Schoolwide Plan Program (SWP)
School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sky Country Elementary School	33 67090 6104491	05/16/2024	June 24, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Sky Country Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

Our school conducted a thorough needs assessment, analyzing student achievement data across various subgroups. This analysis revealed a concerning gap in English Language Arts and Mathematics, with English Learners demonstrating lower proficiency than their peers.
In response, our district developed a comprehensive goal within its Local Control and Accountability Plan (LCAP) to significantly increase college and career readiness, particularly emphasizing closing the gap for these identified subgroups. Our school mirrored this goal, breaking it down into specific, measurable targets aligned with our student population.

To achieve this goal, we developed a multi-faceted strategy leveraging funding from multiple sources in a coordinated manner. LCAP funds support the implementation of a full-time Support Teacher who will provide intensive intervention for students in a small group setting who are performing below grade level in English Language Arts and Mathematics. Funds from the Every Student Succeeds Act (ESSA) are designated for professional development. They are focused on research-based strategies for teaching math to socioeconomically disadvantaged students and English learners to enhance our instructional approaches further. Recognizing the importance of family engagement, we also utilize local funds to provide translation services for parent workshops, empowering families to support their children's academic success.

We've established a robust system of monitoring and evaluation. Regular assessments track the progress of all students, with particular attention paid to our target subgroups. We've set a clear timeline for analyzing this data, allowing us to quickly identify the most effective strategies and modify our approach to maximize learning gains. Transparency remains a priority, and we actively share our plan, progress updates, and outcomes with parents and community members.

This integrated approach, drawing from ESSA, the LCAP, and local funding streams, demonstrates our school's deep commitment to ensuring that every student receives the support they need to excel in academics, regardless of background or language proficiency.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Sky Country Elementary stakeholders are involved in the planning process for this SPSA/Annual Review and Update. Stakeholder groups meet regularly throughout the year, where input is collected from parents from the School Site Council, ELAC, Community Schools Council, Panorama Surveys, Leadership team members, and staff. Our annual LCAP survey, which includes students, teachers, and parents/community members, is also part of the planning process.

Comprehensive Needs Assessment Components

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

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

Sky Country has no red or orange indicators in the overall performance category on the California School Dashboard.

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

Our English Learner student group fell in the red performance level in English Language Arts.

Other Needs

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

The Leadership team worked together to analyze data from the California Dashboard to write the school-wide year-end SMARTIE goals for ELA, Math, and our sub-group for English Learners. To address our EL population, our leadership team collaborated to do a root cause analysis to determine causes and find solutions to help our EL students improve student achievement. Through community schools, we offer literacy classes for parents. Grade-level teams collaborated and planned, targeting specific purposeful and intentional strategies to work with our ELs in small groups during ELA. The lowest-performing and beginning-level ELs worked with the bilingual tutor to improve their English development and reading fluency skills. The literacy support teachers also worked with ELs in small group instruction to support the classroom teacher.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	%	0.23%	1		1
African American	1.7%	0.96%	0.47%	7	4	2
Asian	0.2%	0.48%	0.47%	1	2	2
Filipino	%	0.48%	0.23%		2	1
Hispanic/Latino	79.0%	78.55%	81.07%	331	326	347
Pacific Islander	0.2%	0.48%	0.47%	1	2	2
White	16.0%	15.90%	14.95%	67	66	64
Multiple/No Response	0.7%	0.48%	0.7%	3	2	3
			Total Enrollment	419	415	428

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	62	84	80
Grade 1	52	58	63
Grade 2	66	44	59
Grade3	41	66	50
Grade 4	65	40	67
Grade 5	67	63	42
Grade 6	66	60	67
Total Enrollment	419	415	428

Conclusions based on this data:

1. Enrollment increased with the addition of two Transitional Kindergarten and Kindergarten Special Day Classes.

2. Projected numbers for Kindergarten were underprojected and we added another class.

3. A welcoming family environment has increased enrollment with inclusion bringing non Special Day Class siblings onto our campus.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners (EL)	97	89	100	23.2%	21.4%	23.4%
Fluent English Proficient (FEP)	55	46	40	13.10%	11.1%	9.3%
Reclassified Fluent English Proficient (RFEP)	0	5	1	0%	6%	1%

Conclusions based on this data:

1. Classroom teachers worked closely with the support teachers for both literacy and math intentionally planning small group instruction with our English Learners to build vocabulary and reading skills.

2. The bilingual tutor was provided an extra 3.0 hours for one year to work with beginning level English Learners for all grades 1-6.

3. Extended Learning Opportunities were offered for our English Learners performing at level 1 and 2.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	41	63	51	0	62	51	0	62	51	0.0	98.4	100.0
Grade 4	62	42	64	0	42	64	0	42	64	0.0	100.0	100.0
Grade 5	66	64	45	0	64	45	0	64	45	0.0	100.0	100.0
Grade 6	68	60	66	0	59	66	0	59	66	0.0	98.3	100.0
All Grades	237	229	226	0	227	226	0	227	226	0.0	99.1	100.0

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2382.	2394.		14.52	11.76		14.52	21.57		27.42	33.33		43.55	33.33
Grade 4		2424.	2419.		16.67	15.63		7.14	9.38		26.19	15.63		50.00	59.38
Grade 5		2463.	2457.		9.38	6.67		23.44	26.67		26.56	20.00		40.63	46.67
Grade 6		2460.	2477.		5.08	7.58		13.56	18.18		27.12	27.27		54.24	46.97
All Grades	N/A	N/A	N/A		11.01	10.62		15.42	18.14		26.87	23.89		46.70	47.35

Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.90	11.76		56.45	68.63		30.65	19.61
Grade 4		11.90	7.81		61.90	54.69		26.19	37.50
Grade 5		14.06	4.44		60.94	73.33		25.00	22.22
Grade 6		10.17	13.64		49.15	48.48		40.68	37.88
Grade 11	NA			NA			NA		
All Grades		12.33	9.73		56.83	59.73		30.84	30.53

Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.45	0.00		51.61	66.67		41.94	33.33
Grade 4		2.38	6.25		54.76	46.88		42.86	46.88
Grade 5		6.25	6.67		59.38	51.11		34.38	42.22
Grade 6		3.39	4.55		38.98	51.52		57.63	43.94
Grade 11	NA			NA			NA		
All Grades		4.85	4.42		51.10	53.54		44.05	42.04

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.23	0.00		75.81	78.43		20.97	21.57
Grade 4		4.76	9.38		78.57	76.56		16.67	14.06
Grade 5		9.38	6.67		70.31	71.11		20.31	22.22
Grade 6		11.86	4.55		67.80	66.67		20.34	28.79
Grade 11	NA			NA			NA		
All Grades		7.49	5.31		72.69	73.01		19.82	21.68

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.90	9.80		54.84	70.59		32.26	19.61
Grade 4		9.52	10.94		64.29	59.38		26.19	29.69
Grade 5		9.38	6.67		65.63	75.56		25.00	17.78
Grade 6		6.78	7.58		71.19	71.21		22.03	21.21
All Grades		9.69	8.85		63.88	68.58		26.43	22.57

Conclusions based on this data:

1. Overall, our 2022/2023 data for English Language Arts increased slightly from the previous year.

2. All grade levels performed with the highest percentage of students "at or near standard" in reading writing, and research inquiry.

3. In the area of writing our students scored the lowest. Working with our leadership team we reviewed CAASPP writing rubrics for each style of writing, and were able to align our grade level rubrics to the state assessment rubrics.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	41	63	51	0	61	51	0	61	51	0.0	96.8	100.0
Grade 4	62	42	64	0	42	64	0	42	64	0.0	100.0	100.0
Grade 5	66	64	45	0	64	45	0	64	45	0.0	100.0	100.0
Grade 6	68	60	66	0	59	66	0	59	66	0.0	98.3	100.0
All Grades	237	229	226	0	226	226	0	226	226	0.0	98.7	100.0

Overall Participation for All Students

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2417.	2401.		14.75	9.80		26.23	27.45		22.95	17.65		36.07	45.10
Grade 4		2429.	2418.		7.14	4.69		16.67	10.94		28.57	37.50		47.62	46.88
Grade 5		2438.	2460.		4.69	4.44		10.94	15.56		23.44	33.33		60.94	46.67
Grade 6		2442.	2464.		5.08	9.09		6.78	9.09		25.42	25.76		62.71	56.06
All Grades	N/A	N/A	N/A		7.96	7.08		15.04	15.04		24.78	28.76		52.21	49.12

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.03	19.61		52.46	41.18		29.51	39.22
Grade 4		0.00	4.69		57.14	48.44		42.86	46.88
Grade 5		6.25	2.22		35.94	53.33		57.81	44.44
Grade 6		8.47	6.06		30.51	42.42		61.02	51.52
All Grades		8.85	7.96		42.92	46.02		48.23	46.02

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.39	15.69		57.38	41.18		26.23	43.14
Grade 4		9.52	6.25		47.62	50.00		42.86	43.75
Grade 5		4.69	11.11		43.75	48.89		51.56	40.00
Grade 6		5.08	4.55		44.07	34.85		50.85	60.61
All Grades		8.85	8.85		48.23	43.36		42.92	47.79

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.03	11.76		59.02	56.86		22.95	31.37
Grade 4		14.29	4.69		50.00	40.63		35.71	54.69
Grade 5		3.13	6.67		54.69	53.33		42.19	40.00
Grade 6		3.39	6.06		61.02	56.06		35.59	37.88
All Grades		9.29	7.08		56.64	51.33		34.07	41.59

Conclusions based on this data:

1. Overall, our student slightly declined in the 2022-2023 school year in all areas of from the previous year.

2. All grade levels show that student were performing "at or near" or "below" standard.

3. Communicating Reasoning was a focus with our students in all grade levels using our new math adoption of SAVVAS and implementation of strategies through our grassroots training to improve number sense in order to build number fluency and understanding with math concepts.

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data **Number of Students and Mean Scale Scores for All Students**												
Grade Level	**Overall**			**Oral Language**			**Written Language**			**Number of Students Tested**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
K	1399.4	1404.1	1368.6	1418.2	1426.3	1381.0	1355.4	1352.1	1339.8	19	15	20
1	1416.3	1429.1	1437.5	1421.8	1443.7	1465.5	1410.3	1414.0	1409.0	12	18	13
2	1464.7	*	1488.2	1459.0	*	1495.9	1469.9	*	1479.9	24	10	14
3	*	1477.1	1463.2	*	1481.6	1463.8	*	1472.1	1461.9	6	21	13
4	*	*	1495.4	*	*	1492.6	*	*	1497.7	10	9	22
5	1540.9	*	1526.4	1542.4	*	1518.6	1538.8	*	1533.8	14	8	12
6	1501.0	1517.8	1512.9	1504.1	1516.6	1517.2	1497.4	1518.7	1508.1	17	12	11
All Grades										102	93	105

