P8: Other Student Outcomes - NWEA ELA</p>	<p>JUSD used NWEA MAP growth for district student outcomes for ELA 2022-2023.</p> <p>RIT scores FALL WINTER SPRING</p> <p>Kindergarten was optional this year for assessments. No scores indicated for this year.</p> <table border="0"> <tr> <td>1st:</td> <td>149.6</td> <td>157.1</td> <td>159.8</td> </tr> <tr> <td>2nd:</td> <td>162.9</td> <td>173.4</td> <td>176.8</td> </tr> <tr> <td>3rd:</td> <td>175.8</td> <td>183</td> <td>185.8</td> </tr> <tr> <td>4th:</td> <td>190.6</td> <td>195</td> <td>193.8</td> </tr> <tr> <td>5th:</td> <td>197.6</td> <td>199.9</td> <td>200.3</td> </tr> <tr> <td>6th:</td> <td>202.6</td> <td>205.3</td> <td>205.8</td> </tr> </table> <p>*In the fall the RIT score are higher than the district norms, but are not at the national norm.</p> <p>*In the winter scores improved. Again we were higher than district norms, but not national noms.</p>	1st:	149.6	157.1	159.8	2nd:	162.9	173.4	176.8	3rd:	175.8	183	185.8	4th:	190.6	195	193.8	5th:	197.6	199.9	200.3	6th:	202.6	205.3	205.8	<p>JUSD will use NWEA MAP growth for district student outcomes for ELA 2023-2024.</p> <p>RIT scores FALL WINTER SPRING</p> <p>Kindergarten was optional this year for assessments. No scores indicated for this year.</p> <table border="0"> <tr> <td>1st:</td> <td>150</td> <td>160</td> <td>175</td> </tr> <tr> <td>2nd:</td> <td>165</td> <td>178</td> <td>185</td> </tr> <tr> <td>3rd:</td> <td>177</td> <td>185</td> <td>200</td> </tr> <tr> <td>4th:</td> <td>195</td> <td>205</td> <td>210</td> </tr> <tr> <td>5th:</td> <td>198</td> <td>205</td> <td>210</td> </tr> <tr> <td>6th:</td> <td>205</td> <td>210</td> <td>215</td> </tr> </table> <p>*In the coming year we would like to see a continued growth each testing session, Fall, Winter, and Spring to get closer to the national norm for the RIT scores.</p>	1st:	150	160	175	2nd:	165	178	185	3rd:	177	185	200	4th:	195	205	210	5th:	198	205	210	6th:	205	210	215
1st:	149.6	157.1	159.8																																															
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6th:	205	210	215																																															

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome																																																
	*In the spring scores improve or dropped slightly with 4th and 6th grade. We continue to be above the district norm, but not national norm.																																																	
P8: Other Student Outcomes - NWEA Math	<p>JUSD used NWEA MAP growth for district student outcomes for Math 2022-2023.</p> <p>RIT scores: Fall Winter Spring</p> <p>Kindergarten was optional this year, and did not test students.</p> <table border="0"> <tr> <td>1st:</td> <td>152.7</td> <td>161.6</td> <td>164.2</td> </tr> <tr> <td>2nd:</td> <td>167.2</td> <td>177.0</td> <td>180.9</td> </tr> <tr> <td>3rd:</td> <td>180.6</td> <td>185.6</td> <td>190.3</td> </tr> <tr> <td>4th:</td> <td>192.6</td> <td>195.6</td> <td>198.2</td> </tr> <tr> <td>5th:</td> <td>199.5</td> <td>204.3</td> <td>205.2</td> </tr> <tr> <td>6th:</td> <td>205.1</td> <td>210.3</td> <td>211.4</td> </tr> </table> <p>Scores for each grade level achieved nearly the same as the year before. Scores did not get close to the Achievement norms of the RIT Scores as expected.</p> <p>*scores were above district norm and improvements were made across all grade levels.</p>	1st:	152.7	161.6	164.2	2nd:	167.2	177.0	180.9	3rd:	180.6	185.6	190.3	4th:	192.6	195.6	198.2	5th:	199.5	204.3	205.2	6th:	205.1	210.3	211.4	<p>JUSD will use NWEA MAP growth for district student outcomes for Math 2023-2024.</p> <p>RIT scores: Fall Winter Spring</p> <p>Kindergarten tests will be optional for students.</p> <table border="0"> <tr> <td>1st:</td> <td>152.7</td> <td>161.6</td> <td>164.2</td> </tr> <tr> <td>2nd:</td> <td>167.2</td> <td>177.0</td> <td>180.9</td> </tr> <tr> <td>3rd:</td> <td>180.6</td> <td>185.6</td> <td>190.3</td> </tr> <tr> <td>4th:</td> <td>192.6</td> <td>195.6</td> <td>198.2</td> </tr> <tr> <td>5th:</td> <td>199.5</td> <td>204.3</td> <td>205.2</td> </tr> <tr> <td>6th:</td> <td>205.1</td> <td>210.3</td> <td>211.4</td> </tr> </table> <p>In the coming year we would like to see a continued growth each testing season FALL, WINTER and SPRING to get closer to the national norms of the RIT scores.</p>	1st:	152.7	161.6	164.2	2nd:	167.2	177.0	180.9	3rd:	180.6	185.6	190.3	4th:	192.6	195.6	198.2	5th:	199.5	204.3	205.2	6th:	205.1	210.3	211.4
1st:	152.7	161.6	164.2																																															
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6th:	205.1	210.3	211.4																																															

Planned Strategies/Activities

Action 1.1

1.1 Collaborative Grade Level Planning and Professional Development

	X	Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
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<p>a. Provide Professional Development for staff effective research based instructional strategies.</p> <p>b. Provide Professional Development for AVID strategies focusing on our 3 focus goals in organization, note-taking and managing agendas/calendars</p> <p>c. Provide release time for AVID lead teacher to organize AVID site plan and assist in communicating goals and expectations with all Educational Partners.</p> <p>d. Provide staff development in digital literacy in order to move teaching and learning into 21st century learning centered and cultural sensitivity.</p> <p>e. Provide release time(hourly/subs) for teachers to attend training/planning/collaboration meetings and work through data driven collaboration</p> <p>f. Provide release time for grade levels to analyze data and calibrate as a grade level and support literacy support teachers and math support teacher.</p> <p>g. Provide funding for professional development conferences that include but are not limited to on research based instructional strategies, SEL, Cultural diversity/equity, Ellevation and teaching in the classroom.</p>	<p><input checked="" type="checkbox"/> All Students</p> <p><input type="checkbox"/> Other student group(s) English Learners SWD</p>	<p>Sub Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3166</p> <p>Print 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$600</p> <p>Teacher Hourly for planning/collaboration 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$13902</p>
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Action 1.2

CCSS/NGSS Implementation

	<p><input checked="" type="checkbox"/> Modified Action</p>	
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Planned Actions/Services	Students to be served	Budget and Source
<p>a. Provide opportunities to collaborate, calibrate, align and support the CCSS implementation including ELD integrated and designated.</p> <p>b. TOSAs, grade level Leads or other staff will provide staff development/modeling as needed by grade levels.</p> <p>c. Teachers will be trained to use newly district adopted texts/materials.</p> <p>d. Support the Library, its makerspace and Digital Resources (eBooks) Access, Accelerated Reader, Raz Kids, NWEA, etc..</p> <p>e. Technology and software support for classroom integration, and to include but not limited to supplemental materials to meet the needs of students and promote reading and Math instruction.</p> <p>f. Release time/Substitutes will be available for teachers to have the opportunity to participate in planning and training in best practices, research based teaching strategies, data analysis to drive instruction. ex: (hourly and sub teachers)</p> <p>g. Bilingual Language Tutor/Instructional Aide: BLTs will provide assistance to EL students to clarify instruction in both English and Spanish, as well as</p>	<p><input checked="" type="checkbox"/> All Students</p> <p><input type="checkbox"/> Other student group(s) English Learners SWD</p>	<p>Instructional and PD resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5095</p> <p>Technology licenses 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$12,500</p> <p>Instructional Resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2500</p> <p>(1) Bilingual Language Tutor Salary (3 hours) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707</p>

provide extra support during state testing, guided reading, and intervention opportunities.

\$17811

Teacher collaboration
 1000-1999: Certificated Personnel Salaries
 Title I Basic -- 3010
 \$5525

Action 1.3

Intervention

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

- a. Intensive primary Intervention (1.0 FTE) supporting Early Literacy instruction and intensive intervention in grade K-3
- b. Provide resources for implementation of intensive intervention for students in grades 4-6 (1.0 Teacher \$120,600 TII/LCFF DO)
- c. Extended Learning Opportunities (ELO) to work on closing gaps in ELA and Math as well as accelerating learning.
- d. Purchase technology licenses and software to support literacy, guided reading and math intervention including data reports.
- e. Instructional aide assists Literacy Support teacher to work with struggling readers and early literacy foundations.

- All Students
- Other student group(s) English Learner SWD

(2) Literacy Support Teachers Salaries
 1000-1999: Certificated Personnel Salaries
 LCFF District -- 500 0707
 \$196154
 (1) Literacy Support Teacher Salary
 1000-1999: Certificated Personnel Salaries
 Title I Basic -- 3010
 \$77993
 (1) Literacy Support Teacher Salary
 1000-1999: Certificated Personnel Salaries
 LCFF Suppl/Conc -- 0707
 \$46796

Action 1.4

Resources to support college and career readiness

Unchanged Action

Planned Actions/Services

Students to be served

Budget and Source

- a. Full-time media clerk: will provide students access to the library and support for distributions and collection of core materials.
- b. Purchase additional materials to support AVID implementation, curriculum supplemental materials, ELD, technology, and Collaborative teaching

- All Students
- Other student group(s) English

(1) FTE Media Clerk Salary
 2000-2999: Classified Personnel Salaries
 LCFF District -- 500 0707
 \$70747

including print materials, NGSS unit materials, web-based resources, and organizational tools for student use.

