

School Year:

2020-21



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 Ave. Jurupa Valley, CA 91752
County-District-School (CDS) Code	33 67090 6104491
Principal	Debra Sigala
District Name	Jurupa Unified School District
SPSA Revision Date	May 21, 2020
Schoolsite Council (SSC) Approval Date	May 21, 2020
Local Board Approval Date	June 22, 2020

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. 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 435 students, 79.3% are Hispanic and 15.6% white and 5.1% other. The English Learner population is currently 27.8% of our enrollment, and the Socio-Economically Disadvantaged population is 64.6%. 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 full implementation of the district's Units of Study, teacher-created units covering the California 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 kindergarten, first grade and second grade teachers have been trained to administer the DIBELS 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. Our primary intervention 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, data 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 five years. We focus on using other means of corrective

action to encourage students to change their behavior for the better. We also assist families with mental health and other resources that they may need outside of the school setting.

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) encourages a safe and positive environment allowing a stronger focus on learning. There have been no expulsions in five years and the suspension rate is about 1.62% which is significantly lower than the district average.

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 4-6. Also primary intervention is taking place in grade K-3 in the mornings. 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. Sky Country also has one part-time primary intervention teachers who work with struggling students, as determined by DIBELS assessment data, in grades first through third. Instruction is focused on early literacy skill and the the full time who works with upper grades and guided reading. .

A award winners (Academic Excellence Awards and Principal Awards, 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 are also able to participate in the school choir and 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.

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 2020-2021 school year Sky Country is focusing on working on training more teachers in AVID and implementing more strategies and expectations school-wide. Sky country is also expanding our Guided Reading Intervention Program from fourth grade to fifth and sixth grade as well as adding an Early Intervention teacher for our lower grades. In addition Sky Country will continue to implement Impact Teams in 5th grade and add one additional grade for the new year . Sky Country will work on focusing on Integrated ELD . Sky Country would like to see more Integrated ELD happening in every classroom. More Parent involvement will be a focus for the school year. Sky Country will integrate Distance Learning as necessary in the 2020-2021 school year.

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

Greens and blues...increases in yellows.

For 2019 school year Sky Country Elementary's suspension rate increased across all demographics.

In the 2019 school year, Sky Country's greatest progress was in Math and ELA. We are working with our PBIS team to reform our referral process and how we deal with behaviors in order to help with our suspension rate because this year we had an increase even though it was slight it was still an increase. We are looking at our attendance incentives to help our attendance increase even though we have done a good job with chronic absenteeism at Sky Country.

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

Reds and oranges.....

For the 2019 school year Sky Country was in the orange in chronic absenteeism and suspension rate.

In 2019 Sky had a 9.7% chronically absenteeism rate. This is a 1% increase from the previous year.

Sky Country's suspension rate is at 1.6% which is a 0.4% increase from the previous year.

We are looking at increasing our resources for helping with our chronic absenteeism issues as well as our suspension rate. Increased resources to help with social emotional learning will help keep students focused and make better choices. Also increasing our focus with Sky Country's relationship with our families and our community will also help in the two areas of need.

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 focus but our students with disabilities and our socially economically disadvantaged students need to be focused on since their rate has increased. As a school we are looking at adding incentives for students who are coming to school regularly and also using our community resources through PICO like our social worker intern to do "home visits" - to see how they need help in getting to school regularly-can help improve attendance with this group.

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

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 stakeholder 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 and 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.

Stakeholder 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's stakeholders are involved in the planning process for this SPSA/Annual Review and Update. Stakeholders include School Site Council, Leadership team, SBCP, PTO and ELAC. 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.

For the 2020-2021 School Year Sky Country needs to focus on SEL with an increase in resources for our PBIS Committee and also a focus on distance learning needs for the upcoming school year. We would hope to increase digital resources to help with our planned focus for digital learning.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.11%	0.23%	0.22%	1	1	1
African American	2.79%	1.38%	1.32%	25	6	6
Asian	2.01%	0.69%	0.44%	18	3	2
Filipino	1.45%	%	0%	13		0
Hispanic/Latino	75.64%	79.31%	77.26%	677	345	350
Pacific Islander	0.45%	0.23%	0.22%	4	1	1
White	14.64%	15.63%	18.1%	131	68	82
Multiple/No Response	1.34%	2.07%	0.44%	12	2	9
Total Enrollment				895	435	453

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	134	71	73
Grade 1	136	50	77
Grade 2	134	60	42
Grade3	137	68	66
Grade 4	127	66	71
Grade 5	115	56	67
Grade 6	112	64	57
Total Enrollment	895	435	453

Conclusions based on this data:

1. In the years shown we have seen a slight increase in our overall population . we have also seen a slight increase in our African American population as well as our Hispanic population.
2. In the years following we have had a dramatic drop in enrollment. We had a new school in the district open in the neighboring community. Half of Sky Country's students and teachers were designated to the new school. So in the 2018-2019 school year the population and demographics look different to previous years. Sky Country's population is at 445 for the current 2018-2019 school year.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Mathematics



Yellow

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Orange

Conclusions based on this data:

1. Need to improve suspension rate in students with disabilities and English Learners with SWD increasing by 1.2% and EL 1.7%. Suspension rate increased by .4% to a 1.6% overall suspension rate with the state at a 3.4% rate. Chronic absenteeism in the Orange with an increase of 1% for overall rate of 9.7% rate with state level at 10.1% with a correlation with suspension SWD and EL had largest absenteeism rates.
2. 40.5% of ELs making progress towards English proficiency
3. Both ELA and Math have shown a slight increase in all areas with 10 points increase in ELA and 14.9 in Mathematics. All student groups increased in both ELA and Mathematics.

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 impact teams for next year, we will be adding classes beyond 5th grade, possibly 4th grade. With that will come additional grade level professional development , coaching for specific grade levels and other Impact practices that will need to be rolled out. The professional development will be provided by consultants, district Teachers on Special Assignment as well as site administration

Continued effort to implement AVID strategies by ensuring that staff that needs 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. This goal will be on going 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 STEM room to supplement what we have received in donations and what PTO has contributed.

We will be adding to our technology budget so that we can help with implementation of Distance Learning options for the upcoming school year.

Primary intervention will continue next year. This year we hired an additional .5 intervention teacher. The addition of an early intervention teacher helps support our 1-3 students and teachers, while kinder can focus on remediation and intervention. This way we can insure a scheduled push in support along with our bilingual tutors, instructional aids and classroom teacher as collaborators for this intervention. This coming year we would like to increase the hours of the intervention teacher to further support our primary grades due to test scores still being below standard in math despite improvement and the need of early literacy support to avoid early red flag indicators for non-graduates. After consideration of the budget we have decided to hold off on increasing intervention teacher hours for this school year, so it will remain at .5.