Overall Language **Percentage of Students at Each Performance Level for All Students**												
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
K	0.00	0.00	5.00	26.32	40.00	10.00	57.89	40.00	45.00	15.79	20.00	40.00	19	15	20
1	8.33	0.00	0.00	8.33	16.67	46.15	33.33	55.56	46.15	50.00	27.78	7.69	12	18	13
2	12.50	*	14.29	20.83	*	50.00	62.50	*	28.57	4.17	*	7.14	24	*	14
3	*	0.00	0.00	*	38.10	23.08	*	42.86	46.15	*	19.05	30.77	*	21	13
4	*	*	13.64	*	*	22.73	*	*	59.09	*	*	4.55	*	*	22
5	28.57	*	25.00	42.86	*	41.67	28.57	*	25.00	0.00	*	8.33	14	*	12
6	0.00	0.00	9.09	35.29	58.33	45.45	47.06	41.67	18.18	17.65	0.00	27.27	17	12	11
All Grades	8.82	3.23	9.52	29.41	37.63	31.43	46.08	41.94	40.95	15.69	17.20	18.10	102	93	105

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	6.67	5.00	42.11	46.67	25.00	42.11	26.67	25.00	15.79	20.00	45.00	19	15	20
1	8.33	11.11	15.38	8.33	44.44	46.15	50.00	38.89	38.46	33.33	5.56	0.00	12	18	13
2	8.33	*	28.57	25.00	*	50.00	62.50	*	14.29	4.17	*	7.14	24	*	14
3	*	14.29	0.00	*	52.38	69.23	*	23.81	0.00	*	9.52	30.77	*	21	13
4	*	*	13.64	*	*	68.18	*	*	18.18	*	*	0.00	*	*	22
5	57.14	*	33.33	42.86	*	50.00	0.00	*	16.67	0.00	*	0.00	14	*	12
6	17.65	25.00	36.36	41.18	41.67	36.36	35.29	33.33	27.27	5.88	0.00	0.00	17	12	11
All Grades	19.61	17.20	17.14	32.35	45.16	49.52	36.27	24.73	20.00	11.76	12.90	13.33	102	93	105

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00	5.00	5.26	0.00	5.00	73.68	66.67	40.00	21.05	33.33	50.00	19	15	20
1	8.33	0.00	0.00	8.33	16.67	15.38	25.00	38.89	61.54	58.33	44.44	23.08	12	18	13
2	4.17	*	14.29	37.50	*	50.00	37.50	*	7.14	20.83	*	28.57	24	*	14
3	*	0.00	0.00	*	9.52	7.69	*	47.62	46.15	*	42.86	46.15	*	21	13
4	*	*	4.55	*	*	22.73	*	*	31.82	*	*	40.91	*	*	22
5	14.29	*	16.67	35.71	*	16.67	28.57	*	41.67	21.43	*	25.00	14	*	12
6	0.00	0.00	0.00	5.88	0.00	18.18	41.18	83.33	45.45	52.94	16.67	36.36	17	12	11
All Grades	4.90	2.15	5.71	19.61	10.75	19.05	42.16	54.84	38.10	33.33	32.26	37.14	102	93	105

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.26	6.67	5.00	89.47	86.67	70.00	5.26	6.67	25.00	19	15	20
1	16.67	16.67	38.46	58.33	72.22	61.54	25.00	11.11	0.00	12	18	13
2	12.50	*	21.43	75.00	*	71.43	12.50	*	7.14	24	*	14
3	*	28.57	23.08	*	52.38	53.85	*	19.05	23.08	*	21	13
4	*	*	13.64	*	*	81.82	*	*	4.55	*	*	22
5	35.71	*	58.33	64.29	*	33.33	0.00	*	8.33	14	*	12
6	5.88	8.33	18.18	47.06	75.00	63.64	47.06	16.67	18.18	17	12	11
All Grades	14.71	21.51	22.86	67.65	63.44	64.76	17.65	15.05	12.38	102	93	105

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	20.00	5.00	78.95	60.00	40.00	21.05	20.00	55.00	19	15	20
1	0.00	11.11	23.08	66.67	66.67	53.85	33.33	22.22	23.08	12	18	13
2	4.17	*	64.29	87.50	*	35.71	8.33	*	0.00	24	*	14
3	*	33.33	0.00	*	57.14	69.23	*	9.52	30.77	*	21	13
4	*	*	18.18	*	*	81.82	*	*	0.00	*	*	22
5	85.71	*	41.67	14.29	*	58.33	0.00	*	0.00	14	*	12
6	64.71	58.33	45.45	29.41	41.67	54.55	5.88	0.00	0.00	17	12	11
All Grades	30.39	25.81	25.71	57.84	58.06	57.14	11.76	16.13	17.14	102	93	105

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00	5.00	84.21	73.33	60.00	15.79	26.67	35.00	19	15	20
1	16.67	5.56	0.00	16.67	27.78	69.23	66.67	66.67	30.77	12	18	13
2	16.67	*	21.43	58.33	*	50.00	25.00	*	28.57	24	*	14
3	*	0.00	0.00	*	38.10	46.15	*	61.90	53.85	*	21	13
4	*	*	13.64	*	*	36.36	*	*	50.00	*	*	22
5	14.29	*	16.67	57.14	*	58.33	28.57	*	25.00	14	*	12
6	0.00	0.00	0.00	11.76	41.67	27.27	88.24	58.33	72.73	17	12	11
All Grades	8.82	3.23	8.57	48.04	47.31	49.52	43.14	49.46	41.90	102	93	105