- c. Supplemental ELD/ELA materials as well as Math manipulatives or support materials.
- d. Student field trips and selected staff to attend AVID Summer training.
- e. Subscriptions that allow access to resources used during morning meeting discussions, announcements and to promote college readiness mindset.
- f. Maintenance contracts and equipment repair
- g. Print

Learners
SWD

AVID training/resources
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$3604

AVID training/travel
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$1000

Supplemental Instructional resources
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$5439

Supplemental materials/resources
4000-4999: Books And Supplies
Title III LEP -- 4203
\$1474

Maintenance Contracts
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$3500

Print
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$2000

Action 1.5

Communication Enhancement Program

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
a. The Communication Enhancement Program (CEP) at Sky Country is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Other student group(s) SWD	

interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.

Action 1.6

Pre-school Transition

X

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
<p>a. All pre-school students will visit the Transitional Kindergarten and/ or Kindergarten classes, the cafeteria, and the office to become familiar with the campus.</p> <p>b. Pre-school teachers and Kindergarten teachers will meet to discuss opportunities for joint activities to become familiar with routines and expectations.</p> <p>c. Registration information for Transitional Kindergarten and Kindergarten will be sent to the parents of Pre-school students in the Spring. All information will be sent in both English and Spanish. Sky Country Elementary will hold an orientation meeting for parents to discuss the transition to Kindergarten. This meeting will be in English and Spanish.</p> <p>d. Pre-School students will be invited to all school events and activities. Pre-school teachers will encourage parent participation in school activities.</p>	<p><u>X</u> All Students</p> <p><u>X</u> Other student group(s) Head Start/Preschool</p>	

Goals, Strategies, & Proposed Expenditures

Goal 2.0

Safe, Orderly and Inviting Learning Environment

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: P1

Identified Need from the Annual Evaluation and Needs Assessment:

Teachers continue to need support in providing interventions for students. More training in culturally responsive training and well and social emotional learning will help with the willingness to implement interventions and restorative practices instead of consequences. We would like to provide social groups to students to support positive interventions. We would like to have more presenters on campus to speak about bullying, and other student related issues like social media, and peer interactions in general. For the upcoming year we have increased money for our BSEL team to meet and brainstorm ways to help with Social and emotional wellbeing of students as this continues to remove barriers caused by COVID. Students are having a hard time and we need to be responsive to their needs. We need to continue focusing on keeping our campus clean. The school could use more grass on playground that is maintained, weeds and brown spots, and to make sure there are no ant hills and gophers from creating holes so students can play without getting bit, or twisting an ankle while on the playground. We need to continue to by radios for staff as we grow. Classrooms are in need of updating with wallpaper/paint. With adding of additional SDC, four preschool, and full day kindergarten we would like to see the Health Clerk Aide full time, rather than 3 hours.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>P1: School facilities are maintained in good repair</p>	<p>All school facility reports indicate 100% Good or Better on FIT reports (2022-23 FIT Reports)</p> <p>Facility Inspection Tool School Facility Conditions Evaluation</p> <p>A. Systems: 100% Good B. Interior: 90% Good C. Cleanliness: 100% Good D. Electrical: 100% Good E. Restrooms/Fountains: 100% Good F. Safety (fire/hazardous): 100% Good G. Structural: 100% Good H. External: 100% Good</p>	<p>All school facility will be maintained as expected.</p> <p>Facility Inspection Tool School Facility Conditions Evaluation</p> <p>A. Systems: 100% Good B. Interior: 95% Good C. Cleanliness: 100% Good D. Electrical: 100% Good E. Restrooms/Fountains: 100% Good F. Safety (fire/hazardous): 100% Good G. Structural: 100% Good H. External: 100% Good</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome																																																				
	Average of categories: 99% Exemplary	Average of categories: 99% Exemplary																																																				
P5: School Attendance Rates (Semester 1 Q SIS)	<p>ADA percentages 2021/2022 vs. Semester 1 22/23</p> <table border="0"> <tr> <td>TK -89.6524%</td> <td>TK - 89.2244%</td> </tr> <tr> <td>K - 89.2305%</td> <td>K - 90.6163%</td> </tr> <tr> <td>1st - 92.5603%</td> <td>1st - 92.4027%</td> </tr> <tr> <td>2nd - 92.9084%</td> <td>2nd - 94.6411%</td> </tr> <tr> <td>3rd - 91.3508%</td> <td>3rd - 94.822%</td> </tr> <tr> <td>4th - 94.0151%</td> <td>4th - 94.3399%</td> </tr> <tr> <td>5th - 93.4867%</td> <td>5th - 95.3176%</td> </tr> <tr> <td>6th - 92.0219%</td> <td>6th - 93.2472%</td> </tr> <tr> <td>English Learner - 92.5781%</td> <td>94.0121%</td> </tr> <tr> <td>Foster - 93.4984%</td> <td>94.4839%</td> </tr> <tr> <td>McKinney-Vento - 83.2116%</td> <td>95%</td> </tr> <tr> <td>Special Ed. - 89.9912%</td> <td>91.7583%</td> </tr> <tr> <td>School total - 91.9941%</td> <td>93.3306%</td> </tr> </table>	TK -89.6524%	TK - 89.2244%	K - 89.2305%	K - 90.6163%	1st - 92.5603%	1st - 92.4027%	2nd - 92.9084%	2nd - 94.6411%	3rd - 91.3508%	3rd - 94.822%	4th - 94.0151%	4th - 94.3399%	5th - 93.4867%	5th - 95.3176%	6th - 92.0219%	6th - 93.2472%	English Learner - 92.5781%	94.0121%	Foster - 93.4984%	94.4839%	McKinney-Vento - 83.2116%	95%	Special Ed. - 89.9912%	91.7583%	School total - 91.9941%	93.3306%	<p>ADA percentages 2022/2023 vs. Semester 1 23/24</p> <table border="0"> <tr> <td>TK -89.224%</td> <td>TK - 90%</td> </tr> <tr> <td>K - 90.6163%</td> <td>K - 91%</td> </tr> <tr> <td>1st - 92.4027%</td> <td>1st - 93%</td> </tr> <tr> <td>2nd - 94.6411%</td> <td>2nd - 95%</td> </tr> <tr> <td>3rd - 94.822%</td> <td>3rd - 95%</td> </tr> <tr> <td>4th - 94.3399%</td> <td>4th - 95%</td> </tr> <tr> <td>5th - 95.3176%</td> <td>5th - 95%</td> </tr> <tr> <td>6th - 93.2472%</td> <td>6th - 94%</td> </tr> <tr> <td>English Learner - 93%</td> <td>94%</td> </tr> <tr> <td>Foster - 93%</td> <td>94%</td> </tr> <tr> <td>McKinney-Vento - 95%</td> <td>95%</td> </tr> <tr> <td>Special Ed. - 91.7%</td> <td>92%</td> </tr> <tr> <td>School total - 93.3%</td> <td>94%</td> </tr> </table> <p>*We would like to see out attendance reach 96% or higher overall for the school year.</p>	TK -89.224%	TK - 90%	K - 90.6163%	K - 91%	1st - 92.4027%	1st - 93%	2nd - 94.6411%	2nd - 95%	3rd - 94.822%	3rd - 95%	4th - 94.3399%	4th - 95%	5th - 95.3176%	5th - 95%	6th - 93.2472%	6th - 94%	English Learner - 93%	94%	Foster - 93%	94%	McKinney-Vento - 95%	95%	Special Ed. - 91.7%	92%	School total - 93.3%	94%
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P5: Chronic Absenteeism Rate (2020-21 Data Quest)	<p>In 2022-2023 Sky Country's chronic absenteeism went up from 9.7% to 29.5% which is very high. Chronic Absenteeism Indicators 2022 English Learners: 30.3% - Very High Foster Youth: * no performance level Hispanic: 30.7% - Very High Mckinney-Vento: * no performance level Socioeconomically disadvantaged: 30.8%- Very High Students with Disabilities: 34.0% - Very High White: 26.1% - Very High Two or More Races: * no performance level</p>	<p>In 2023-2024 Sky Country's chronic absenteeism goal is to decrease from 29.5% which is very high to 20% or lower. Chronic Absenteeism Indicators English Learners: 20% - medium Foster Youth: * no performance level Hispanic: 20% - medium Mckinney-Vento: * no performance level Socioeconomically disadvantaged: 20%- medium Students with Disabilities: 25% - High White: 20% - medium Two or More Races: * no performance level</p>																																																				
P6: Pupil suspension rate	In 2022-2023 the suspension rate was 0%	In 2023-2024 the suspension rate was 0%																																																				

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		In this coming year we would like to keep the suspension rate at 0%
P6: Pupil expulsion rate	In 2022-2023 the expulsion rate was 0%	In 2023-2024 the expulsion rate was 0% In this coming year we would like to keep the expulsion rate at 0%
P6: Survey of pupils, parents, teachers on sense of safety	<p>2022 WINTER LCAP survey 192 reposed - 91% of students responded</p> <p>How often do you worry about Violence at your school? 67% responded favorably</p> <p>Almost Never: 39% Once in a While: 28% Sometimes: 21% Frequently: 6% Almost Always: 6%</p> <p>2022 SPRING survey How often do you worry about Violence at your school? 64% responded favorably</p> <p>Almost Never: 43% Once in a While: 21% Sometimes: 20% Frequently: 11% Almost Always: 5%</p>	<p>2023 WINTER LCAP survey (Students)</p> <p>How often do you worry about Violence at your school? 70% responded favorably</p> <p>Almost Never: 45% Once in a While: 25% Sometimes: 15% Frequently: 6% Almost Always: 6%</p> <p>2022 SPRING survey How often do you worry about Violence at your school? 75% responded favorably</p> <p>Almost Never: 60% Once in a While: 15% Sometimes: 15% Frequently: 5% Almost Always: 5%</p>
P6: Survey of pupils, parents, teachers on sense of safety	<p>2022 LCAP WINTER Teacher survey: 18 responded</p> <p>For students who need extra support, how difficult is it for them to get the support that they need? 78% responded favorably</p> <p>Not at all difficult: 28% Slightly difficult: 50% Somewhat difficult: 22%</p>	<p>2023 LCAP WINTER Teacher survey</p> <p>For students who need extra support, how difficult is it for them to get the support that they need? 80% responded favorably</p> <p>Not at all difficult: 30% Slightly difficult: 50% Somewhat difficult: 25% Quite difficult: 0%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Quite difficult: 0% Extremely difficult: 0%	Extremely difficult: 0% *With the possibility of community schools and PBIS inclusion/equity more supports will be available to students and families.
P6: Survey of pupils, parents, teachers on sense of safety	2022 LCAP WINTER LCAP Survey Parents (20 responded) How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students? 80% responded favorable Not at all well: 0% Slightly well: 5% Somewhat well: 15% Quite Well: 60% Extremely well: 20%	2023 LCAP WINTER LCAP Survey Parents How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students? 85% responded favorable Not at all well: 0% Slightly well: 0% Somewhat well: 10% Quite Well: 50% Extremely well: 40%