Intervention for grades four through six has been OFFICIALLY implemented this year. Training as been given to fourth through sixth grade teachers as well as both the intervention teachers. With the addition hours for the part time intervention teacher we can insure the continued progress at all grade levels.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4 Statewide Assessment- CAASPP	CAASPP 2017-2018 Actual - ELA standard Met/Exceeded Actual:	
P4 Statewide Assessments- Data Dashboard ELA	ELA Indicator Data Dashboard, fall 2018-decrease of -3.1 points in All student group EL: -54.9 points below the standard SED:50.4 Points below standard -5.1 points maintained	Increase 3 points in all student groups
P4 Statewide Assessments - CAASPP Math	CAASPP 2017-2018 Actual - Math % Standard Met/Exceeded Actual:	
P4 Statewide Assessments- Data Dashboard Math	Math Indicator Data Dashboard, Fall 2018. Decrease -1.3 points from the prior status Actual: -54.7 points below standard in all Student group EL: -67.8 points below the standard SED: -67 Points below standard 5.1 point decline	Increase 1.5 point in all student groups
P4 Assessments- ELPAC Data	P4 Percentage of English Lerner pupils who make progress toward English Profeciency as measured by ELPAC Actual 2017-2018 ELPAC results: 4 Well developed 26.4% 3 Moderately developed: 45.2% 2 Somewhat developed: 16.9% 1 Beginning stage: 11.4%	Increase percentnage of percentage of students moving up from somewhat developed to well developed by at least 2 point in eachlevel.
P4 Statewide Assessment- Reclassification Rate	EL Reclassification Rate: 2017-2018: 276 EL students total: 7.25% Redesignated	increase Reclassification rat by one half percent.
P8 other student outcomes- DIBELS	P8 Other student outcomes-- DIBELS Actual 2nd assessment:	
P8 Other student outcomes- SBAC Reading Claim #1	Actual : SBAC Reading Claim #1	Increase percentage by 2 percent

Metric/Indicator**Baseline/Actual Outcome****Expected Outcome**

School year 2017-2018 Actual: 62.4% near or above standard

Planned Strategies/Activities**Action 1.1**

1.1 Collaborative Grade Level Planning

X

Modified Action

Planned Actions/Services

- a. Provide PD for staff and Math FUN, UOS implementation and effective strategies for mathematics and ELA/ELD including Balanced Math
- b. Early literacy (foundational skills)
- Implement AVID strategies focusing on organization, note-taking and managing agendas/calendars
- c. Provide release time for AVID lead teachers to organize AVID site plan and assist in communicating goals and expectations with all stakeholders
- d. Coordinate staff development in technology (including the use of Chromebooks) with technology coordinator for all teachers (\$1,000 hourly/subs)
- e. Provide release time (hourly/subs) for teachers to attend training/planning/collaboration meetings and work with IMPACT TEAMS
- f. Provide release time for grade levels to analyze data including DIBELS, UoS, common assessments as well as IMPACT TEAMS

Students to be served

- X All Students
- X Other student group(s) English Learners

Budget and Source

Sub Teacher
 1000-1999: Certificated Personnel Salaries
 LCFF Suppl/Conc -- 0707
 \$2000
 Print
 4000-4999: Books And Supplies
 LCFF Suppl/Conc -- 0707
 \$1000
 Teacher Hourly for planning
 1000-1999: Certificated Personnel Salaries
 Title I Basic -- 3010
 \$13858

Action 1.2

CCSS Implementation

X

Modified Action

Planned Actions/Services**Students to be served****Budget and Source**

- a. Provide opportunities for teachers to support CCSS implementation including ELD
- b. Coaches will provide staff development/modeling as needed by grade levels
- c. Teachers will be trained to use district adopted texts/materials and programs including NGSS mini units, UoS digital platform, G-Suite, Haiku, and DIBELS
- d. Library and Digital Resources (eBooks) Access, Accelerated Reader, Lexia/Core 5
- e. Technology and software support for classroom integration including technology supplies (earbuds, etc.)
- f. Release time/Substitutes will be available for teachers to have the opportunity to participate in planning and training in best practices (hourly and sub teachers)
- g. Bilingual Language Tutor/Instructional Aide

- X All Students
- X Other student group(s) English Learners

Instructional resources
 4000-4999: Books And Supplies
 Title I Basic -- 3010
 \$19340

Technology licenses
 5000-5999: Services And Other Operating Expenditures
 Title I Basic -- 3010
 \$19000

AVID Resources
 4000-4999: Books And Supplies
 LCFF Suppl/Conc -- 0707
 \$1500

Bilingual Tutor Salary 3 hour position
 2000-2999: Classified Personnel Salaries
 LCFF Suppl/Conc -- 0707
 \$22556

Teacher collaboration
 1000-1999: Certificated Personnel Salaries
 LCFF Suppl/Conc -- 0707
 \$5000

Action 1.3
 Intervention

X Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
a. Intensive primary Intervention (.5) supporting Early Literacy instruction 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 remedial math/reading skills d. Purchase technology license to enhance remedial reading skills e. Instructional aide assists IT teacher to work with struggling readers	X All Students	FTE IT CSR salary (.50) 1000-1999: Certificated Personnel Salaries Title II District -- 500 4035 \$70718 FTE IT CSR Salary (.50) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$70080 .5 FTE IT CSR Salary 50% 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010

\$46670

Action 1.4

Resources to support college and career readiness

X

Modified Action

Planned Actions/Services

- a. Full-time media clerk
- b. Purchase additional materials to support AVID implementation, Units of Study, ELD, technology, and Collaborative teaching including print materials, NGSS unit materials, web-based resources, and organizational tools for student use (AVID implementation)
- c. Supplemental ELD/ELA materials
- d. Selected staff to attend AVID Summer training
- e. Subscriptions that allow access to resources used during morning meeting discussions to promote college readiness mindset
- f. Maintenance contracts
- g. Print

Students to be served

- X All Students
- Other student
- X group(s) English Learners

Budget and Source

FTE Media Clerk
 2000-2999: Classified Personnel Salaries
 LCFF District -- 500 0707
 \$62646

AVID training/resources
 4000-4999: Books And Supplies
 LCFF Suppl/Conc -- 0707
 \$8500

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
 \$17439

Supplemental materials/resources
 4000-4999: Books And Supplies
 Title III LEP -- 4203
 \$2984

Maintenance Contracts
 5000-5999: Services And Other Operating Expenditures
 Title I Basic -- 3010
 \$2000

Print
 5000-5999: Services And Other Operating Expenditures
 Title I Basic -- 3010

\$2000

Action 1.5

Communication Enhancement Program

Unchanged Action

Planned Actions/Services

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

Students to be served

- All Students
- Other student group(s) Students with Disabilities

Budget and Source

Action 1.6

Pre-school Transition

Unchanged Action

Planned Actions/Services

- 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 in the Spring to discuss the transition to Kindergarten. This meeting will be in English and Spanish.

Students to be served

- All Students
- Other student group(s) Head Start/Preschool

Budget and Source

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

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 instead of consequences. This year we partnered with the Anti Bullying institute which did not cost us anything but we need some more intensive work which may have more of a cost in the coming year. We would like to have more training on safety, active shooter , disaster etc.... In today's climate students don't feel as safe as they use to .

For the upcoming year we have increased money for our PBIS team to meet and brainstorm ways to help with Social and emotional wellbeing of students especially after our unexpected distance learning due to Covid 19.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5 School Attendance Rate	Actual ADA 97.74% there was a -0.62% decrease in ADA	Increase ADA from 97.74% to 98.74 and increase of one percent.
P5 Chronic Absenteeism rate	Actual: Chronic Absenteeism rate: 2017-2018: 8.8% schoolwide decrease in chronic absenteeism District 11.3%	a decrease of chronic absenteeism from 8.8%
P6 Pupil Suspension Rate	Actual Suspension rate: 2017-2018 1.62% School wide, a 0.1% decrease District 3.6% State 3.5%	2017-2018 1.62 expected a decrease of less than 1.62

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P6 Surveys of pupils, parents, teachers, on a sense of safety	<p>LCAP Survey Actual LCAP Survey Parents:94% of Parents feel Extremely to Moderately safe LCAP Survey: 85% of students feel Extremely to Moderately safe LCAP Survey Staff: 88% of the staff feel Extremely to Moderately safe</p> <p>CHKS Actual 2018-2019 % of 5th-grade students surveyed reported 59% reported feeling safe all the time 19% reported feeling safe most of the time 16% reported feeling safe some of the time 6% reported NEVER feeling safe</p>	<p>Expected LCAP Survey Parents:95% of Parents feel Extremely to Moderately safe LCAP Survey: 86% of students feel Extremely to Moderately safe LCAP Survey Staff: 89% of the staff feel Extremely to Moderately safe</p> <p>2018-2019 Expected outcomes: Parents 95% extremely safe Students 87% extremely to moderately safe Staff 91% extremely to moderately safe</p> <p>Baseline 2018-2019 % of 5th-grade students surveyed reported 60% reported feeling safe all the time 25% reported feeling safe most of the time 20% reported feeling safe some of the time 4% reported NEVER feeling safe</p> <p>2018-2019 expected outcome: 81% of student will feel safe most of the time to all of the time.</p>