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.53	0.00	10.00	26.32	53.33	10.00	63.16	46.67	80.00	19	15	20
1	8.33	0.00	0.00	33.33	66.67	76.92	58.33	33.33	23.08	12	18	13
2	12.50	*	14.29	66.67	*	71.43	20.83	*	14.29	24	*	14
3	*	9.52	7.69	*	71.43	53.85	*	19.05	38.46	*	21	13
4	*	*	13.64	*	*	63.64	*	*	22.73	*	*	22
5	14.29	*	25.00	85.71	*	66.67	0.00	*	8.33	14	*	12
6	11.76	0.00	0.00	82.35	100.00	81.82	5.88	0.00	18.18	17	12	11
All Grades	10.78	5.38	10.48	62.75	72.04	57.14	26.47	22.58	32.38	102	93	105

Conclusions based on this data:

1. Overall, students performance levels improved scoring at level 3 and 4 on the ELPAC assessment for 2022-2023.

2. English Learners performed the lowest in the reading domain with 73% of students scoring at the beginning level.

3. The listening, speaking, and writing domains show that students performed at the somewhat/moderately level.

School and Student Performance Data

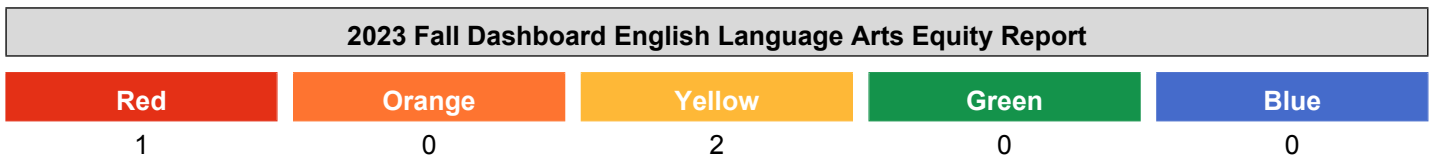## California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
428	**72**	**23.4**	**1.6**
Total Number of Students enrolled in Sky Country Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	100	23.4
Foster Youth	7	1.6
Homeless	2	0.5
Socioeconomically Disadvantaged	308	72
Students with Disabilities	47	11

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.5
American Indian	1	0.2
Asian	2	0.5
Filipino	1	0.2
Hispanic	347	81.1
Two or More Races	3	0.7
Pacific Islander	2	0.5
White	64	15

Conclusions based on this data:

1. Sky Country's ethnicity population is mostly Hispanic at 81.1% followed by White at 15%.

2. 72% of Sky Country's population are socioeconomically disadvantaged, while 23.4% are English Learners.

3. Students with disabilities has increase from 39 students in 2021-2022 to 47 students in 2022-2023.

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Sky Country's academic performance scored in the yellow band for English Language Arts and Math. ELA had an increase of 3.6 points, but 47 points below standard, where math increased 3.8 points, but 64 points below standard.

2. English Learners were in the green band for their performance on the English Language Proficiency Assessments for California with an increase of 19%.

3. Sky Country's attendance for the 2022-2023 school year was in the yellow band, with a decline in chronic absenteeism by 10.1% ending the year with a 94% attendance rate.

School and Student Performance Data

Academic Performance
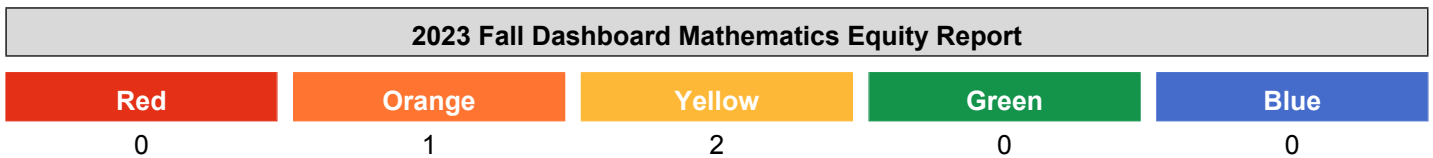### English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	0	2	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Red	No Performance Color
47 points below standard	75.3 points below standard	0 Students
Increased +3.6 points	Maintained -1.5 points	
215 Students	60 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	118.6 points below standard
0 Students	55.1 points below standard	Decreased -6.8 points
	Increased +5.7 points	26 Students
	160 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 1 Student	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 50.5 points below standard Increased +4 points 182 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	14.8 points below standard Increased +9.7 points 25 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
98.1 points below standard Increased +13.9 points 49 Students	26.5 points above standard Increased Significantly +37.6 points 11 Students	38.1 points below standard Maintained +0.9 points 136 Students

Conclusions based on this data:

1. Overall, all students scored in the yellow band for English Language Arts, along with all sub groups except English Learners who fell in the band. English Learners were 75.3 points below standard.

2. Our Reclassified English Learners students increased significantly by 37.6 points and were 26.5 points above standard compared to our English Only students who maintained their points and were 38.1 points below standard in 2022-2023.

3. Extended Learning opportunities were offered in the fall and spring to work with students from the each sub group not meeting grade level standards to improve on reading fluency and comprehension.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
64 points below standard	91.4 points below standard	0 Students
Increased +3.8 points	Decreased -11.6 points	
215 Students	60 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	131.7 points below standard
0 Students	69.9 points below standard	Decreased Significantly -22 points
	Increased +6.3 points	26 Students
	160 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	No Performance Color	No Performance Color	No Performance Color
1 Student	0 Students	0 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Less than 11 Students	Less than 11 Students	53.9 points below standard
65.5 points below standard	1 Student	1 Student	Decreased Significantly - 17.2 points
Increased +7.3 points			25 Students
182 Students			

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
107.9 points below standard	17.5 points below standard	57.6 points below standard
Maintained +2.2 points	Increased +13.4 points	Increased +3.1 points
49 Students	11 Students	136 Students

Conclusions based on this data:

1. Overall, all students scored in the yellow band. Yet, the English Learner subgroup scored in the orange band, and decreased by 11.6 points, and were 91.4 points below standard. However, our students that were reclassified increased in math by 13.4 points and were only 17.5 points below standard.