Planned Strategies/Activities

Action 2.1

BSEL Implementation

	X	Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
a. All teachers will teach Area Expectations and Social Skills according to the school-wide schedule. b. All staff will use Sky Tickets as an incentive for positive behavior c. Students will be recognized for positive behavior in various ways such as awards assemblies, an invitation to the Game Room, the student of the month, lunch with the principal, and other positive behavior awards, field trips and activities.	X All Students	Hourly pay for supervisors 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1050 BSEL incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707

<p>d. Students will be invited to the "game room" to recognize positive behavior.</p> <p>e. Resources and materials will be purchased to implement SEL and to promote attendance and to provide incentives for students including Sky ticket rewards</p> <p>f. Assemblies scheduled to teach social skills, anti-bullying, SEL, etc.</p> <p>g. Meet monthly with supervisors to discuss safety issues and concerns on the playground</p> <p>h. BSEL Committee will meet after school monthly or as needed to discuss issues/concerns and review data. Hourly rate will be paid for meeting attendance (classified and certificated)</p>	<p>\$2000</p> <p>Assemblies 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$2500</p> <p>Teacher hourly - BSEL meetings 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2500</p>
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Action 2.2

Health Care Aide

	<u>X</u>	Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>Health Care Aide to support health services including connecting kids and families with appropriate community agencies based on needs (clothes, counseling, glasses)</p> <p>a. School nurses will perform vision and hearing screening on select kids annually.</p> <p>b. Office staff and health clerk will work with the director of parent involvement to connect families with resources.</p> <p>c. District fully funding Health Care Aide.</p>	<u>X</u> All Students	<p>(1) Health Care Aide Salary 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$23556</p>

Action 2.3

Buildings/operations

	<u>X</u>	Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
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- a. Work order system will be used to request repairs to be made in a timely manner and provide documents for follow up.
- b. Regular inspections completed by a custodian for proactive action to be taken.
- c. Upkeep of disaster materials in all classrooms.

X All Students

Materials and supplies
 4000-4999: Books And Supplies
 LCFF Suppl/Conc -- 0707
 \$500

Action 2.4

Customer Service/Inviting atmosphere:

X Modified Action

Planned Actions/Services

Students to be served

Budget and Source

- a. Continue to improve customer service by office staff and support staff, possibly provide PD or a book study.
- b. Provide carousel of resources for parents looking for information in the office.
- c. Communicate school events/information using Q Communications/ Parent Connect, school marquees, email, texts, Peachjar, Social Media and printed flyers.
- d. Work with safety coordinator to improve the school safety plan and disaster notebook according to district mandates, protocols and site-specific needs. Purchase materials as needed to safely implement the plan.
- e. Work with the custodian to ensure a clean school stocked with adequate supplies and free of clutter and adequate cleaning schedules.
- f. Under the direction of the BSEL Coordinator, Ambassadors will assist new students by providing school tours on their first day of attendance, will participate in welcoming students on Mondays, serve as mentors on the playground and other assigned duties to help the overall morale of the school to improve

X All Students

Welcoming environment
 4000-4999: Books And Supplies
 LCFF Suppl/Conc -- 0707
 \$500
 Safety resources
 4000-4999: Books And Supplies
 LCFF Suppl/Conc -- 0707
 \$1461
 Student Ambassador resources
 4000-4999: Books And Supplies
 Title I Basic -- 3010
 \$686.00
 Student Ambassador incentives/refreshments
 4000-4999: Books And Supplies
 Title I Parent Involvement -- 3010 1902
 \$286

Goals, Strategies, & Proposed Expenditures

Goal 3.0

Parent, Student and Community Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: P3 and P6

Identified Need from the Annual Evaluation and Needs Assessment:

Through our new Q communications we hope to increase parent communication both in English and Spanish. A bigger push to communicate events in multiple ways in order to get the participation that is desired. We still struggle with getting info out parents. We are still too reliant on flyers which we are moving away from. In the coming months I would like to have more coffee with the principal or Parents and Pastries types of events to increase communication and well as build relationships with the parents and community. We need to make our online presence more known throughout the community so that we can use that as a more efficient way to communicate during the school year. We want to bridge the gap of communication between the school. With a new office staff, build positive relationship with our community.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3: Survey of Parents/Families (including Unduplicated Pupils and Individuals with Exceptional Needs) on Family Involvement	LCAP Parent/Family Survey, Winter 2022: How well do you feel the school or the district is currently doing in the following are : community partnerships? 30% responded favorable Extremely Well: 15% Quite Well: 15% Sometimes Well: 25% Slightly at all: 30% Not important: 15%	LCAP Parent/Family Survey, Winter 2023: Expected outcomes for next year How well do you feel the school or the district is currently doing in the following are: community partnerships? Extremely important: 55% Quite Important: 30% Somewhat Important 15% Slightly at all: 0% Not important: 0%
P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP student Survey, Winter 2022:	LCAP student Survey, Winter 2023: Expected outcomes for next year

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>For this school or district to be successful over the next three years, how important is it for us to focus on Students activities and extracurricular activities? 90% responded favorable</p> <p>Extremely Important: 70% Quite Important: 20% Somewhat Important: 10% Slightly Important: 0% Not Important at all: 0%</p>	<p>For this school or district to be successful over the next three years, how important is it for us to focus on Students activities and extracurricular activities?</p> <p>Extremely Important: 75% Quite Important: 20% Somewhat Important: 5% Slightly at all 0% Not important at all 0%</p>
<p>P5: Survey of Students, Teachers, and Parents on Student Engagement</p>	<p>LCAP teacher Survey, Winter 2022:</p> <p>On most days, how enthusiastic are the students about being in school? 79% responded favorable</p> <p>Extremely Enthusiastic: 21% Quite Enthusiastic: 58% Somewhat Enthusiastic: 21% Slightly Enthusiastic: 0% Not at all enthusiastic: 0%</p>	<p>LCAP student Survey, Winter 2023: Expected outcomes for next year</p> <p>On most days, how enthusiastic are the students about being in school?</p> <p>Extremely enthusiastic 30% Quite enthusiastic: 60% Somewhat enthusiastic: 10% Slightly enthusiastic: 0% Not at all enthusiastic: 0%</p>
<p>P5: Survey of Students, Teachers, and Parents on Student Engagement</p>	<p>LCAP student Survey, Winter 2022:</p> <p>Overall, how much do you feel like you belong at your school? 78% responded favorable</p> <p>Completely Belong: 49% Belong Quite a Bit: 29% Belong Somewhat: 6% Belong a Little Bit: 11% Do Not Belong at All: 4%</p>	<p>LCAP student Survey, Winter 2022: Expected outcomes for next year</p> <p>Overall, how much do you feel like you belong at your school ?</p> <p>Completely belong: 55% Belong quite a bit: 25% Belong somewhat: 15% Belong a little bit: 5% Do not belong at all: 0%</p>

Planned Strategies/Activities

Action 3.1

VAPA

	<input checked="" type="checkbox"/> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
a. Students in grades 3-6 are encouraged to join Choir. Performances occur at least two times throughout the year. b. Choir teacher is provided planning time to prepare music, songs, choreography, etc. (blue card?) c. Students in grades 4-6 are encouraged to join the school band. Concerts occur at least two times a year. d. Assemblies to highlight the arts and possibly in class art instruction time.	<input checked="" type="checkbox"/> All Students	Choir teacher planning 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$500

Action 3.2

Parents invited on campus for school events

	<input checked="" type="checkbox"/> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
a. Recognition Assemblies: Parents are encouraged to attend monthly assemblies to witness their children receiving awards such as perfect attendance, the student of the month, Academic Excellence Awards, Presidential award and 100-mile club awards. b. Flyers, posters, and certificates are printed in color using a color printer or poster maker to highlight achievements and recognize student events and students who achieve great achievement. c. Purchase materials and supplies for information, classes, tech support ect.... d. BSEL incentives purchased each trimester to recognize positive behavior as well as BSEL supplemental materials to help facilitate groups on campus. e. Various grade levels encourage parent participation during specific grade level events (Colonial Day, Egypt Day, US Symbols Day, Feast Day, etc.) f. Parent Volunteers are invited to a breakfast at the end of the year. *Purchase refreshments and awards g. PTO Sponsored activities:	<input checked="" type="checkbox"/> All Students	Certificates 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$282 Incentives/refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500 Materials and supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$2260 Materials and supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$1000

Parents are encouraged to attend PTO sponsored events to encourage time spent with their kids outside of the school day (Family Night, parents or guardians/student dance, game night for parents or guardians /students, Winter Workshop, Trunk or Treat, Art Fair, Family BBQ). During the book fair weeks, parents are encouraged to eat lunch with their children followed by shopping in the book fair
 h. Raptor System ensures sex offenders are not allowed on campus.
 *Purchase replacement stickers and regular upkeep of the system.