Planned Strategies/Activities

Action 2.1

PBIS Implementation

	<u>X</u> Modified 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	<u>X</u> All Students	Hourly pay for supervisors None Specified Title I Basic -- 3010

<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, perfect attendance field trip and trimester perfect attendance BBQ.</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 PBIS 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, etc.</p> <p>g. Meet monthly with supervisors to discuss safety issues and concerns on the playground</p> <p>h. PBIS 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>i. Staff who have gone to PD will present information on brain research and effective strategies to teachers to try and help increase engagement for our most needy students</p>		<p>\$1050</p> <p>PBIS incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$6005</p> <p>Assemblies 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$1750</p> <p>Teacher hourly - PBIS meetings 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1500</p>
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Action 2.2

Health Care Aide

	<input checked="" type="checkbox"/> Modified 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>	<input checked="" type="checkbox"/> All Students	<p>Health Care aide salary 100% 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$18936</p>

Action 2.3

Buildings/operations

	<input checked="" type="checkbox"/> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>a. Work order system will be used to request repairs to be made in a timely manner and provide documents for follow up</p> <p>b. Regular inspections completed by a custodian for proactive action to be taken</p>	<p><u>X</u> All Students</p>	<p>Materials and supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$372</p>

Action 2.4

Customer Service/Inviting atmosphere:

	<p><u>X</u> Unchanged Action</p>	
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Planned Actions/Services	Students to be served	Budget and Source
<p>a. Continue to improve customer service by office staff and support staff</p> <p>b. Provide carousel of resources for parents looking for information in the office</p> <p>c. Communicate school events/information using InTouch, school marquees, email, texts, and printed flyers</p> <p>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.</p> <p>e. Work with the custodian to ensure a clean school stocked with adequate supplies and free of clutter</p> <p>f. Under the direction of the PBIS Coordinator, Ambassadors will assist new students by providing school tours on their first day of attendance, will participate in welcoming students on Mondays and other assigned duties to help the overall morale of the school to improve</p>	<p><u>X</u> All Students</p>	<p>Welcoming environment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1500</p> <p>Safety resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3500</p> <p>student Ambassador resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2500</p>

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 built 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 sufficient way to communicate during the school year.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3 Parent Engagement	Parent Engagement: Actual: Satisfaction with the school: 85% Extremely to moderately satisfied with the school. The effectiveness of front office, staff communication with parents: 77% feel they are extremely to moderately effective. Informed of school-wide activities: 88% feel extremely to moderately well informed. Welcoming environment: 86% feel extremely to moderately welcomed. Satisfaction with the instruction: 92% are extremely to moderately satisfied with the instruction at school opportunities to be involved with school and district decision making: 80% said YES	Expected out come: Parent engagement Satisfaction with school 88% Effectiveness of the front office 80% informed of school-wide activities 90% satisfaction with instruction 93% opportunities to be involved with school and decision making 90%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5 Student Engagement	<p>Student Engagement: Actual: Welcoming Environment: 89.2% Strongly to moderately agree Informed of school-wide events: 86.3% Extremely well informed to moderately well informed Positive learning environment: 91.2% feel extremely positive or moderately positive about their learning environment</p>	<p>Expected outcome Student engagement Welcoming environment 90% Informed of schoolwide events 87% Positive learning environment 92%</p>
P5 Student Engagement	<p>CHKS Actual 76% of the students feel connected to the school. 80% of the students feel happy to be at our school most to all of the time. 81% of the students feel like they are part of this school most to all of the time.</p>	<p>CHKS expected outcome 77% student feel connected to school 81% of the students feel happy to be at school 85% of student feel apart of the school</p>
P6 Surveys of pupils, teachers on the sense of school connectedness	<p>Staff Actual Welcoming Environment: 100% Strongly to Moderately agree Staff Actual: Collaborative Culture: 94.7% strongly agree/agree Opportunities to be involved with School and District Decision making: 77.8% said YES</p>	<p>Staff expected outcomes 100% welcoming environment 95% collaborative culture 79% opportunities to be involved with school and district decision making</p>

Planned Strategies/Activities

Action 3.1

VAPA

	<u>X</u>	Modified 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.	<u>X</u> All Students	Choir teacher planning 1000-1999: Certificated Personnel Salaries

- b. Choir teacher is provided planning time to prepare music, songs, choreography, etc.
- c. Students in grades 4-6 are encouraged to join the school band. Concerts occur at least two times a year.

LCFF Suppl/Conc -- 0707
\$500

Action 3.2

Parents invited on campus for school events

X

Modified Action

Planned Actions/Services

- 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
- 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. During the book fair weeks, parents are encouraged to eat lunch with their children followed by shopping in the book fair
- d. PBIS incentives purchased each trimester to recognize positive behavior
- e. Various grade levels encourage parent participation during specific grade level events (Colonial Day, Egypt Day, US Symbols Day, Mayflower Day, etc.)
- f. Parent Volunteers are invited to a breakfast at the end of the year.
*Purchase refreshments
- g. PTO Sponsored activities:
Parents are encouraged to attend PTO sponsored events to encourage time spent with their kids outside of the school day (Family Night, Father daughter dance, game night for moms and sons, Santa's Workshop, Trunk or Treat, Art Fair, Family BBQ)
- h. Raptor System ensures sex offenders are not allowed on campus.
*Purchase replacement stickers

Students to be served

X All Students

Budget and Source

Certificates
4000-4999: Books And Supplies
Title I Parent Involvement -- 3010 1902
\$282

Incentives/refreshments
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$2500

Materials and supplies
4000-4999: Books And Supplies
Title I Basic -- 3010
\$2260

Materials and supplies
4000-4999: Books And Supplies
Title III District -- 500 4203
\$2000

Action 3.3

Parent education classes offered in English and Spanish

X Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>Throughout the year, various parent classes are offered through Riverside County resources such as Parent Plus, Nutrition, Computer class, and ESL * Babysitting 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/refreshments c. Translation provided by a classified staff member</p> <p>d. Parents and Pastries are meetings offered throughout the year for parents to hear information about current topics at school such as instruction, intervention, AVID, PBIS, Technology, etc. *Purchase refreshments and babysitting *Translation provided by a classified staff member</p>	<p><u>X</u> All Students</p>	<p>Babysitting 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$360</p> <p>Incentives/refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000</p> <p>Staff hourly for parent meetings 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$500</p>

Action 3.4

Parent Committees

X 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. b. Purchase support materials/refreshments</p>	<p><u>X</u> All Students</p>	<p>Incentives/refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p>

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4 Statewide Assessment- CAASPP	Baseline 2017-2018 target	Actuals for CAASPP 2018-2019
P4 Statewide Assessments- Data Dashboard ELA	ELA Indicator Data Dashboard, fall 2018-decrease of -3.1 points in All student group EL: -54.9 points below the standard SED:50.4 Points below standard -5.1 points maintained	ELA in Data Dash Board increased by 3 points in all student groups EL:47.9 points below standard with an increase of 7.1 points SED:45.4 points below standard with and increase of 5 points.
P4 Statewide Assessments - CAASPP Math	CAASPP 2017-2018 Actual - Math % Standard Met/Exceeded	CAASPP 2018-2019 Actual - Math % Standard Met/Exceeded
P4 Statewide Assessments- Data Dashboard Math	Increase 1.5 point in all student groups Math Indicator Data Dashboard, Fall 2018. Decrease -1.3 points from the prior status Actual: -54.7 points below standard in all Student group EL: -67.8 points below the standard SED: -67 Points below standard 5.1 point decline	Math Indicator in Data Dashboard with an Increase 1.5 point in all student groups Actual:39.7 points below standard in all student groups an increase of 14.9 points EL: 56.5 points below standard with an increase of 9.8 points SED:55.7 points below standard with an increase of 11.3 points
P4 Assessments- ELPAC Data	Increase percentage of percentage of students moving up from somewhat developed to well developed by at least 2 point in each level. 4 Well developed 26.4% 3 Moderately developed: 45.2% 2 Somewhat developed: 16.9%	P4 40.5% making progress towards English language proficiency. Actual 2018-2019 Results: ELs who decreased at least one ELPI level: 18.9% ELs who maintained ELPI levels 1,2L,2H,3L, 3H: 40.5%