2. Grassroots professional development was provided for teachers in grades 1-6 to intentionally focus on our site goals for student achievement in math as students scored overall in the yellow band. Classroom teachers and support teachers focused on small group instruction with students not meeting grade level standards in math.

3. Family math nights offered throughout the year for parents to learn about common core math standards, and were provided manipulatives to use at home with students to support the strategies taught in the classrooms to help improve student achievement on the California State assessment for all sub groups.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Green
45.8% making progress towards English language proficiency
Number of EL Students: 83 Students
Performance Level: 3
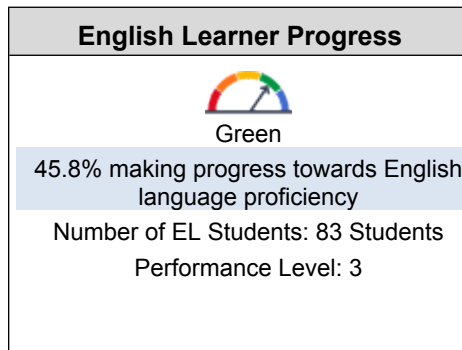
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17	28	0	38

Conclusions based on this data:

1. The leadership team identified English Learner needs through a root cause analysis and recommendations and solutions were given to address the needs of our students.

2. Through leadership our team set a schoolwide focus goal to improve student achievement in both ELA and Math using specific strategies to increase students performing at level 1 and 2.

3. Parent communication and classes offered through community schools.

School and Student Performance Data

Academic Engagement
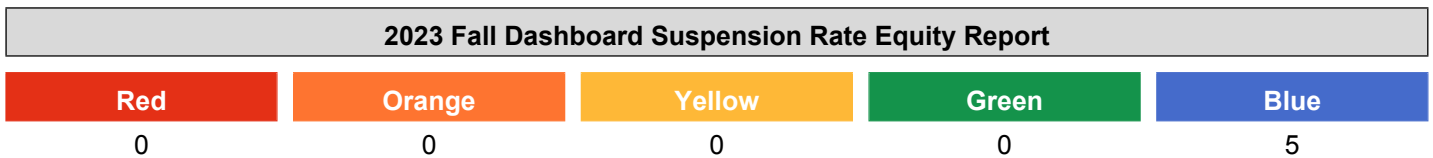### Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	**Orange**	**Yellow**	**Green**	**Blue**

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
19.3% Chronically Absent	20.5% Chronically Absent	
Declined Significantly -10.1	Declined -9.8	8 Students
460 Students	112 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Orange
	21.3% Chronically Absent	28.3% Chronically Absent
2 Students	Declined Significantly -9.5	Declined -5.6
	342 Students	60 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	Less than 11 Students 1 Student	Less than 11 Students 4 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 19% Chronically Absent Declined Significantly -11.8 369 Students	23.1% Chronically Absent Increased 1.6 13 Students	Less than 11 Students 2 Students	Orange 21.2% Chronically Absent Declined -4.9 66 Students

Conclusions based on this data:

1. Attendance parent letter was sent to our families highlighting the importance of being in school, and how it affects academics.

2. Monthly attendance team meetings to identify chronically absent students to set parent SART meetings.

3. Weekly, monthly and trimester awards given to students with improved or excellent attendance.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	5

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		

All Students	**English Learners**	**Foster Youth**
Blue	Blue	Less than 11 Students 8 Students
0% suspended at least one day	0% suspended at least one day	
Maintained 0 469 Students	Maintained 0 115 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 2 Students	Blue	Blue
	0% suspended at least one day	0% suspended at least one day
	Maintained 0 348 Students	Maintained 0 60 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	Less than 11 Students 1 Student	Less than 11 Students 4 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 0% suspended at least one day Maintained 0 375 Students	0% suspended at least one day Maintained 0 15 Students	Less than 11 Students 2 Students	Blue 0% suspended at least one day Maintained 0 67 Students

Conclusions based on this data:

1. The principal and Teacher on Special Assignment-Administrative Support have been to restorative practice trainings and conferences to work with students to remove barriers with high behaviors, and focus on academic achievement.

2. Anti-bullying and student behavior expectations assemblies are provided twice a year for students to review school wide expectations, along with weekly taught PBIS/SEL expectations by the classroom teachers.

3. Social Emotional Learning Behavior team meets monthly to discuss panorama survey data, student behavior data, and teacher concerns to provide student-teacher peers as check-ins and to determine student referrals that need to be made to help remove barriers.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

All students will be college and career ready.
The aim of college and career readiness is to ensure all students graduate high school prepared for their futures. This means equipping them with the academic foundation, critical thinking skills, and real-world experience to succeed in either higher education or directly in their chosen career path. By fostering college and career readiness, we empower students to transition smoothly into their next chapter and contribute meaningfully to the workforce.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will be college and career-ready.