Action 3.3

Parent education classes offered in English and Spanish

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>Throughout the year, various parent classes are offered but not limited to, Riverside County resources such as Parent Plus, Nutrition, Computer class, and ESL * Childcare will be provided</p> <p>a. Parent Forums recognize how families and students and teachers can work together to increase the success of our students. b. Purchase of support materials for all parent involvement including but not limited to EL parents, GATE Parents and Parenting classes/ technology etc.../refreshments c. Translation provided by a classified staff member d. Parents and Pastries/Coffee with Principal are meetings offered throughout the year for parents to hear information about current topics at school such as instruction, intervention, AVID, BSEL, Technology, etc. *Purchase refreshments and child care services during that time. *Translation provided by a classified staff member</p>	<p><input checked="" type="checkbox"/> All Students</p>	<p>Childcare 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$430</p> <p>Support materials, incentives, and refreshments 4000-4999: Books And Supplies Title I Basic -- 3010 \$500</p> <p>Staff hourly for parent meetings 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$823</p>

Action 3.4

Parent Committees

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
<p>a. Parents are encouraged to participate and provide input while serving on committees such as school site council, ELAC, DGAC, DELAC, GAC, and PTO. These committees allow parents to learn more about the educational process and provide input from their perspective.</p> <p>b. Purchase support materials/refreshments</p>	<p><input checked="" type="checkbox"/> All Students</p>	<p>Support materials,incentives/refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>Support material, incentives/refreshments 4000-4999: Books And Supplies Title III LEP -- 4203 \$286</p>

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																																																																																										
<p>P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)</p>	<p>Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.</p>	<p>Dashboard CAASPP data Fall 2022 Grades 3-6 data: ELA</p> <p>All students - Low Students with disabilities - No performance level English learners - Very Low Hispanic - Low Socioeconomically Disadvantaged - Low White - Low No students scored in the Medium, High, or Very High categories.</p> <p>Achievement Level by Grade All Students:</p> <table border="1"> <thead> <tr> <th></th> <th>3rd</th> <th>4th</th> <th>5th</th> <th>6th</th> </tr> </thead> <tbody> <tr> <td>Exceeds:</td> <td>14.52%</td> <td>16.67%</td> <td>9.38%</td> <td>5.08%</td> </tr> <tr> <td>Met:</td> <td>14.52%</td> <td>7.14%</td> <td>23.44%</td> <td>13.56%</td> </tr> <tr> <td>Nearly Met:</td> <td>27.42%</td> <td>26.19%</td> <td>26.56%</td> <td>27.12%</td> </tr> <tr> <td>Not Met:</td> <td>43.55%</td> <td>50.0%</td> <td>40.63%</td> <td>54.24%</td> </tr> <tr> <td>#of students:</td> <td>62</td> <td>42</td> <td>64</td> <td>59</td> </tr> </tbody> </table> <p>English Learners:(*) for less than 10 students</p> <table border="1"> <thead> <tr> <th></th> <th>3rd</th> <th>4th</th> <th>5th</th> <th>6th</th> </tr> </thead> <tbody> <tr> <td>Exceeds:</td> <td>0%</td> <td>*</td> <td>*</td> <td>0%</td> </tr> <tr> <td>Met:</td> <td>0%</td> <td>*</td> <td>*</td> <td>0%</td> </tr> <tr> <td>Nearly Met:</td> <td>40.0%</td> <td>*</td> <td>*</td> <td>8.33%</td> </tr> <tr> <td>Not Met:</td> <td>60.0%</td> <td>*</td> <td>*</td> <td>91.67%</td> </tr> <tr> <td>#of students:</td> <td>20</td> <td>9</td> <td>8</td> <td>12</td> </tr> </tbody> </table> <p>Hispanic:</p> <table border="1"> <thead> <tr> <th></th> <th>3rd</th> <th>4th</th> <th>5th</th> <th>6th</th> </tr> </thead> <tbody> <tr> <td>Exceeds:</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Met:</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Nearly Met:</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Not Met:</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>#of students:</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		3rd	4th	5th	6th	Exceeds:	14.52%	16.67%	9.38%	5.08%	Met:	14.52%	7.14%	23.44%	13.56%	Nearly Met:	27.42%	26.19%	26.56%	27.12%	Not Met:	43.55%	50.0%	40.63%	54.24%	#of students:	62	42	64	59		3rd	4th	5th	6th	Exceeds:	0%	*	*	0%	Met:	0%	*	*	0%	Nearly Met:	40.0%	*	*	8.33%	Not Met:	60.0%	*	*	91.67%	#of students:	20	9	8	12		3rd	4th	5th	6th	Exceeds:					Met:					Nearly Met:					Not Met:					#of students:				
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Metric/Indicator

Expected Outcomes

Actual Outcomes

Exceeds:	13.73%	5.71%	9.62%	4.44%
Met:	9.80%	8.57%	26.92%	13.33%
Nearly Met:	27.45%	28.57%	23.08%	28.89%
Not Met:	49.02%	57.14%	40.38%	53.33%
#of students:	51	35	52	45

Socioeconomically Disadvantaged:

	3rd	4th	5th	6th
Exceeds:	10.42%	8.33%	6.25%	2.56%
Met:	16.67%	4.17%	22.02%	12.82%
Nearly Met:	29.17%	25.0%	20.83%	20.51%
Not Met:	43.75%	62.50%	50.0%	64.10%
#of students:	48	24	48	39

P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)

Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.

Dashboard CAASPP data Fall 2022
Grades 3-6 data: Math

All students - Low
Student with disabilities - no performance level
English learners - Low
Hispanic - Low
Socioeconomically disadvantaged - Low
No students in Very Low, Medium, High, or Very High categories.

Achievement Level by Grade

All Students:

	3rd	4th	5th	6th
Exceeds:	14.75%	7.14%	4.69%	5.08%
Met:	26.23%	16.67%	10.94%	6.78%
Nearly Met:	22.95%	28.57%	23.44%	25.42%
Not Met:	36.07%	47.62%	60.94%	62.71%
#of students:	61	42	64	59

English Learners:(*) for less than 10 students

	3rd	4th	5th	6th
Exceeds:	0%	*	*	0%
Met:	15.79%	*	*	0%
Nearly Met:	36.84%	*	*	8.33%
Not Met:	47.37%	*	*	91.67%
#of students:	19	9	8	12

Hispanic:

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<p>P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)</p>	<p>Expected 4 Well developed 8% 3 Moderately developed: 33% 2 Somewhat developed: 46.7% 1 Beginning stage: 12%</p> <p>In the coming year we would like to increase our well developed percentage back into the double digits as well as see movement from somewhat developed into moderately and well developed.</p>	<p>Summative ELPAC results 2021/2022</p> <p>Level 4 Well Developed: 3.23% Level 3 Moderately developed: 37.63% Level 2 Somewhat developed: 41.94% Level 1 Minimally developed: 17.20%</p>																																																																	
<p>P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest</p>	<p>Expected EL Reclassification Rate: 2021-22: 5.5% Redesignated</p> <p>In the coming year we would like a growth of at least a percentage point. We usually average around 10 reclassified,</p>	<p>Reclassification 2021-22</p> <p>Very Low: 1 student was reclassified of the 100 students tested with ELPAC.</p>																																																																	
<p>P8: Other Student Outcomes - NWEA ELA</p>	<p>JUSD is not using Istation and is now using NWEA MAP.</p> <p>ELA MAP Growth 2021 RIT scores FALL RIT scores WINTER RIT scores SPRING</p>	<p>JUSD used NWEA MAP growth for district student outcomes for ELA 2022-2023.</p> <p>RIT scores FALL WINTER SPRING</p> <p>Kindergarten was optional this year for assessments. No scores indicated for this year.</p>																																																																	

Metric/Indicator

Expected Outcomes

Actual Outcomes

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K-136.8	K- 140.8
K-144.7	
1- 146.7	1- 154.1
1- 159	
2- 161.3	2- 169.5
2- 177	
3185.3	3- 185.3
3- 190.1	
4-198.1	4- 198.1
4-196.8	
5-202.3	5- 202.5
5- 205.1	
6-199.9	6- 200.4 (6+ test different from the fall)
	6-203.5
<p>In the coming year we would like to see a continued growth each testing season FALL, WINTER and SPRING to get closer to the Achievement norms of the RIT scores.</p>	

1st: 149.6	157.1	159.8
2nd: 162.9	173.4	176.8
3rd: 175.8	183	185.8
4th: 190.6	195	193.8
5th: 197.6	199.9	200.3
6th: 202.6	205.3	205.8
<p>*In the fall the RIT score are higher than the district norms, but are not at the national norm.</p> <p>*In the winter scores improved. Again we were higher than district norms, but not national noms.</p> <p>*In the spring scores improve or dropped slightly with 4th and 6th grade. We continue to be above the district norm, but not national norm.</p>		

P8: Other Student Outcomes - NWEA Math
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<p>Math MAP Growth 2021 RIT score FALL RIT scores WINTER RIT scores SPRING K-138.8 K-143.6 K-149.8 1- 152.2 1- 159.2 1-162.6 2- 168.3 2- 174.7 2-181.3 3- 179.7 3- 185.7 3-192.8 4- 192.5 4- 196.1 4-201.2 5.198.5 5- 203.4 5-208.2 6-200.6 6- 205.0 (6+ test different from the fall) 6-207.3 In the coming year we would like to see a continued growth each testing season FALL, WINTER and SPRING to get closer to the Achievement norms of the RIT scores.</p>

<p>JUSD used NWEA MAP growth for district student outcomes for Math 2022-2023.</p> <p>RIT scores: Fall Winter Spring</p> <p>Kindergarten was optional this year, and did not test students.</p> <table> <tr> <td>1st:</td> <td>152.7</td> <td>161.6</td> <td>164.2</td> </tr> <tr> <td>2nd:</td> <td>167.2</td> <td>177.0</td> <td>180.9</td> </tr> <tr> <td>3rd:</td> <td>180.6</td> <td>185.6</td> <td>190.3</td> </tr> <tr> <td>4th:</td> <td>192.6</td> <td>195.6</td> <td>198.2</td> </tr> <tr> <td>5th:</td> <td>199.5</td> <td>204.3</td> <td>205.2</td> </tr> <tr> <td>6th:</td> <td>205.1</td> <td>210.3</td> <td>211.4</td> </tr> </table> <p>Scores for each grade level achieved nearly the same as the year before. Scores did not get close to the Achievement norms of the RIT Scores as expected.</p> <p>*scores were above district norm and improvements were made across all grade levels.</p>	1st:	152.7	161.6	164.2	2nd:	167.2	177.0	180.9	3rd:	180.6	185.6	190.3	4th:	192.6	195.6	198.2	5th:	199.5	204.3	205.2	6th:	205.1	210.3	211.4
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6th:	205.1	210.3	211.4																					