Metric/Indicator	Expected Outcomes	Actual Outcomes
	1 Beginning stage: 11.4%	ELs who maintained ELPI level 4: 3.7% ELs who progressed at least on ELPI level: 36.7%
P4 Statewide Assessment- Reclassification Rate	increase EL Reclassification rate by one half percent. from 276 ELs total and 7.25% Reclassified.	EL Reclassification Rate: 2018-2019 109 EL students total : 15 students redesignated for 14%
P8 other student outcomes- DIBELS		
P8 Other student outcomes- SBAC Reading Claim #1	Increase percentage by 2 percent from 62.4% near or above standard	School year 2018-2019 Reading Claim #1 Actual: 64% near or above standard

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.1 Collaborative Grade Level Planning</p> <p>a. Provide PD for staff and Math FUN, UOS implementation and effective strategies for mathematics and ELA/ELD including Balanced Math</p> <p>b. Early literacy (foundational skills) Implement AVID strategies focusing on organization, note-taking and managing agendas/calendars</p> <p>c. Provide release time for AVID lead teachers to organize AVID site plan and assist in communicating goals and expectations with all stakeholders</p> <p>d. Coordinate staff development in technology (including the use of Chromebooks) with technology coordinator for all teachers (\$1,000 hourly/subs)</p> <p>e. Provide release time(hourly/subs) for teachers to attend training/planning/collaboration meetings</p>	<p>1.1 Collaborative Grade Level Planning</p> <p>a. District has provided PD for committee members with UOS lead implementation of ELA and Math. District provided NGSS training to grade levels. Terri Heckroth provided Balanced Math PD at site level PD. Teachers attended half day literacy training. Impact Team trainings and meeting times provided.</p> <p>b. Seven teachers have been trained. Teachers who have not been trained have the opportunity to attend PATH training in March or available training that are available to our teachers.</p> <p>c. Opportunity is available to take release time to coordinate site plan. AVID coordinator did attend RIMS</p>	<p>Sub Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$4000</p> <p>Print 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p> <p>Teacher Hourly for AVID lead planning 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2000</p>	<p>Sub Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$4018</p> <p>Print (Title I) 4000-4999: Books And Supplies Title I Basic -- 3010 \$300</p> <p>Teacher Hourly for AVID lead planning 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1056</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>f. Provide release time for grade levels to analyze data including DIBELS, UoS, common assessments</p>	<p>workshops and principal/planning sessions. After school meeting with the AVID team are held once a month.</p> <p>d. Technology Coordinator works in tandem with media clerk to problem solve/troubleshoot. Optional trainings have been provided for teachers/ grade levels to attend.</p> <p>e. Two release days offered per grade level</p> <p>f. Release time currently taken by two second grade teachers and three third grade teacher but is still available upon request for those who have yet to use these days.</p>		
<p>CCSS Implementation</p> <p>a. Provide opportunities for teachers to support CCSS implementation including ELD</p> <p>b. Coaches will provide staff development/modeling as needed by grade levels</p> <p>c. Teachers will be trained to use district adopted texts/materials and programs including NGSS mini units, UoS digital platform, G-Suite, Haiku, and DIBELS</p> <p>d. Library and Digital Resources (eBooks) Access, Accelerated Reader, Lexia/Core 5</p> <p>e. Technology and software support for classroom integration including technology supplies (earbuds, etc.)</p>	<p>1.2. CCSS Implementation</p> <p>a. District provided Culturally Responsive training as well as BELIEF training. Corrine Ortiz provided site half day trainings on ELA strategies. District provides many trainings throughout the year that staff takes advantage of to help implement and support both CCSS and ELD. Impact training and coaching days.</p> <p>b. No official district coaches available this year, but teachers on special assignment have provided support in Guided reading as well as ELD and Math. This year we have had</p>	<p>Instructional resources 4000-4999: Books And Supplies Title I Basic -- 3010 \$3000</p> <p>Technology licenses 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2000</p> <p>AVID Resources 4000-4999: Books And Supplies LCFF AVID -- 0765 \$0</p> <p>Bilingual Tutor Salary 3 hour position 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707</p>	<p>Instructional resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3000</p> <p>Technology licenses 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$4850</p> <p>AVID Resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000</p> <p>Bilingual Tutor Salary 3 hour position (.375) 10% 2000-2999: Classified Personnel Salaries Title III LEP -- 4203</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>f. Release time/Substitutes will be available for teachers to have the opportunity to participate in planning and training in best practices (hourly and sub teachers)</p> <p>g. Bilingual Language Tutor/Instructional Aide (2@3 hrs.) (\$28,661 Salary; \$9,591)</p>	<p>additional support with 5th grade with Impact team training and coaches.</p> <p>c. Training was offered for each grade level on NGSS mini units, teacher are trained how to use Q visits for interventions and documentations, and optional technology PD was available</p> <p>d. Library Resources used by all grades, STAR Reading (2-6), Accelerated Reader (5-6, plus selected classrooms), and Lexia (TK-6), iStation. AR is used to assess basic comprehension of books read. STAR is used to monitor growth in language arts skills. Lexia personalizes foundational skills and also front loads for advanced students.</p> <p>e. Headphones were purchased for all testing students. Earbuds were purchased for K-6 and will be replaced again this year.</p> <p>f. Release time provided on Wednesdays as well as 2 formal full day grade level release days with subs to map out long-term curriculum planning, review grade level assessments, review SMART goals, discuss best practices, discuss field trips, and plan grade level events.</p> <p>g. One bilingual tutor help our EL students in the classroom with pushin</p>	<p>\$21443</p> <p>Teacher collaboration 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$4000</p> <p>\$</p>	<p>\$2100</p> <p>Teacher collaboration 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2000</p> <p>Bilingual Tutor Salary 3 hour position (.375) 90% 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$19000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	support as well as helping test all our EL during our ELPAC testing window.		
<p>Intervention</p> <p>a. Intensive primary Intervention (.5) supporting Early Literacy instruction</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 remedial math/reading skills</p> <p>d. Purchase technology license to enhance remedial reading skills</p> <p>e. Instructional aide assists IT teacher to work with struggling readers</p>	<p>1.3.Intervention</p> <p>a. Part time Intervention teacher has been added to help with Early Literacy support.Grade level phonics books and other Guided reading materials.</p> <p>b. Full time teacher provided. Lexia(4-6), iStation (4-6), Wonders, and Pioneer Valley Literacy Footprints (guided reading books), READ Naturally Gate, Houghton Mifflin grade level phonics books, Accelerated Reader, and STAR Reading Inventory.</p> <p>c. One session offered after school for 6 week period for grade 4,</p> <p>d. Lexia, Accelerated Reader, STAR, and Mystery Science.</p> <p>e. Instructional aide works with the part time intervention teacher to support intervention groups as well as with push-in supports in classes with students who need the extra support.</p>	<p>FTE IT CSR salary (.50) 1000-1999: Certificated Personnel Salaries Title II District -- 500 4035 \$70080</p> <p>FTE IT CSR Salary (.50) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$70080</p> <p>.5 FTE IT CSR Salary 50% 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$60000</p>	<p>FTE IT CSR salary (.50) 1000-1999: Certificated Personnel Salaries Title II District -- 500 4035 \$70080</p> <p>FTE IT CSR Salary (.50) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$70080</p> <p>.5 FTE IT CSR Salary 50% 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$60000</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</p> <p>b. Purchase additional materials to support AVID implementation, Units of Study, ELD, technology, and Collaborative teaching including print materials, NGSS unit materials, web-based resources, and organizational tools for student use (AVID implementation)</p> <p>c. Supplemental ELD/ELA materials</p> <p>d. Selected staff to attend AVID Summer training</p> <p>e. Subscriptions that allow access to resources used during morning meeting discussions to promote college readiness mindset</p> <p>f. Maintenance contracts</p> <p>g. Print</p>	<p>1.4.Resources to support college and career rediness:</p> <p>a. We have a full time media clerk who provides media, technology, literacy, and digital citizenship support.</p> <p>b. AVID materials (binders, notebooks, chart paper, pencil pouches, dividers, homework folders, agendas, class folders) purchased. NGSS materials printed to supplement district supplies.</p> <p>c. First grade and 2nd grade supplemental print orders used to support phonics program.</p> <p>d. Seven teachers have been trained. PATH training will be offered in March. AVID Summer Institute will be available to out site this year.</p> <p>e. "Morning message" through Project Wisdom is provided to students daily as part of school-wide community building and college readiness.</p> <p>f. Speakers were installed, however we still have issues with interrupted announcements . Copiers, ink, laminator, poster maker, Risograph</p> <p>g. Grade level supplemental print.</p>	<p>FTE Media Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$62765</p> <p>AVID training/resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$8500</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 \$15639</p> <p>Supplemental materials/resources 4000-4999: Books And Supplies Title III LEP -- 4203 \$3050</p> <p>Maintenance Contracts 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2000</p> <p>Print 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2000</p>	<p>FTE Media Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$62765</p> <p>NEU, AVID training/resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5000</p> <p>AVID training/travel 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$</p> <p>Supplemental Instructional resources 4000-4999: Books And Supplies Title I Basic -- 3010 \$5000</p> <p>Supplemental materials/resources 4000-4999: Books And Supplies Title III LEP -- 4203 \$0</p> <p>Maintenance Contracts 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$3050</p> <p>Print 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$500</p>
<p>Communication Enhancement Program</p> <p>a. The Communication Enhancement Program (CEP) at Sky Country is</p>	<p>1.5. COmmunication and Enhancement Program</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 in the Spring 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-