Identified Need

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

Sky Country's indicators show that in English Language Arts our sub-group for English Learners scored in the red and maintained at the same progress as the year before. In Mathematics the indicators again show that our sub-group for English Learners scored in the orange and decreased from the previous year. To address this student group, teachers will work with our EL students in small group, providing strategies to increase vocabulary, fluency, and comprehension in both ELA and math.Teachers will be purposeful and intentional with lesson planning for designated and integrated EL instruction across curricular areas. Our EL parents will be offered education workshops to help students at home in both curricular areas.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	All Students: -47 points below standard Socioeconomically Disadvantaged: -55.1 points below standard English Learners: -75.3 points below standard Students with Disabilities: -118.6 points below standard Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: -50.5 points below standard Pacific Islander: N/A Two or More Races: N/A White: -14.8 points below standard	All Students: -37 points below standard Socioeconomically Disadvantaged: -45.1 points below standard English Learners: -65.3 points below standard Students with Disabilities: -108.6 points below standard Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: -40.5 points below standard Pacific Islander: N/A Two or More Races: N/A White: -4.8 points below standard
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	All Students: -64 points below standard Socioeconomically Disadvantaged: -69.9 below standard English Learners: -91.4 below standard Students with Disabilities: -131.7 points below standard Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: -65.5 points below standard Pacific Islander: N/A Two or More Races: N/A White: -53.9 points below standard	All Students: -54 points below standard Socioeconomically Disadvantaged: -59.9 points below standard English Learners: -81.4 points below standard Students with Disabilities: -121.7 points below standard Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: -55.5 points below standard Pacific Islander: N/A Two or More Races: N/A White: -43.9 points below standard
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	Current Percentage of English Learners making progress: 45.8% Status Level: Green	Current Percentage of English Learners making progress: 48.8% Status Level: Blue
P4: English Learner Reclassification Rate during 2023-24 School Year	Percentage of English Learners Reclassified: 7.14%	Percentage of English Learners Reclassified: 10.14%
P8: Other Student Outcomes - NWEA ELA	NWEA average RIT ELA for Spring 23-24. 1st Grade: 162.3 - 14.3 points growth since fall 2nd Grade: 179.4 - 13.1 points growth since fall 3rd Grade: 191.6 - 11.8 points growth since fall	NWEA average RIT ELA for Spring 24-25. 1st Grade: increase RIT from 162 to 167 2nd Grade: increase RIT from 179 to 184 3rd Grade: increase RIT from 191 to 196

	4th Grade: 191.7 - 4.6 points growth since fall 5th Grade: 205.5 - 9.4 points growth since fall 6th Grade: 208.7 - 5.3 points growth since fall Grades 3, 5, and 6 met growth norms from fall to spring.	4th Grade: increase RIT from 191 to 196 5th Grade: increase RIT from 205 to 210 6th Grade: increase RIT from 208 to 213 All grades to meet growth norms from fall to spring.
P8: Other Student Outcomes - NWEA Math	NWEA average RIT Math for Spring 23-24 1st Grade: 166.6 - 15 points growth since fall 2nd Grade: 187.3 - 18.4 points growth since fall 3rd Grade: 197.5 - 17.9 points growth since fall 4th Grade: 201.4 - 12.1 points growth since fall 5th Grade: 209.1 - 7.7 points growth since fall 6th Grade: 215.6 - 10.2 points growth since fall Grades 2, 3, 4, and 6 met growth norms from fall to spring.	NWEA average RIT Math for Spring 24-25. 1st Grade: increase RIT from 166 to 171 2nd Grade: increase RIT from 187 to 192 3rd Grade: increase RIT from 197 to 202 4th Grade: increase RIT from 201 to 206 5th Grade: increase RIT from 209 to 202 6th Grade: increase RIT from 215 to 220 All grades to meet growth norms from fall to spring.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Collaborative Grade Level Planning and Professional Development a. Provide Professional Development for staff with effective research based instructional strategies and best educational practices. Staff to attend district or county trainings or PDs. b. Provide release days/time (hourly/subs) for grade levels and leadership team to collaborate on effective strategies/ideas/resources, analyze data, and set SMART(IE) goals for ELA, ELD, and math that align to site focus goals. c. Provide release time/substitutes for staff to attend professional development conferences that include but are not limited to research based instructional strategies, PBIS, SEL, cultural diversity/equity, and Science of Reading.	All Students EL SWD	21000 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Sub Teachers 250 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Support Staff hourly for planning/collaboration 3,000 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Teacher hourly for planning/collaboration
1.2	CCSS/NGSS Implementation	All Students	500 LCFF Suppl/Conc -- 0707

		5800: Professional/Consulting Services And Operating Expenditures Print
a. Provide opportunities to collaborate, calibrate, align, and support the CCSS implementation, including ELD integrated and designated.		
b. TOSAs, grade level leads, or other staff will provide staff development/modeling as needed by grade levels.		3,780 Title I Basic -- 3010 5000-5999: Services And Other Operating Expenditures Technology/Software licenses
c. Teachers will be trained to use newly district-adopted texts/materials.		8249 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies materials and supplies
d. Provide additional funding for the Library, Makerspace, and Digital Resources (eBooks) Access.		
e. Provide technology and software support for classroom integration, including supplemental materials to meet students' needs and promote reading and math instruction.		14,933 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries (1) Bilingual Language Tutor Salary (3 hours)
f. Purchase technology licenses and software, including data reports, to support literacy, guided reading, and math intervention.		
g. A Bilingual Language Tutor (BLT) is assigned to teachers and will assist EL students in clarifying instruction in both English and Spanish. The BLT provides lesson reinforcement and primary language support.		9100 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Technology/Software Licenses
h. Provide students with strategies focusing on our goals in organization, note-taking, and managing agendas/calendars.		70,142 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries (1) FTE Media Clerk Salary
i. A full-time elementary media clerk will provide students with access to the library and will be in charge of distributing and collecting core materials.		
j. Yearly maintenance contracts and repair for the copy machine and laminator to support student learning.		1000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies materials and supplies for makerspace and books in library
k. Provide materials, supplies, and print needed to support student learning, as well as incentives, HCA slips, timecards, health notes, etc.		
l. Teachers will be given a classroom budget to purchase materials and supplies to supplement student learning.		
m. Subscriptions that allow access to resources used during morning meeting discussions, announcements, SCE TV, and to promote a college/career readiness mindset.		
n. Students with an IEP in a special day class will be provided opportunities for inclusion into the general education class during core instruction of ELA, math, social studies, and science. Students also participate with their peers during recess, lunch, and PE.		