Metric/Indicator	Expected Outcomes	Actual Outcomes
P8: Grade 6 HMH Reading Inventory for ELA/Read 180	In the coming year we would like to see the following Exceed:22% Met:20% Nearly Met:33% Not Met: 25%	Grade 6 HMH Reading Inventory for ELA/Read 180 56 6th graders completed the assessment. Exceed: 14% - 8 students Met: 23% - 13 students Nearly Met: 34% - 19 students Not Met: 29% - 16 students 6th graders will not be tested with Read 180, instead NWEA scores will be used.
P8: MDTP (Mathematics Diagnostic Test Project)for Math	In the coming year we would like to see the following Exceeded: 36% Met: 24% Nearly Met: 20% Not met: 20%	57 sixth graders completed the MDTP for Math. Seven mathematical concepts were assessed:DAST, DECM, FRAC, GEOM, INTG, LTEQ, andPROP. The results are as follows: 30.60% of 6th graders showed no mastery of these mathematical concepts 28.07% of 6th graders showed mastery in one of these mathematical concepts 14.04% of 6th graders showed mastery in two of these mathematical concepts 1.75% of 6th graders showed mastery in three of these mathematical concepts 3.51% of 6th graders showed mastery in four of these mathematical concepts % of 6th graders showed mastery in five of these mathematical concepts 8.77% of 6th graders showed mastery in six of these mathematical concepts 1.75% of 6th graders showed mastery in all seven of these mathematical concepts

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Collaborative Grade Level Planning and Professional Development	a. Provided Professional Development for staff with effective research based instructional strategies related to our school wide PD plan to focus on	Sub Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010	Sub Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>a. Provide Professional Development for staff effective research based instructional strategies.</p> <p>b. Provide Professional Development for AVID strategies focusing on our 3 focus goals in organization, note-taking and managing agendas/calendars</p> <p>d. Provide staff development in digital literacy in order to move teaching and learning into 21st century learning centered and cultural sensitivity.</p> <p>e. Provide release time(hourly/subs) for teachers to attend training/planning/collaboration meetings and work through data driven collaboration</p> <p>f. Provide release time for grade levels to analyze data and calibrate as a grade level and support literacy support teachers and math support teacher.</p> <p>g. Provide funding for professional development conferences that include but are not limited to on research based instructional strategies, SEL, Cultural diversity and teaching in the classroom</p>	<p>foundational skills in math and reading foundations and fluency in ELA. Enrolled the TK-3 grade teachers and Math Support Teacher in Grassroots math Foundations to Numerical Reasoning (online module course), Literacy Support Teachers attended "The Reading of Science" online course, and LETRS (two year commitment course). The district offered Alludo/Ellevation/ and other district PD.</p> <p>b. Provided Professional Development for AVID strategies focusing on our 3 focus goals in organization, note-taking and managing agendas/calendars through staff meetings with the AVID lead, and district coordinator demonstrating articulation from grades TK-6. Admin and new staff attended virtual AVID summer institute.</p> <p>c. Provided extra time for AVID lead teacher to organize AVID site plan and assist in communicating goals and expectations with all Educational Partners. Monthly AVID meetings were held plan, and determine strategies to implement, and goal setting.</p> <p>d. TOSA sent out Tech Tuesday tips each week during the school year.</p> <p>e. This year teachers have collaborated during grade level meetings to set SMART goals and analyse data.</p> <p>f. Each trimester grade level teams were given one release day to review data from SMART goals, grade level</p>	<p>\$2000</p> <p>Print 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$600</p> <p>Teacher Hourly for planning/collaboration 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$13902</p>	<p>\$2000</p> <p>Print 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2500</p> <p>Teacher Hourly for planning/collaboration 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$13902</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>assessments, and NWEA data to plan and drive instruction. A second literacy support teacher was add to help close achievement gaps in ELA. One LST supports K-3 teachers, while the other supports 4-6 teachers. A math support teacher was hired and teachers in grades 2-6.</p> <p>g. Whole staff professional development with Trauma in the Brain PD, and "Hope" from Kaiser Permanente Educational Theater targeting student and staff social emotional learning and well being.</p>		
<p>CCSS/NGSS Implementation</p> <p>a. Provide opportunities to collaborate, calibrate, align and support the CCSS implementation including ELD integrated and designated.</p> <p>b. TOSAs, grade level Leads or other staff will provide staff development/modeling as needed by grade levels</p> <p>c. Teachers will be trained to use newly district adopted texts/materials.</p> <p>d. Support the Library, its makerspace and Digital Resources (eBooks) Access, Accelerated Reader, Raz Kids, NWEA, etc..</p> <p>e. Technology and software support for classroom integration, and to include but not limited to supplemental materials to meet the needs of students and promote reading and Math instruction.</p> <p>f. Release time/Substitutes will be available for teachers to have the opportunity to participate in planning and</p>	<p>a. Teachers were given the option to take release time or extra hours outside of contract hours to work on TELPS. Ellavation trainings were offered through district PD. Release days were given to grade levels once per trimester for planning.</p> <p>b. TOSA modeled Second Steps lessons for social emotional learning program. AVID lead modeled strategies for teachers during leadership meetings and staff meetings. TOSA modeled digital citizenship lessons.</p> <p>c. Teachers attended TWIG science training. Upper and lower grade teachers were selected to pilot math and social studies textbooks for adoption. Alludo PD was available.</p> <p>d. Teachers are implementing the use of our digital resources that include but not limited to Mystery science,</p>	<p>Instructional and PD resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$4896</p> <p>Technology licenses 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$12,500</p> <p>Instructional Resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2500</p> <p>Bilingual Tutor Salary 3 hour position 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$16,779</p> <p>Teacher collaboration 1000-1999: Certificated Personnel Salaries</p>	<p>Instructional and PD resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$4000</p> <p>Technology licenses 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$7409</p> <p>Instructional Resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$10274</p> <p>Bilingual Tutor Salary 3 hour position 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$17,589</p> <p>Teacher collaboration 1000-1999: Certificated Personnel Salaries</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>training in best practices, research based teaching strategies, data analysis to drive instruction. ex: (hourly and sub teachers)</p> <p>g. Bilingual Language Tutor/Instructional Aide: BLTs will provide assistance to EL students to clarify instruction in both English and Spanish, as well as provide extra support during state testing, guided reading, and intervention opportunities.</p>	<p>accelerated reading, Raz kids, NWEA, scholastic news, etc.</p> <p>e. New headphone with microphones were purchased for upper grade to take NWEA.</p> <p>f. Four resident subs were given to our site, making release days possible, along with ESSER funds.</p> <p>g. BLT supports classroom teachers with students with little to no English. Through ESSER funds we add more hours so she can be available to support teachers all day vs. half day. ESSER is one time monies only so this was for this year only.</p>	<p>Title I Basic -- 3010 \$5525</p>	<p>Title I Basic -- 3010 \$5000</p>
<p>Intervention</p> <p>a. Intensive primary Intervention (1.0 FTE) supporting Early Literacy instruction and intensive intervention in grade K-3</p> <p>b. Provide resources for implementation of intensive intervention for students in grades 4-6 (1.0 Teacher \$120,600 TII/LCFF DO)</p> <p>c. Extended Learning Opportunities (ELO) to work on closing gaps in ELA and Math as well as accelerating learning.</p> <p>d. Hourly () for homework club/ study hall on campus.</p> <p>e. Purchase technology licenses, software and color printers to support literacy , guided reading and math intervention including data reports.</p> <p>f. Instructional aide assists Intervention teacher to work with struggling readers and early literacy foundations.</p>	<p>a. Primary/Early Literacy instruction has been provided through a full time intervention teacher for student support. Supports teachers with NWEA assessments.</p> <p>b. Upper grade Literacy Support teacher has been an integral member in supporting students and teacher with the new NWEA program.</p> <p>c. ELO has been provided in 3 six week sessions this year.</p> <p>d. No homework club/study hall on campus. (Think Together)</p> <p>e. Online technology licenses for software, color printers for literacy support, guided reading and math for data reports.</p> <p>f. A 3 hour Instructional Aide who works with Primary LST continues to provide support to teachers as well as students in grades TK-3.</p>	<p>Literacy Support Teachers (2) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$118,918</p>	<p>Literacy Support Teachers (2) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$138,108</p>
		<p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$73,068</p>	<p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$86,045</p>
		<p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$88,835</p>	<p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$100,873</p>
		<p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$8,597</p>	<p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$9,762</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Resources to support college and career readiness</p> <p>a. Full-time media clerk: will provide students access to the library and support for distributions and collection of core materials.</p> <p>b. Purchase additional materials to support AVID implementation, curriculum supplemental materials, ELD, technology, and Collaborative teaching including print materials, NGSS unit materials, web-based resources, and organizational tools for student use.</p> <p>c. Supplemental ELD/ELA materials as well as Math manipulatives or support materials.</p> <p>d. Student field trips and selected staff to attend AVID Summer training</p> <p>e. Subscriptions that allow access to resources used during morning meeting discussions, announcements and to promote college readiness mindset</p> <p>f. Maintenance contracts and equipment repair</p> <p>g. Print</p>	<p>a. We continue to use our media clerk full time to help with technology as well to run our maker space that is located in the library and class library time. Distributed all new TWIG science.</p> <p>b. We have had the district provide us with AVID supplies but the site has purchased supplementary supplies not ordered by district, and print.</p> <p>c. No extra supplemental material ordered. (Pilot new math series for adoption)</p> <p>d. Staff volunteered to attend summer instituted XR online last summer.</p> <p>e. We purchased subscriptions to facilitate morning announcements.</p> <p>f & g .Maintenance contracts have been updated and print is still processed.</p>	<p>FTE Media Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$69,836</p> <p>AVID training/resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3604</p> <p>AVID training/travel 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1000</p> <p>Supplemental Instructional resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5439</p> <p>Supplemental materials/resources 4000-4999: Books And Supplies Title III LEP -- 4203 \$1474</p> <p>Maintenance Contracts 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3500</p> <p>Print 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2000</p>	<p>FTE Media Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$67,902</p> <p>AVID training/resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$4210</p> <p>AVID training/travel 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$100</p> <p>Supplemental Instructional resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5000</p> <p>Supplemental materials/resources 4000-4999: Books And Supplies Title III LEP -- 4203 \$1239</p> <p>Maintenance Contracts 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2465</p> <p>Print 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2902</p>
<p>Communication Enhancement Program</p> <p>a. The Communication Enhancement Program (CEP) at Sky Country is</p>	<p>a. Students who qualify are offered CEP interventions. This year CEP was capped out and a waiting list.</p>		

**Planned
Actions/Services**

designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.