**Actual
Actions/Services**

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

1.6. Pre- school Transition

a. Sky Country is housing a State Preschool on campus.

Preschool students will visit Kinder and TK classroom before the end of the school year to become familiar with the rest of the campus.

b. there will be a designated time for preschool teachers to meet with Kinder and TK teachers to discuss joint activities and routines and expectations. They have collaborated schedules.

c.Registration information will be sent out in the Spring for Pre-School parents and their will be orientation meeting held. Just like there was right before Preschool opened in November.

d. Preschool students and parents have been invited to Father Daughter

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>school teachers will encourage parent participation in school activities.</p>	<p>Night as well as other PTO sponsored events and activities.</p> <p>The school continues to communicate with parents the board policies and other requirements of Transitional Kindergarten program. Parents will be provided with registration packets, developmental activity packets for summer prep and transition meetings for parents (Transitional K/Kindergarten tea). Preschool age will be invited to visit the TK/Kinder classrooms, the office, and the cafeteria to become familiar with the rest of the campus. Preschool teachers will communicate with the TK/kinder teachers to ensure a smooth transition for preschool students. Registration information for preschool will be made available the Parent Center where Registration now takes place.</p>		

Analysis

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

This year again Sky Country does not have any representation on any of the UOS committees, the grade level teams are still updated on UOS changes in staff meetings and teacher still work to implement UOS in their classes. Grade level team leaders work with their grade level to implement the California state standards through the use of UOS and following suggested pacing guides. Grade levels teams meet biweekly and work collaboratively to plan instruction, discuss instructional strategies, and analyze student work as well as assessment data. All Grade levels are attending NGSS (Next Generation Science Standard) training provided by the district, site training on AVID (Advancement Via Individual Determination) provided by consultants, IMPACT Team training and coaching provided by consultants a TOSA, and site administration, digital gateway training and Q communications training provided by the district and site technology coordinators. Teachers participated in staff development that focused on analyzing student work, developing success criteria and implementation as well as EL training and Balanced math, math fun training provided on site.

UOS have been implemented throughout the grade levels This is reflected in classroom observations, grade level meeting minutes, planning, data analysis of the UOS and other common assessments.

ELD has also been fully implemented across grade levels. Designated ELD time is reflected in classroom schedules. Integrated ELD is also happening more in classrooms reflected in observations. Sky Country has had two trainings this year. The BELIEF training was a two part training we had the second was on January 30th these two training were to help support teachers in their implementation of both designated and integrated ELD instruction and the second training this year was the Culturally Responsive teaching training given on November 20.

Reading Intervention has been implemented across all grade levels. This is reflected in Sky Country's Intervention schedule, Istation data, DIBELS data and classroom observations. DIBELS data has reflected an increase in reading fluency in the Primary grades. intervention in the Primary grades 1-3 comes from the our current .5 Intervention teacher who has been using groups in a push in support model to help with Early Literacy at the primary grades.

Technology continues to be used across all grade levels. Some grade levels and/or teachers use technology at a greater level than others but either the chromebook and or I pads are used at all grade levels TK-6. These technology devices are use to enhance learning in the classroom, either through use as an instructional tool, or as a supplemental tool. Student efficiency in the use of technology continues to increase with the use of programs like Istation, Lexia, Accelerated Reader, Mystery Science etc... This year all chromebooks for students were replaced with new ones since the old ones were at the end of their cycle. W have made a considerable effort build a STEM room. At this point it has been with resources we already have and those that have been donated.

All students site wide participate in AVID. Through AVID Sky Country continues to promote the idea of College and career readiness. We are fully supported in AVID. Students have been provided with all necessary supplies to support our work in AVID at each grade level to accomplish ou three AVID goals through use of Binders (Organization), Agenda/Planners, Calendar and three column notes.

Impact Teams have been added this year to 5th grade. The 5th grade impact team has designated time to meet and collaborate as well as scheduled coaching sessions with district coaches and The Core Collaborative Consultants.

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

CAASPP results are showing we struggle in ELA and Math overall among all subgroups.

CAASPP ELA Actual Progress, Fall 2019

School: 28 points below standard increased 9 points

SED: 45.4 points below standard, increased 5 points

EL: 47.9 points below standard, increased 7.1 points

CAASPP Math Actual Progress, Fall 2019

School: 39.7 points below standard, increased 14.9 points

SED: 55.7 points below standard, increased 11.3 points

EL: 56.5 points below standard, increased 9.8 points

English Learner Actual Progress

40.5% of ELs are making progress towards English Language Proficiency

36.7% of EL progressed at least one ELPI level

3.7% of ELs maintained ELPI Level 4

40.5% ELs maintained ELPI levels 1, 2L,2H,3L,3H

18.9%ELs who decreased at least one ELPI level

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

3 teachers are registered to go to AVID Path training during the school year using site funding as a result of them not attending summer institute. We will send a team to Summer institute this summer and we will not attend this summer so we want as many teachers trained as possible.

Additional expenditures took place to provide further resources for all grade levels to support ELA standards instruction and more specifically guided reading instruction.

It wasn't additional but expenditure for .5 intervention teacher was used on the intervention teacher this year.

Additional expenditures took place to provide organization strategies and resources for IMPACT TEAMS for implementation (subs for time out of class).

An increase in estimated actual expenditures is expected in substitute teacher funding.

An increase the estimated actual expenditures due to the need for additional and quality incentives to reinforce effort and preparation for state testing.

We had some additional expenses that were paid for out of this budget because of the fact the we did not use the .5 intervention teacher this last year. So teachers got mor planning time and materials as well as the office. we also had some money to go to the Learning and the brain conference over the summer.

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

We will be implementing impact teams for next year in additional classes beyond 5th grade. With that will come additional grade level professional development , coaching for specific grade levels and other Impact practices that will need to be rolled out. The professional development will be provided by consultants, district Teachers on Special Assignment as well as site administration

Continued effort to implement AVID strategies by ensuring that staff that needs 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. This goal will be on going 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 STEM room to supplement what we have received in donations and what PTO has contributed.

Primary intervention will continue next year. This year we hired an additional .5 intervention teacher. The addition of an early intervention teacher helps support our 1-3 students and teachers, while kinder can focus on remediation and intervention. This way we can insure a scheduled push in support along with our bilingual tutors, instructional aids and classroom teacher as collaborators for this intervention. This coming year we would like to increase the hours of the intervention teacher to further support our primary grades due to test scores still being below standard in math despite improvement and the need of early literacy support to avoid early red flag indicators for non-graduates.

Intervention for grades four through six has been OFFICIALLY implemented this year. Training as been given to fourth through sixth grade teachers as well as both the intervention teachers. With the addition hours for the part time intervention teacher we can insure the continued progress at all grade levels.

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P5 School Attendance Rate	Increase ADA from 97.74% i to 98.74 and increase of one percent.	Actual ADA for the 2018-2019 school year: 96.01% a decrease of 1.73%
P5 Chronic Absenteeism rate	a decrease in chronic absenteeism from 8.8% schoolwide a decrease in district chronic absenteeism 11.3%	Chronic absenteeism Increased 1% to 9.7% school wide Chronic absenteeism increased 1.4% to 12.7% District wide
P6 Pupil Suspension Rate	2017-2018 1.62% pupil suspension rate expected a decrease of less than 1.62% school wide pupil suspension rate expected to decrease district wide from 3.6%	2018-2019 pupil suspension rate had a n Increase of 0.4% to 1.6% schoolwide Pupil suspension rate maintained at 3.6% Districtwide
P6 Surveys of pupils, parents, teachers, on a sense of safety	Expected LCAP Survey Parents:95% of Parents feel Extremely to Moderately safe LCAP Survey: 86% of students feel Extremely to Moderately safe LCAP Survey Staff: 89% of the staff feel Extremely to Moderately safe 2018-2019 Expected outcomes: Parents 95% extremely safe Students 87% extemaley to moderately safe Staff 91% extremely to moderately safe Baseline 2017-2018 % of 5th-grade students surveyed reported 59%% reported feeling safe all the time 19% reported feeling safe most of the time	LCAP Survey Parents:96% of Parents feel Extremely to Moderately safe LCAP Survey: 86% of students feel Extremely to Moderately safe LCAP Survey Staff: 100% of the staff feel Extremely to Moderately safe 2018-2019 Expected outcomes: Parents 95% extremely safe Students 87% extemaley to moderately safe Staff 91% extremely to moderately safe Baseline 2018-2019 % of 5th-grade students surveyed reported 24% reported feeling safe all the time 45% reported feeling safe most of the time 24% reported feeling safe some of the time

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>16% reported feeling safe some of the time 6% reported NEVER feeling safe</p> <p>2018-2019 expected outcome: 81% of student will feel safe most of the time to all of the time.</p>	<p>7% reported NEVER feeling safe</p> <p>2018-2019 Actual outcome: 69% of student will feel safe most of the time to all of the time.</p>

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>PBIS 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 day, lunch with the principal, perfect attendance field trip and trimester perfect attendance BBQ.</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 PBIS 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, etc.</p> <p>g. Meet monthly with supervisors to discuss safety issues and concerns on the playground</p>	<p>2.1 PBIS Implementation</p> <p>a. A social behavior lesson schedule is established and lessons should occur in classes weekly.</p> <p>b. Sky Tickets are used as incentives.</p> <p>c. Students are recognized for positive behavior in the classrooms, at assemblies, through invitations to the Game Room, lunch with the principal, perfect attendance field trip and trimester perfect attendance lunch.</p> <p>d. Students are invited to the game room monthly.</p> <p>e. Incentives are provided to teachers.</p> <p>f. The Hero Program provided Sky COuntry with anti-bullying assembly this year. Assembly at the beginning of the year to go over behavior expectations and procedures and a follow up in March.</p>	<p>Hourly pay for supervisors None Specified Title I Basic -- 3010 \$1050</p> <p>PBIS incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5938</p> <p>Assemblies 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$1750</p> <p>Teacher hourly - PBIS meetings 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$500</p>	<p>Hourly pay for supervisors 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p> <p>PBIS incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000</p> <p>Assemblies 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$268</p> <p>Teacher hourly - PBIS meetings 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$256</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>h. PBIS 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>i. Staff will receive information on brain research and effective strategies to help increase engagement for our most needy students</p>	<p>g. Formal meetings with supervisors to discuss safety and playground issues once a month.</p> <p>h. PBIS Committee meets monthly to discuss issues/concerns and review data. Hourly rate will be paid for meeting attendance (classified).</p> <p>i. Three teacher and the Principal went to a Learning and the Brain conference and information is being share out to staff via- wednesday meeting.</p>		
<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.</p> <p>b. Office staff and health clerk will work with the director of parent involvement to connect families with resources</p>	<p>2.2 Health Care Aide (NO LONGER out of school Budget)</p> <p>a. All K, 2nd, 5th grade students are tested with the vision and hearing screening as well as all students with a 504 or IEP.</p> <p>b. Borrego Dental, Vision services, mental health services (counselors) etc..</p>	<p>Health Care aide salary 50% 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$13857</p> <p>Health care aide salary 50% 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$13858</p>	<p>Health Care aide salary 100% 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$27714</p> <p>\$</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</p>	<p>2.3 Building/operations: a .Work orders continue to be made when needed. Request and repairs are don mostly in a timely manner with the required follow up.</p>	<p>Materials and supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1372</p>	<p>Materials and supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1000</p>

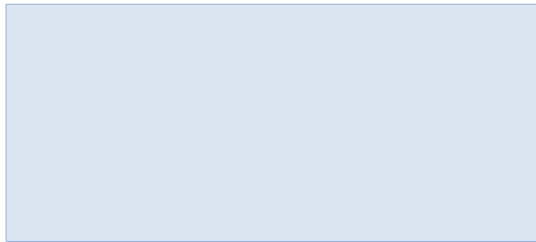
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>b. Regular inspections completed by a custodian for proactive action to be taken</p>	<p>b. Regular inspections occur. Monthly cleaning schedule provided, if work orders needs to be submitted for proactive action to be taken.</p>		
<p>Customer Service/Inviting atmosphere:</p> <p>a. Continue to improve customer service by office staff and support staff</p> <p>b. Provide carousel of resources for parents looking for information in the office</p> <p>c. Communicate school events/information using InTouch, school marquees, email, texts, and printed flyers</p> <p>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.</p> <p>e. Work with the custodian to ensure a clean school stocked with adequate supplies and free of clutter</p> <p>f. Under the direction of the PBIS Coordinator, Ambassadors will assist new students by providing school tours on their first day of attendance, will participate in welcoming students on Mondays and other assigned duties to help the overall morale of the school to improve</p>	<p>2.4 Customer Service/ Inviting atmosphere</p> <p>a. Office staff continues to attend training to help improve customer service.</p> <p>b. A carousel of resources are available in the front office fo parents that are looking for information.</p> <p>c. Communication with parents and the community continues with the use of Q Communications, Peachjar, the Marquee and well as limited flyers. Several teachers us Class Dojo, Monthly Calendar that are in their AVID binder/ folders to communicate with parents as well.</p> <p>d. The safety coordinator meets with the staff as well as administration to improve the safety plan and the disaster notebook.</p> <p>e. Custodian meets with administration on a daily basis.</p> <p>f. Everyday student ambassadors are scheduled to be in the office to assist with new student tours, they also</p>	<p>Welcoming environment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1500</p> <p>Safety resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000</p> <p>student Ambassador resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1500</p>	<p>Welcoming environment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$268</p> <p>Safety resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>Student Ambassador Resources 4000-4999: Books And Supplies Title I Basic -- 3010 \$500</p>

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**



welcome student students on campus and help with daily announcements as well as other duties that help the overall morale of the school.