Pre-school Transition

a. All pre-school students will visit the Transitional Kindergarten and/ or Kindergarten classes, the cafeteria, and the office to become familiar with the campus.

b. Pre-school teachers and Kindergarten teachers will meet to discuss opportunities for joint activities to become familiar with routines and expectations.

c. Registration information for Transitional Kindergarten and Kindergarten will be sent to the parents of Pre-school students in the Spring. All information will be sent in both English and Spanish. Sky Country Elementary will hold an orientation meeting for parents to discuss the transition to Kindergarten. This meeting will be in English and Spanish.

d. Pre-School students will be invited to all school events and activities. Pre-school teachers will encourage parent participation in school activities.

**Actual
Actions/Services**

Teachers feel that there needs to be another LSH aide added to address speech difficulties.

- a. This has not happened at this time but will be scheduled.
- b. This has not occurred.
- c. Registration
- d. Preschool students are invited to all events and school activities. This year activities.

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Analysis

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

This year for Sky Country we are still dealing with the aftermath of COVID-19. We still had students entering school for the first time, even though we have been in school two full years. With that said, a second year in we still faced many challenges both academically and socially. Last school year we tried to accelerate the learning, while this year were focused on our own site students needs. We as a leadership team analyzed the NWEA data, panorama SEL data, ELPAC data and CAASPP data to determine the needs for our school. Our leadership team collaborated to come up with two SMART goals that our site would focus on to close the achievement gap. For ELA we focused on foundational skills and fluency, and in math we focused on math foundation skill for number sense. Each grade level then work collaboratively to set grade level SMART goals to meet our year end site goals. Through different avenues our teacher continued with rigor and academics while trying to ensure the gap that had been created wouldn't be widened any further. Teachers had many concerns but literacy was a focus and with our Primary and Upper grade intervention teachers, we able to address those concerns with great success. There was a real focus for LSTs to integrate the data they received in how they addressed students and formed their groups for intervention.

- NWEA training was an early focus and we continue to make it a priority for collaboration and intervention.
- Focused PD goals school wide became the focus to drive instruction this year.
- LSTs and the new MST continue to provide support with Literacy and Math intervention and incorporate their data with grade level meetings.
- AVID continues and our lead support teacher provides AVID strategies students will use moving forward with our three goals. College and

Career readiness is a strength with our Elementary AVID team.

- SEL coordinator helps with site expectations for behavior and had promoted SEL for students. We have started an SEL library that teachers can access for their daily SEL time. Our TSA- Admin Support taught Second Steps a new curriculum with our students and modeled lessons for teachers. Wellness groups were put in place for students to discuss issues or concerns.
- Our media clerk continues to expand our maker space and offers support with technology/chromebooks and SEL materials for classrooms.
- ELO has been instrumental in getting students and parents focused on academics and pushing students forward to help close any gaps in ELA or Math.

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

Our teaching strategies show some growth in the NWEA data from fall, winter, and spring. We still see that students have gaps in comparison to other students in their grade levels. Most grade levels have scores under the achievement norms/median RIT score for ELA and Math according to the NWEA MAP tests for fall, winter and spring. Spring scores were slightly up from the fall and winter so as stated above we are seeing slight growth. The data looks a little discouraging because it looks like we are not meeting growth targets. In reviewing fall winter and spring we see there is growth and we are meeting growth norms more often than not. So, our interventions in both ELA and Math our teaching strategies are looking as though they are effective.

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

The biggest difference in proposed expenditures and actual expenditures is in relation to Literacy Support and Media Clerk salaries. There was an increase by 10% to salaries. Another area was of difference was for print and instructional resources. The copy machine was breaking down often and the cost of the repairs was expensive for each repair, not to mention, a new copier was purchased for teacher use, with less breakdowns. Teachers used Amazon for classroom budgets, and this raised the expenses as well. Some of the supplies could have been in our supply room, but wasn't always checked before ordering.

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.

Collaboration and Professional development will continue to be a focus in this goal. We will focus on research based instructional strategies that focus on good teaching when implementing common cores state standards for ELA, Math, Science and Social Science, especially focusing on our site SMART goals. Also, focusing on integrated and designated ELD and AVID strategies. Staff development should focus on how to use the newly adopted Math and Social Studies

textbooks, and focusing on technology use in the classroom and how it pairs with these instructional strategies and programs. Sky Country Elementary School teachers will heavily focus on using data to collaborate and calibrate by grade level. Instead of coaches providing staff development we will rely on our support teachers as well as our Site TSA or coordinators. SMART goals will be the focus with specific Math and ELA strategies, using Grassroots PD training and Reading of Science and LETRS training.

Teachers will continue to be trained to use the new adopted texts as well as the other digital programs that have been provided for their use including NWEA and panorama.

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																								
<p>P1: School facilities are maintained in good repair</p>	<p>All school facility will be maintained as expected.</p>	<p>Facility Inspection Tool School Facility Conditions Evaluation</p> <p>A. Systems: 100% Good B. Interior: 90% Good C. Cleanliness: 100% Good D. Electrical: 100% Good E. Restrooms/Fountains: 100% Good F. Safety (fire/hazardous): 100% Good G. Structural: 100% Good H. External: 100% Good</p> <p>Average of categories: 99% Exemplary</p>																								
<p>P5: School Attendance Rates (Semester 1 Q SIS)</p>	<p>EXPECTED ADA from 96.37% to 97.37% an increase of one percent in ADA</p>	<p>ADA percentages 2021/2022 vs. Semester 1 22/23</p> <table border="0"> <tr> <td>TK -89.6524%</td> <td>TK - 89.2244%</td> </tr> <tr> <td>K - 89.2305%</td> <td>K - 90.6163%</td> </tr> <tr> <td>1st - 92.5603%</td> <td>1st - 92.4027%</td> </tr> <tr> <td>2nd - 92.9084%</td> <td>2nd - 94.6411%</td> </tr> <tr> <td>3rd - 91.3508%</td> <td>3rd - 94.822%</td> </tr> <tr> <td>4th - 94.0151%</td> <td>4th - 94.3399%</td> </tr> <tr> <td>5th - 93.4867%</td> <td>5th - 95.3176%</td> </tr> <tr> <td>6th - 92.0219%</td> <td>6th - 93.2472%</td> </tr> <tr> <td>English Learner - 92.5781%</td> <td>94.0121%</td> </tr> <tr> <td>Foster - 93.4984%</td> <td>94.4839%</td> </tr> <tr> <td>McKinney-Vento - 83.2116%</td> <td>95%</td> </tr> <tr> <td>Special Ed. - 89.9912%</td> <td>91.7583%</td> </tr> </table>	TK -89.6524%	TK - 89.2244%	K - 89.2305%	K - 90.6163%	1st - 92.5603%	1st - 92.4027%	2nd - 92.9084%	2nd - 94.6411%	3rd - 91.3508%	3rd - 94.822%	4th - 94.0151%	4th - 94.3399%	5th - 93.4867%	5th - 95.3176%	6th - 92.0219%	6th - 93.2472%	English Learner - 92.5781%	94.0121%	Foster - 93.4984%	94.4839%	McKinney-Vento - 83.2116%	95%	Special Ed. - 89.9912%	91.7583%
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Special Ed. - 89.9912%	91.7583%																									

Metric/Indicator	Expected Outcomes	Actual Outcomes
		School total - 91.9941% 93.3306%
P5: Chronic Absenteeism Rate (2020-21 Data Quest)	Actual: Chronic Absenteeism rate: 9.7% schoolwide .1% increase in chronic absenteeism This coming school year we would like to see a .1% decrease to 9.6%	In 2021-2022 Sky Country's chronic absenteeism went up from 9.7% to 29.5% which is very high. Chronic Absenteeism Indicators 2022 English Learners: 30.3% - Very High Foster Youth: * no performance level Hispanic: 30.7% - Very High McKinney-Vento: * no performance level Socioeconomically disadvantaged: 30.8%- Very High Students with Disabilities: 34.0% - Very High White: 26.1% - Very High Two or More Races: * no performance level
P6: Pupil suspension rate	In 2020-2021 the suspension rate was 0% In this coming year we would like to keep the suspension rate at 0%	In the 2021-2022 school year the suspension rate was 0%.
P6: Pupil expulsion rate	In 2020-2021 the expulsion rate was 0% In this coming year we would like to keep the expulsion rate at 0%	In the 2021-2022 school year the expulsion rate was 0%.
P6: Survey of pupils, parents, teachers on sense of safety	<p>2021 WINTER LCAP survey (141 respondents) LCAP Survey students:</p> <p>How often do you worry about Violence at your school? 67% responded favorably</p> <p>Almost never 39% Once in a while 28% Sometimes 21% Frequently 6% Almost always 6%</p> <p>2021 SPRING survey (121 respondents)</p>	<p>2022 WINTER LCAP survey 192 reposed - 91% of students responded</p> <p>How often do you worry about Violence at your school? 67% responded favorably</p> <p>Almost Never: 39% Once in a While: 28% Sometimes: 21% Frequently: 6% Almost Always: 6%</p> <p>2022 SPRING survey How often do you worry about Violence at your school? 64% responded favorably</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>How often do you worry about Violence at your school? 64% responded favorably</p> <p>Almost never: 50% Once in a while: 28% Sometimes: 20% Frequently: 1% Almost always: 1%</p> <p>In this coming year we would like to decrease the frequency of the worry of school violence.</p>	<p>Almost Never: 43% Once in a While: 21% Sometimes: 20% Frequently: 11% Almost Always: 5%</p>
<p>P6: Survey of pupils, parents, teachers on sense of safety</p>	<p>2021 LCAP WINTER LCAP Survey Parents (18 respondents): EXPECTED</p> <p>For students who need extra support, how difficult is it for them to get the support that they need?</p> <p>Not at all difficult 33% Slightly difficult 50% Somewhat difficult 17% Quite difficult 0% Extremely difficult 0%</p>	<p>2022 LCAP WINTER Teacher survey: 18 responded</p> <p>For students who need extra support, how difficult is it for them to get the support that they need? 78% responded favorably</p> <p>Not at all difficult: 28% Slightly difficult: 50% Somewhat difficult: 22% Quite difficult: 0% Extremely difficult: 0%</p>
<p>P6: Survey of pupils, parents, teachers on sense of safety</p>	<p>2021 LCAP WINTER LCAP Survey Parents (20 respondents): EXPECTED</p> <p>How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?</p> <p>Not at all well: 0% Slightly well: 5% Somewhat well: 10% Quite well: 65% Extremely well: 20%</p>	<p>2022 LCAP WINTER LCAP Survey Parents (20 responded)</p> <p>How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students? 80% responded favorable</p> <p>Not at all well: 0% Slightly well: 5% Somewhat well: 15% Quite Well: 60% Extremely well: 20%</p>