Analysis

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

Attendance is a big Focus at Sky Country. We have two attendance trophies one goes to an upper grade class and one goes to a lower grade class. Each month the class that has the best attendance is announced in morning announcements and receives the trophy as well as a snack incentive. Students receive perfect attendance awards at an assembly once every trimester. Once a month five to six students who have perfect attendance are chosen to attend Lunch with the Principal at Shakeys. At the Trimester Sky Country hosts a perfect attendance pizza party for ALL students who have perfect attendance. Also at the end of the school year all students who have perfect attendance for the entire school year get to participate in the end of the year field trip to Fiesta Village. Incentives are also available for Saturday school. We have provided ice cream, popsicles, Pizza, cookies, and art supplies for activities to encourage attendance of Saturday School.

Chronic absenteeism is at 8.8% which is an increase from the previous year. We continue to hold SART meeting and encourage students and parents to attend school on a regular and consistent basis.

Office referrals continue to decline due to the implementation of visits and other intervention available on campus. Meeting with Activity supervisors monthly had helped to collaborate the expectations. Suspension rate is at 1.6 which was an increase of .4.

PBIS strategies and Social Skill implementation is scheduled on a weekly basis throughout the entire school year. Teachers are provided with incentives to give to students for positive reinforcement of the social skills and the expectations. Assemblies are held at the beginning of the school year to reinforce rules and expectations of Sky Country. Sky tickets are also a part of the positive reinforcement for students who are Respectful responsible and Safe. Sky tickets are collected at monthly assemblies and names are drawn for random prizes that are provided as well as one student from each class is chosen for the Game room. We also implement the responsibility room which also reinforces the social skills and expectations that are being taught. This year we also have the Wiley Center coming in with a new mental health program to teach classes to our second graders on how to deal with emotions and deep breathing, coping skills, asking for help and bullying prevention and empathy.

The District maintenance department addresses campus safety issues like the replacement of our outdoor intercom speakers as well as repairing some of the roofing that had been leaking and the Library pits that had been flooding. They have also repaired some dry wall that had been damaged by water. Repairing tile in the bathrooms as begun as well as fixing our emergency phone line.

Customer service training and self evaluation are always and on going priority at Sky Country Elementary.

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

Overall the strategies / activities to support attendance, health, and safety appear to be somewhat effective when examining multiple measures. Data indicates that Sky Country has a 1.6% suspension rate and even though that is an increase from the previous year it is still shows a good suspension rate in comparison. In the 2018-2019 school year there was a particular situation that was a major cause for the increase and is no longer at Sky Country. There was also an increase in chronic absenteeism which was 9.7% which can also be due to an extraneous circumstance in one particular case. With a lower population single instances have a great impact.

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

We continue to spend on incentives for attendance and behavior. I think if we increased the spending and offered better incentives we may have some more success in maintaining or increasing our overall effectiveness. We budgeted for three release day for teacher and teachers were only given two. Health care aide is no longer being paid out of the site budget. So for this year we allocated that money into materials and supplies to be used for safety improvements.

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.

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 instead of consequences. This year we partnered with the Anti Bullying institute which did not cost us anything but we need some more intensive work which may have more of a cost in the coming year. We would like to have more training on safety, active shooter , disaster etc.... In today's climate students don't feel as safe as they use to .

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P3 Parent Engagement	Expected out come: Parent engagement Satisfaction with school 88% Effectiveness of the front office 80% informed of school-wide activities 90% satisfaction with instruction 93% opportunities to be involved with school and decision making 90%	Actual Parent Engagement parent engagement Satisfaction with school 84% Effectiveness of the front office 76% informed of school-wide activities 84% satisfaction with instruction 89% opportunities to be involved with school and decision making 80%
P5 Student Engagement	Expected outcome Student engagement Welcoming environment 90% informed of schoolwide events 87% Positive learning environment 92%	Actual Student engagement Welcoming environment 86% informed of school wide events 88% Positive learning environment 83%
P5 Student Engagement	CHKS expected outcome 77% student feel connected to school 81% of the students feel happy to be at school 85% of student feel apart of the school	Actual Student engagement 76% student feel connected to school 80% of the students feel happy to be at school 81% of student feel apart of the school
P6 Surveys of pupils, teachers on the sense of school connectedness	Saff expected outcomes 100% welcoming environment 95% collaborative culture 79% opportunities tho be involved with school and district decision making	Actual Staff 90% welcoming environment 91% collaborative culture 90% opportunities to be involved with school and district decision making

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 four times throughout the year.</p> <p>b. Choir teacher is provided planning time to prepare music, songs, choreography, etc.</p> <p>c. Students in grades 4-6 are encouraged to join the school band. Concerts occur at least three times a year.</p>	<p>3.1 VAPA</p> <p>a. Students grades 3-6 have opportunity to participate in choir. Performances occur at least 3 times per year. Choir meets 2 times per week before school. Parents are invited to an evening performance.</p> <p>b. Choir teachers provide choreography on their own time. Choir music has been purchased to enhance performances.</p> <p>c. Band teacher is on campus once a week has a least two performances per year.</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 \$500</p>
<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</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 with greater attraction</p>	<p>3.2 Parents invited on Campus for school events:</p> <p>a. Parents attend monthly assemblies as students receive Perfect Attendance, Academic Excellence, Student of the Month, and 100 Mile Club Awards as well as reclassification awards assembly.</p> <p>b. Certificates are printed in color and with student pictures to recognize student achievement in many different areas.</p>	<p>Certificates 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$282</p> <p>Incentives/refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000</p> <p>Materials and supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$2260</p> <p>Materials and supplies 4000-4999: Books And Supplies</p>	<p>Certificates 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$150</p> <p>Incentives/refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p> <p>Materials and supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$500</p> <p>Materials and supplies 4000-4999: Books And Supplies</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>c. During the book fair weeks, parents are encouraged to eat lunch with their children followed by shopping in the book fair</p> <p>d. PBIS incentives purchased each trimester to recognize positive behavior</p> <p>e. Various grade levels encourage parent participation during specific grade level events (Colonial Day, Egypt Day, US Symbols Day, Mayflower Day, etc.)</p> <p>f. Parent Volunteers are invited to a breakfast at the end of the year. *Purchase refreshments</p> <p>g. PTO Sponsored activities: Parents are encouraged to attend PTO sponsored events to encourage time spent with their kids outside of the school day (Family Night, Father daughter dance, game nit=ght for moms and sons, Santa's Workshop, Trunk or Treat, Art Fair, Family BBQ)</p> <p>h. Raptor System ensures sex offenders are not allowed on campus. *Purchase replacement stickers</p>	<p>c. Parents are invited to attend Book Fair and eat lunch with their children.</p> <p>d. PBIS Incentives bulk order purchased twice a year to recognize positive behavior or as needed to recognize positive behavior for Sky Country students.</p> <p>e. Grade levels invite parents to attend specific grade level events (Colonial Day, Egypt Day, US Symbols Day, Living History Wax Museum, Fish Day, Pioneer Day and Skills Day).</p> <p>f. Parent Volunteer Tea held at the end of the school year.</p> <p>g. Parents attend Santa's Workshop, Trunk or Treat, Art Fair / Ice-Cream Social, Father-Daughter Dance, Mother-Son Game Night, Family recess night and Color Run.</p> <p>h. Our office staff makes sure that all visitors have been raptored in before they are allowed on campus in order to insure the safety of our students.</p>	<p>Title III District -- 500 4203 \$2000</p>	<p>Title III LEP -- 4203 \$72</p>
<p>Parent education classes offered in English and Spanish Throughout the year, various parent classes are offered through Riverside County resources such as Parent Plus, Nutrition, Computer class, and ESL</p>	<p>3.3 Parent education classes offered in English and Spanish: The Hero Program is providing us with parents classes to help stop bullying in English and Spanish and we are currently working with PICO to get</p>	<p>Babysitting 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$360</p>	<p>Babysitting 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$150</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>* Babysitting provided</p> <p>a. PARENT Forums recognize how families and students and teachers can work together to increase the success of our students. Parent meeting also offered at the Swan Lake community center to attract families who may not have transportation to Sky Country.</p> <p>b. Purchase of support materials/refreshments</p> <p>c. Translation provided by a classified staff member</p> <p>d. Parents and Pastries are meetings offered throughout the year for parents to hear information about current topics at school such as instruction, intervention, AVID, PBIS, Technology, etc.</p> <p>*Purchase refreshments and babysitting</p> <p>*Translation provided by a classified staff member</p>	<p>other opportunities for parents on our campus.</p> <p>* Babysitting provided</p> <p>a. We are no longer affiliated with No Excuses University so we don't do "forums" persay, so we have offered a couple of parent classes for our ELO parents and we will continue to add parent classes for AVID.We have had some parent meeting to stress reading at home and other interventions that can be used through chromebook usage at home. We also no longer service the Swan Lake are so we do not go out to that community any more.</p> <p>b.materials and refreshments are provided at each parent meeting.</p> <p>c. We have translator clerks and our secretary is also a translator so when needed they provide translation for parents etc...</p> <p>d. This is usually done through PTO , ELAc and School Site Council as well as any AVID parent meeting we have. We have not done "Parent and Pastries" meetings this year.</p>	<p>Incentives/refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000</p> <p>Staff hourly for parent meetings 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$500</p>	<p>Incentives/refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$110</p> <p>Staff hourly for parent meetings 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$0</p>
<p>Parent Committees</p> <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.</p>	<p>3.4 Parent Committees</p> <p>a. ELAC, PTO and school site council all meet on a regular basis and require parent input and parent perspective.</p>	<p>Incentives/refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p>	<p>Incentives/refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$200</p>