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>BSEL Implementation</p> <p>a. All teachers will teach Area Expectations and Social Skills according to the school-wide schedule.</p> <p>b. All staff will use Sky Tickets as an incentive for positive behavior</p> <p>c. Students will be recognized for positive behavior in various ways such as awards assemblies, an invitation to the Game Room, the student of the month, lunch with the principal, and other positive behavior awards, field trips and activities.</p> <p>d. Students will be invited to the "game room" to recognize positive behavior.</p> <p>e. Resources and materials will be purchased to implement SEL and to promote attendance and to provide incentives for students including Sky ticket rewards</p> <p>f. Assemblies scheduled to teach social skills, anti-bullying, SEL, etc.</p> <p>g. Meet monthly with supervisors to discuss safety issues and concerns on the playground</p> <p>h. BSEL Committee will meet after school monthly or as needed to discuss issues/concerns and review data. Hourly rate will be paid for meeting attendance (classified and certificated)</p>	<p>a. All teachers have a schedule for teaching area expectations school wide. Not all teachers do this with fidelity.</p> <p>b. All staff use Sky tickets as an incentive for positive behavior.</p> <p>c. Students are recognized for positive behavior in various ways, awards assemblies, game room, SOM. We have not done perfect attendance awards or lunch with the principal.</p> <p>d. Once a month students are invited to game room.</p> <p>e. Resources have been purchased to help with positive behavior and SEL, as well as incentives.</p> <p>f. We have not had outside agencies come in for assemblies although we have had school wide assemblies for SEL and behavior expectations.</p> <p>g. Admin/TOSA meets with supervisors once a month to discuss safety issues as well as behavior issues out on the playground.</p>	<p>Hourly pay for supervisors 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1050</p> <p>BSEL incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000</p> <p>Assemblies 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$2500</p> <p>Teacher hourly - BSEL meetings 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2500</p>	<p>Hourly pay for supervisors 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>BSEL incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p> <p>Assemblies 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p> <p>Teacher hourly - BSEL meetings 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	h. BSEL committee meets month to address and discuss issues and concerns, as well as, review data.		
<p>Health Care Aide Health Care Aide to support health services including connecting kids and families with appropriate community agencies based on needs (clothes, counseling, glasses)</p> <p>a. School nurses will perform vision and hearing screening on select kids annually. b. Office staff and health clerk will work with the director of parent involvement to connect families with resources c. District fully funding Health Care Aide</p>	<p>a. HCA services our students daily with health needs. Provides parents with services and resources as needed. Only here 3 hours.</p> <p>b. The nurse connects families with needed resources. School nurse provided toileting training to staff and performs vision and hearing tests.</p> <p>c. District continues to fund our Health Care Aide.</p>	<p>Health Care Aide 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$21,375</p>	<p>Health Care Aide 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$23,085</p>
<p>Buildings/operations a. Work order system will be used to request repairs to be made in a timely manner and provide documents for follow up b. Regular inspections completed by a custodian for proactive action to be taken. c. Upkeep of disaster materials in all classrooms.</p>	<p>a. Work orders continue to be placed to request repairs when needed. b. Regular inspections occur c. Disaster materials are in activity centers, classrooms, and storage shed. Backpacks are not fully stocked in every room. Supplies need updating.</p>	<p>Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p>	<p>Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p>
<p>Customer Service/Inviting atmosphere: a. Continue to improve customer service by office staff and support staff, possibly provide PD or a book study</p>	<p>a. Office staff and other support staff continues to improve their customer service. b. The office keeps our carousel of</p>	<p>Welcoming environment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p>	<p>Welcoming environment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$438</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>b. Provide carousel of resources for parents looking for information in the office</p> <p>c. Provide a Parent Hub where parents can get information or assistance in technology, a meeting place.</p> <p>d. Communicate school events/information using Q Communications/ Parent Connect, school marquees, email, texts, PeachJar, Social Media and printed flyers</p> <p>e. Work with safety coordinator to improve the school safety plan and disaster notebook according to district mandates, protocols and site-specific needs. Purchase materials as needed to safely implement the plan.</p> <p>f.. Work with the custodian to ensure a clean school stocked with adequate supplies and free of clutter and adequate cleaning schedules</p> <p>g. Under the direction of the BSEL Coordinator, Ambassadors will assist new students by providing school tours on their first day of attendance, will participate in welcoming students on Mondays, serve as mentors on the playground and other assigned duties to help the overall morale of the school to improve</p>	<p>information updated for parents.</p> <p>c. Need to make a space for a Parent Hub. Office staff provides assistance for parents as needed.</p> <p>d. Communication of events continues using Parent Square, social media, Marquees, emails, dojo, Remind, Smore, Peachjar, and printed flyers.</p> <p>e. Safety Coordinator update the school safety plan and disaster notebook. We have not purchased any materials to implement plan this year.</p> <p>f. Custodian ensures school is clean, orderly, and safe. Cleaning out areas of the school. Preparing for new furniture.</p> <p>g. Ambassadors welcome students to school on Monday mornings. They help with daily announcements, school tours for new students, and school spirit.</p>	<p>Safety resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1461</p> <p>Student Ambassador resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$400</p>	<p>Safety resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1683</p> <p>Student Ambassador resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$536</p>

Analysis

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

As we enter our second year of in person school the focus was still around social emotional learning. There is still a need for an SEL focus across our school with students, staff and families. An SEL focus was made across classrooms each day teaching with a new program, Second Steps. Working through our BSEL team we have provided students with teacher peers, SEL day activities and wellness groups. We have had many families reach out for support and PICO has been instrumental in us being able to offer that support to our families.

Although our attendance has improved from the previous year, attendance continues to be a struggle this year with students and families. We had students, teachers and staff members experience COVID related absences due to exposure, having the virus or other illnesses, different at home traumas, including but not limited to, deaths in the family. One can see that the attendance rate is still affected. Attendance teams have been put in place to help parents break the barriers needed to return to school. Attendance incentives and awards brought back in Trimester 3.

2021-2022 attendance rate: 2022-2023 attendance (fall data):

TK- 89.6%	TK- 89.2%
K- 89.2%	K- 90.6%
1- 92.5%	1- 92.4%
2- 92.9%	2- 94.6%
3- 91.3%	3- 94.8%
4- 94.0%	4- 94.3%
5- 93.5%	5- 95.3%
6- 92%	6- 94.0%

The Chronic absenteeism rate continues to be affected in 2022 at 29.5% which is considered very high as it is also seen across the district and the state. Although in fall of 2022/23 school year we had 93.3% in attendance which is improved.

Sky Country has maintained a low suspension rate with 0% just like it was in 2021-2022 school year. Although we have seen other behaviors increase. We have addressed those behaviors with social groups from our behavioral health specialist, groups ran by our TSA- Admin support, and other SEL strategies implemented school wide to help empower students and staff to handle these situations.

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

Now that students are back on campus for a second year, our expenditures for supports to promote students and their achievements- awards, SEL signs around campus were not as expected. Although it is only the second full year of school, many students were still re-engaging from the virtual classroom setting. Our support staff have continued to be available for our parents to help students with questions about school protocol and procedures. We are slowly reintroducing parents and events back on campus, and we were making sure our community was aware that safety is our main focus. Our attendance this school year is strong, and yet continues to fluctuate, however, we are still needing to increase the attendance rate.

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

Although we had no restrictions this school year, we still took it slow with activities back on campus. We still did not really have any outside assemblies on campus. The assemblies we did have were school related and cost no money.

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.

With a new office staff we will continue to build customer service and build relationships with our parents and community members. Ambassadors to take on more roles as leaders, to help on the playground, and be role models throughout the day. Safety is needing to be addressed. Supplies, need updating, ensure there are enough radios for staff, keys are an area of concern for all staff to enter all buildings. With the extra preschools on our campus temporarily over the next two years, and adding of 2 SPED classes adding hours to the Health Care Aide would be beneficial to help with needs of our students. Overall, this area or goal is a strong point for Sky Country.