**Planned
Actions/Services**

These committees allow parents to learn more about the educational process and provide input from their perspective.
b. Purchase support materials/refreshments

**Actual
Actions/Services**

The other committee meeting are held at he district level and Sky Country sends representatives that will report back.

b.Refreshments and materials are always provided.

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Analysis

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

Parent out-reach has been through the school website, peachjar, Intouch, the marquee, limited flyers, posters outside the school, as well as twitter, facebook, instagram and class dojo. The school engages parents in through several activities through out the year. Our ELO program has engaged parents with the tools to help struggling readers at home, teachers continue to offer hands on opportunities at the request of the parent or through offering their time for students in need.

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

This year it seems that we have had a consistent turn out as far as numbers in parental involvement but still number are lower than desired. There is a need to have a greater focus on making the school and or office a more welcoming environment to the parents and the community. Parents who are Spanish speaking continue to be able to access the same information as English only parents through Spanish translation being available on site as well as information going out in both English and Spanish. All in all Parents are still attending events and engaging in school activities that are provided. Parent workshops are regularly paired with meetings so that we can get a better turnout.

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

PICO is providing many services to parents that would have otherwise been provided at the site, so referrals are up. We still need to increase the amount of activities for parents on our campus so we would see expenditures rise to fulfill that need. We have reached out to PICO to see if there are any more classes etc that we can take advantage of to help support the needs of the parents at Sky Country as a whole.

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.

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. They 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 built relationships with the parents and community.

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	166,062.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	416,306.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	109800.00	0.00
Title I Parent Involvement -- 3010 1902	1,142.00	0.00
Title II District -- 500 4035	70718.00	0.00
Title III LEP -- 4203	2984.00	0.00
LCFF Suppl/Conc -- 0707	78000.00	0.00
LCFF District -- 500 0707	151662.00	0.00

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
Jennifer Dunn	Parent or Community Member
Harmonye	Parent or Community Member
Megan	Parent or Community Member
ALexis Lily	Parent or Community Member
Patricia Vargas	Other School Staff
Shelley Levers	Classroom Teacher
Tracy Payo	Classroom Teacher
Debra Sigala	Principal
Charles Lantz	Classroom Teacher
Vacancy	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

Gifted and Talented Education Program Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/21/20.

Attested:



Principal, Debra Sigala on 5/21/20

SSC Chairperson, Charles Lantz on 5/21/20



Title I, Part A School-Level Parent and Family Engagement Policy

Sky Country Elementary

This policy for Sky Country Elementary School describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Sky Country has developed and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, which is reviewed as part of Single Plan for Student Achievement (SPSA) and through site advisory groups, i.e., School Site Council (SSC), English Learner Advisory Committee (ELAC), Gifted and Talented and Special Education advisories, Parent Teacher Organization (PTO), and District School Liaison Team (DSLIT) when in program improvement status. The policy will be provided in the informational materials that are distributed to parents at the beginning of the year. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

- A flexible number of meetings will be held at varying times based on parent needs and will include translation services, if needed..

To involve parents in the Title I, Part A programs, the following practices have been established:

- An annual survey of parents is conducted to assess needs, determine barriers, and evaluate the effectiveness of the parent involvement activities.

- Included as part of the annual review of the Single Plan for Student Achievement (SPSA) through School Site Council (SSC), English Learner Advisory Committee (ELAC), Gifted and Talented and Special Education advisories; if necessary, District School Liaison Team (DSLIT) meetings when in program improvement status.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

- During an annual parent meeting during the first trimester of the school year.



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The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

During SSC, ELAC and PTO and other parent meeting we usually survey the best time for the meeting to take place to accommodate parents..

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- Through parent requests for meetings, parent conferences, Back-to-School night, SSC, ELAC, and PTO.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). How does the school provide the information?

- Through parent letters, calendars, In Touch messages, Instagram, text messages, Facebook posts, Marquee postings, Back-to-School night, SSC, ELAC, and PTO. The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

- At parent-teacher conferences, assessment information on student academic progress and grade level standards are shared with parents. Student progress in relation to state and local standards and national norms will be explained to parents including curriculum used, grade level expectations for proficiency, data reporting for local assessments and available intervention in language arts, and mathematics.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

Type examples or add bullets here.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?



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Type examples or add bullets here.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- At parent-teacher conference, informal parent requests, parent trainings, and through teacher's ongoing parent communication, assessment data, intervention, and how to support parents in monitoring their child's education are provided.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- Training to empower parents to support and assist their children's education. This may include such activities as: Family nights, Pastries with the Principal, and/or special guest speakers to share information at ELAC, SSC or PTO meetings..

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- At staff meetings, parent survey results are reviewed and strategies for parent engagement and partnerships are discussed and integrated in the SPSA.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- Coordination of parent involvement activities at the site are done by a parent volunteer, an employee, a staff committee, the leadership team, and/or the SSC.

- Appropriate roles for community organizations will be developed and may include: Adopt-a-school, special assemblies, supplying the school with needed materials, equipment, career information, and role modeling.



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- Through parent newsletters, kindergarten orientations, and referral to viable parent resources.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- School information, including communication about the Title I program, will be distributed in all the major languages spoken by the families of the students at the school.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- Parent involvement strategies within the SPSA are integrated based on parent input through survey data.

- Parents may submit comments through the Principal and/or the SSC if they are not satisfied with the school plan activities.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- All parents, including parents with limited English proficiency are provided information and school reports in a format and language through the use of translation of parent materials and interpreters for parents at meetings.

- Access to all facilities and parking are provided to parents with disabilities.

Please attach the School-Parent Compact to this document.

This policy was adopted by the (type name of the school) on (insert date) and will be in effect for the period of (enter time period the policy is in effect here).

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: (add date here).

Type signature here.



Sky Country Elementary

Signature of Authorized Official

Enter date approved.

Date