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>P3: Survey of Parents/Families (including Unduplicated Pupils and Individuals with Exceptional Needs) on Family Involvement</p>	<p>LCAP Parent/Family Survey, Winter 2022: Expected outcomes for next year</p> <p>How well do you feel the school or the district is currently doing in the following are : community partnerships? Extremely important: 55% Quite Important: 30% Somewhat Important 15% Slightly at all: 0% Not important: 0%</p>	<p>LCAP Parent/Family Survey, Winter 2022: 20 parents took the survey</p> <p>How well do you feel the school or the district is currently doing in the following are : community partnerships? 30% responded favorable</p> <p>Extremely Well: 15% Quite Well: 15% Sometimes Well: 25% Slightly at all: 30% Not important: 15%</p>
<p>P5: Survey of Students, Teachers, and Parents on Student Engagement</p>	<p>LCAP student Survey, Winter 2022:Expected outcomes for next year</p> <p>For this school or district ot be successful over the next three years, how important is it for us to focus on Students activities and extracurricular activities?. Extremely Important: 75% Quite Important: 20% Somewhat Important: 5% Slightly at all 0% Not important at all 0%</p>	<p>LCAP student Survey, Winter 2022:</p> <p>For this school or district ot be successful over the next three years, how important is it for us to focus on Students activities and extracurricular activities? 90% responded favorable</p> <p>Extremely Important: 70% Quite Important: 20% Somewhat Important: 10% Slightly Important: 0% Not Important at all: 0%</p>
<p>P5: Survey of Students, Teachers, and Parents on Student Engagement</p>	<p>LCAP student Survey, Winter 2022:Expected outcomes for next year</p>	<p>LCAP teacher Survey, Winter 2022:</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>On most days, how enthusiastic are the students about being in school?</p> <p>Extremely enthusiastic 21% Quite enthusiastic: 68% Somewhat enthusiastic: 11% Slightly enthusiastic: 0% Not at all enthusiastic: 0%</p>	<p>On most days, how enthusiastic are the students about being in school? 79% responded favorable</p> <p>Extremely Enthusiastic: 21% Quite Enthusiastic: 58% Somewhat Enthusiastic: 21% Slightly Enthusiastic: 0% Not at all enthusiastic: 0%</p>
<p>P5: Survey of Students, Teachers, and Parents on Student Engagement</p>	<p>LCAP student Survey, Winter 2022: (143 respondents): Expected outcomes for next year</p> <p>Overall, how much do you feel like you belong at your school ?</p> <p>Completely belong: 53% Belong quite a bit: 29% Belong somewhat: 6% Belong a little bit: 11% Do not belong at all: 0%</p>	<p>LCAP student Survey, Winter 2022:</p> <p>Overall, how much do you feel like you belong at your school? 78% responded favorable</p> <p>Completely Belong: 49% Belong Quite a Bit: 29% Belong Somewhat: 6% Belong a Little Bit: 11% Do Not Belong at All: 4%</p>

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>VAPA</p> <p>a. Students in grades 3-6 are encouraged to join Choir. Performances occur at least two times throughout the year.</p> <p>b. Choir teacher is provided planning time to prepare music, songs, choreography, etc. (blue card?)</p> <p>c. Students in grades 4-6 are encouraged to join the school band. Concerts occur at least two times a year.</p> <p>d. assemblies to highlight the arts and possibly in class art instruction time</p>	<p>a. Choir was not offered this year.</p> <p>b. No planning was provided.</p> <p>c. Students were encouraged to join band this year as in past years.</p> <p>d. Band assemblies happened 2 times this year for students, winter and spring. Parent performances in the evening winter and spring.</p>	<p>Choir teacher planning 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p>	<p>Choir teacher planning 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Parents invited on campus for school events</p> <p>a. Recognition Assemblies: parents are encouraged to attend monthly assemblies to witness their children receiving awards such as perfect attendance, the student of the month, ACADEMIC EXCELLENCE AWARDS, Presidential award and 100-mile club awards and supplies and Student of the Month/ yard signs</p> <p>b. Flyers, posters, and certificates are printed in color using a color printer or poster maker to highlight achievements and recognize student events and students who achieve great achievement.</p> <p>c. Purchase materials and supplies for a parent Hub/center for information, classes, tech support ect....</p> <p>d. BSEL incentives purchased each trimester to recognize positive behavior as well as BSEL supplemental materials to help facilitate groups on campus.</p> <p>e. Various grade levels encourage parent participation during specific grade level events (Colonial Day, Egypt Day, US Symbols Day, Feast Day, etc.)</p> <p>f. Parent Volunteers are invited to a breakfast at the end of the year. *Purchase refreshments and awards</p> <p>g. PTO Sponsored activities:</p>	<p>a. Recognition Assemblies were held throughout the year for Student of the Month. Students received certificates in academic areas and citizenship. In trimester 3, we brought back Attendance awards. One for Perfect Attendance, and another for Excellent Attendance. 100 mile club continued with recognition as well.</p> <p>b. Flyers, posters, and certificates were printed.</p> <p>c. Materials and supplies were purchased as needed for tech support for students.</p> <p>d. We purchased SEL/PBIS incentive each trimester for classrooms and front office.</p> <p>e. We had various events throughout the school year such as Egypt Day, Colonial Day, Skills Day, US Symbols Day, etc. where parents were allowed to volunteer.</p> <p>f.</p> <p>g. PTO sponsored activities were back on campus this year. We had Trunk or Treat, Santa's Workshop, Mother/Son dance, Father/daughter dance, Family picnic game night, Movie night, book fair etc. where parents and guardian were encouraged to spend time with their child and loved ones on campus after hours.</p>	<p>Certificates 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$282</p> <p>Incentives/refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2260</p> <p>Materials and supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$1000</p>	<p>Certificates 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>Incentives/refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>Materials and supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$562</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Parents are encouraged to attend PTO sponsored events to encourage time spent with their kids outside of the school day (Family Night, parents or guardians/student dance, game night for parents or guardians /students, Winter Workshop, Trunk or Treat, Art Fair, Family BBQ). During the book fair weeks, parents are encouraged to eat lunch with their children followed by shopping in the book fair</p> <p>h. Raptor System ensures sex offenders are not allowed on campus. *Purchase replacement stickers and regular upkeep of the system</p>	<p>h. Raptor was used again this year for our volunteers on campus.</p>		
<p>Parent education classes offered in English and Spanish Throughout the year, various parent classes are offered but not limited to, Riverside County resources such as Parent Plus, Nutrition, Computer class, and ESL * Childcare will be provided</p> <p>a. PARENT Forums recognize how families and students and teachers can work together to increase the success of our students. b. Purchase of support materials for all parent involvement including but not limited to EL parents, GATE Parents and Parenting classes/ technology etc.../refreshments c. Translation provided by a classified staff member d. Parents and Pastries are meetings offered throughout the year for parents</p>	<p>a. We held one parent forum- Title 1 meeting and Coffee with Principal. b. Not applicable this year. ESSER funds offered parent nights for supplies and materials, translators, staff, etc. c. Translator was provided by staff member for meetings. d. No Parents and Pastries meetings were held this year. *childcare was not offered</p>	<p>Childcare 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$430</p> <p>Support materials, incentives, and refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>Staff hourly for parent meetings 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$823</p>	<p>Childcare 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$0</p> <p>Support materials, incentives, and refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>Staff hourly for parent meetings 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>to hear information about current topics at school such as instruction, intervention, AVID, BSEL, Technology, etc. *Purchase refreshments and child care services during that time. *Translation provided by a classified staff member</p>			
<p>Parent Committees a. Parents are encouraged to participate and provide input while serving on committees such as school site council, ELAC, DGAC, DELAC, GAC, and PTO. These committees allow parents to learn more about the educational process and provide input from their perspective. b. Purchase support materials/refreshments</p>	<p>a. Parents are always encouraged to participate in ELAC, PTO, SSC and GAC, or any other committees. b. Refreshments were purchased.</p>	<p>Support materials,incentives/refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p>	<p>Support materials,incentives/refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$100</p>

Analysis

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

This year Sky Country staff and parents are excited to be back on our campus. Parents were not allowed on campus for the better part of the 21/22 school year. We were able to move from virtual meetings to in person meetings for PTO, SSC, SST's IEP's ELAC, parent conferences, back to school night etc. We have provided support to parents through PICO and our Common Sense tips to help families navigate technology with their students. We continued to rely heavily on technology for communication as we continues the use of Q/ Parent Square, Peachjar, Smore, Social Media as well as Dojo and Remind to communicate with Sky Country families. Our office staff are our front line when it comes to parents and they have been instrumental in finding out the needs of families and offering resources.

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

Overall our educational partners seem to be satisfied with our school climate and instruction. We worked closely with PTO to continue to provide students and families the opportunities to gather and do activities now that we are back in person. We went to great efforts to make Sky Country a welcoming environment for students and parents as we welcomed them back on our campus for the first time since 2019. We also had our office staff calling to make sure that students and families understand the importance of attendance and at the same time keeping their families and our school community feeling safe.

LCAP Winter survey 2022:

How well do you feel this school or district is currently doing in the following area - Community partnerships

- 55% responded it was somewhat well to extremely well.

How well do you feel this school or district is currently doing in the following area- School climate and culture

- 85% responded somewhat well to extremely well

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

Now that we have a full PTO board, they were willing to fund incentives. One time ESSER funds paid for materials and parent classes. Also, the certificates came from the photography company and we did not have to pay for much of that, and we still do not have a choir back. Not many parent attend committee meeting like ELAC therefore, child care and refreshments were to a minimum.

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.

Now that parents can be back on campus to help support our students through various committees and after school events our goal is to grow each event to get more parent and community involvement. We are also applying for community schools, therefore, we hope to have more outreach resources available for our community. Parents always want more parent classes, so we would like to make that available to meet their needs. Sky country is dedicated to help our community and would like to bridge the home to school gap that is need at Sky Country Elementary.

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	106929
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	511,926.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	102630	0.00
Title I Parent Involvement -- 3010 1902	1539	0.00
Title III LEP -- 4203	2760	0.00
LCFF Suppl/Conc -- 0707	114540	0.00
LCFF District -- 500 0707	290457	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	290,457.00
LCFF Suppl/Conc -- 0707	114,540.00
Title I Basic -- 3010	102,630.00
Title I Parent Involvement -- 3010 1902	1,539.00
Title III LEP -- 4203	2,760.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	346,536.00
2000-2999: Classified Personnel Salaries	114,417.00
4000-4999: Books And Supplies	28,873.00
5000-5999: Services And Other Operating Expenditures	19,600.00
5800: Professional/Consulting Services And Operating Expenditures	2,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	196,154.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	94,303.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	63,698.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	18,861.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	22,381.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	7,100.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Suppl/Conc -- 0707	2,500.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	86,684.00
4000-4999: Books And Supplies	Title I Basic -- 3010	3,446.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	12,500.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	1,253.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	286.00
4000-4999: Books And Supplies	Title III LEP -- 4203	2,760.00

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
Traci Payo	Principal
Charles Lantz	Classroom Teacher
Jacquelyn Santillan	Classroom Teacher
Patricia Hoy	Classroom Teacher
Edith Boyington	Other School Staff
Megan Clary	Parent or Community Member
Jennifer Dunn	Parent or Community Member
Gabriella Zepeda	Parent or Community Member
	Parent or Community Member
	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
	Departmental Advisory Committee
	Other: SSC Parent

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 .

Attested:

	Principal, Traci Payo on 5/24/23
	SSC Chairperson, Charles Lantz on 5/24/23

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 Evaluation 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 Evaluation 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 Evaluation 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 Evaluation 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 Evaluation 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