1.3	Intervention a. Our students will be provided with a full-time intensive intervention (1.0 FTE) teacher. Students performing below grade level will be given the opportunity to receive support in reading and/or math. b. The support teacher will plan with identified grade-level teachers to provide extra support for small group instruction. c. Extended Learning Opportunities (ELO) will be provided to work on closing gaps in ELA and Math. Hourly rates for teachers after contract hours. d. Resources and materials will be purchased to supplement classroom instruction and meet the rigor of the grade-level standards.	All Students English Learners SWD	43,965 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries (1) Support Teacher Salary Split Funded 1,000 Title III LEP -- 4203 4000-4999: Books And Supplies Supplemental materials and resources 84,000 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries (1) Support Teacher Salary Split Funded 40,894 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries (1) Support Teacher Salary Split Funded
1.4	College and Career Readiness a. Students will receive materials and supplies, including agendas/planners, binders, folders, and dividers, to organize their classwork. They will also learn skills that promote organization and college readiness. b. Teachers will prepare students for college and careers by using various strategies to raise the rigor of focused note-taking, thinking, and inquiry and apply knowledge through collaborative conversations. c. Funding will be provided to enhance our College and Career Day and other school-wide activities.	All Students	10000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Organizational supplies and materials 250 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Print 500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Supplemental Instructional resources
1.5	Preschool Transition to TK and/or Kindergarten a. All preschool 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 Preschool students in the Spring. All information will be sent in both English and	Preschool/TK/Kindergarten	

	Spanish. Sky Country Elementary will hold an orientation meeting for parents to discuss the transition to Kindergarten. This meeting will be in English and Spanish. d. Preschool students will be invited to all school events and activities. Preschool teachers will encourage parent participation in school activities.			
1.6				

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Sky Country overall had a great year. The leadership team analyzed CAASPP, NWEA, and site-focus goal data to determine areas of need with students in Math and ELA. Our sub-group for English Learners was our site's greatest area of need. Our leadership team collaborated to set school-wide focus goals in ELA and math. Both math and literacy support teachers focused on small group instruction for ELs and students performing below standard with intensive intervention to bridge the learning gap. Extended Learning Opportunities (ELO) in the fall and spring allowed teachers to be intentional and purposeful with students needing support in math, ELA, and ELD. Strategic interventions were in place to raise the rigor of the standards for student success.

College and career readiness will continue as we move into the next year. Collaboration between our support teacher and classroom teachers will continue focusing on best educational practices to improve student achievement. Small group instruction with the support teacher will be based on CAASPP data to address underperforming students or grade levels. Inclusion will continue with our Students with Disabilities. Data will continue to drive our instruction in ELA and Math as teachers continue to analyze data from NWEA and grade-level assessments.

To address students with social-emotional learning (SEL) concerns, our TSA for Community Schools will support teachers with lessons, recourses, and wellness groups with students. The TSA Administration Support offers teachers the opportunity to model lessons using the Second Steps program for SEL.

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

The biggest difference between the intended implemented expenditures and actual expenditures was the negotiated salary increase which impacted all actions in this goal. Sky Country was able to add a spring ELO session resulting in a difference in salaries. Resident subs on campus saved costs of substitute pay for grade level release days for planning. Leadership half day planning meetings were reduced to 45 minutes each month from half day planning. Sky Country did not have a Bilingual Language Tutor(BLT) all year, and the position was subbed out not using the full salary wage.

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.

Sky Country will have one support teacher for the upcoming year. Therefore, small group instructions will be based on data to support specific student needs. Teachers will have less collaboration and planning release days. Teacher classroom budgets for supplies will decrease. Many technology licenses, subscriptions, and other school resources that were funded by ESSER will not be funded from our site plan.
- Action 1.5 Communication Enhancement Program. This is no longer a need for our site.
- All Actions in Goal 1 were rearranged and reworded for better clarity and to make the actions streamlined.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

All students will have a safe, orderly, and inviting learning environment.
Our goal is to cultivate a learning environment where all students feel safe, respected, and supported. This means creating a space that is orderly and predictable, allowing students to focus on learning. We also want it to be inviting and stimulating, fostering a love of discovery and a sense of belonging.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will have a safe, orderly, and inviting learning environment.

Identified Need

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

Overall Sky Country's red or orange indicators were in chronic absenteeism. Our BSEL team creates a system of check-in supports with a trusted adult. Additionally, monthly attendance team meetings will be held to identify students with chronic absenteeism to hold SART meetings with parents offering supports to improve attendance. Our Community School's TSA will help parents with resources and offer classes.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 1: Safe, Clean Functional School Facilities	Percentage of facilities meeting "Good Repair" status: 97% Source: 2022-23 School Accountability Report Card (SARC)	Percentage of facilities meeting "Good Repair" status: 100% Source: 2023-24 School Accountability Report Card (SARC)
LCFF Priority 5: School Attendance Rate	TK: 92.8% K: 91.6% 1: 93.7% 2: 94.1% 3: 96.0% 4: 94.6% 5: 95.4% 6: 95.5% Source: Student Information System P-2 report	TK: 95.8% K: 94.6% 1: 96.7% 2: 97.1% 3: 99.0% 4: 97.6% 5: 98.4% 6: 98.5% Source: Student Information System P-2 report
LCFF Priority 5: Chronic Absenteeism Rate	All Students: 19.3% Socioeconomically Disadvantaged: 21.3% English Learners: 20.5% Students with Disabilities: 28.3% Foster Youth: N/A	All Students: 16.3% Socioeconomically Disadvantaged: 18.3% English Learners: 17.5% Students with Disabilities: 25.3% Foster Youth: N/A

	Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 19.0% Pacific Islander: N/A Two or More Races: 23.1% White: 21.2%	Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 16.0% Pacific Islander: N/A Two or More Races: 20.1% White: 18.2%
LCFF Priority 6: Pupil Suspension Rate	All Students: 0% Socioeconomically Disadvantaged: 0% English Learners: 0% Students with Disabilities: 0% Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 0% Pacific Islander: N/A Two or More Races: 0% White: 0%	All Students: 0% Socioeconomically Disadvantaged: 0% English Learners: 0% Students with Disabilities: 0% Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 0% Pacific Islander: N/A Two or More Races: 0% White: 0%
LCFF Priority 6: Pupil Expulsion Rate	All Students: 0% Socioeconomically Disadvantaged: 0% English Learners: 0% Students with Disabilities: 0% Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 0% Pacific Islander: N/A Two or More Races: 0% White: 0%	All Students: 0% Socioeconomically Disadvantaged: 0% English Learners: 0% Students with Disabilities: 0% Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 0% Pacific Islander: N/A Two or More Races: 0% White: 0%
LCFF Priority 6: School Climate Survey: School Safety (6th grade)	How safe do you feel when you are at school? Yes, most of the time: 85% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	How safe do you feel when you are at school? Yes, most of the time: 88% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025
LCFF Priority 6: School Climate Survey: School Connectedness (6th grade)	Average reporting "Yes, most of the time" or "Yes, all of the time" Grade 6: 80% Source: California Healthy Kids Survey, California School Climate	Average reporting "Yes, most of the time" or "Yes, all of the time" Grade 6: 83% Source: California Healthy Kids Survey, California School Climate

	Health and Learning Surveys (CalSCHLS) Spring 2024	Health and Learning Surveys (CalSCHLS) Spring 2025
LCFF Priority 6: School Climate Survey: Caring Relationships (6th grade)	Do the teachers and other grown-ups at school care about you? (Average reporting "Yes, most of the time" or "Yes, all of the time" Grade 6: 72% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	Do the teachers and other grown-ups at school care about you? (Average reporting "Yes, most of the time" or "Yes, all of the time" Grade 6: 80% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Positive Behavior Intervention Supports (PBIS), Behavior and Social Emotional Learning (BSEL) a. The PBIS/BSEL coordinator(s)/team will facilitate the implementation of the new model. All teachers will teach PBIS/BSEL Area Expectations and Social Skills according to the school-wide schedule. Staff development and support will be offered to teachers. b. All staff will use "S.O.A.R. Tickets" as an incentive for positive behavior. Tickets will be used for drawings to receive various prizes. c. Students will be recognized for positive behavior in various ways such as award assemblies, an invitation to the Game Room, student of the month, lunch with the principal, other positive behavior awards, field trips, and activities. d. Resources, incentives, and materials will be purchased to promote PBIS/BSEL in the classroom and monthly assemblies. e. Assemblies scheduled to teach PBIS/BSEL social skills, anti-bullying, SEL, etc. f. Monthly activity supervisor meetings to discuss safety issues/concerns around campus and during recess around PBIS/BSEL. g. Monthly PBIS/BSEL meetings after school or as needed to discuss issues/concerns and analyze data. An hourly rate (classified and certificated) will be paid for meeting attendance. h. PBIS release time/extra hours will be provided for classified and certificated staff for professional development and planning for our PBIS/BSEL school-wide plan.	All Students	1500 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Hourly pay for supervisors 2000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies BSEL incentives 2500 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Teacher hourly - BSEL meetings 300 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Print

2.2	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, etc). a. School nurses will perform vision and hearing screening on select kids annually. b. Office staff and health clerk aide will work with the TSA of Community Schools from our Parent Involvement Community Outreach department to connect families with agencies and resources. c. District-funded Health Care Aide.	All Students	55122 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries (1) Health Care Aide Salary
2.3	Buildings/Operations a. The head custodian submits work orders requesting repairs to be made in a timely manner and provides documents for follow-up. b. Regular inspections completed by a custodian for proactive action to be taken. c. Inform the custodians to ensure a clean school stocked with adequate supplies and clutter-free. Adequate cleaning schedules for daily upkeep. d. Upkeep of the disaster materials in all classrooms. Work with the 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 implement the plan safely.	All Students	500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and supplies
2.4	Customer Service/Inviting Atmosphere a. Continued customer service by office and support staff, possibly providing PD. b. Provide a carousel of resources for parents looking for information in the office. c. Communicate school events/information using Q Communications/ Parent Connect, school marquees, email, texts, Social Media, and printed flyers. d. Communicate safety plans with staff and parents through ELAC, SSC, CSC, and staff meetings. Students and staff will practice drills for fire, earthquake, and disaster preparedness. e. Under the direction of the BSEL Coordinator, Ambassadors will assist new students by providing school tours on their first day of attendance, participating in welcoming students on Mondays, serving as mentors on the playground, and	All Students	500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Welcoming environment 500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Safety resources 300 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies Student Ambassador incentives/refreshments

	performing other assigned duties to help the school's overall morale.		
2.5	Attendance Team and Student Supports a. The Attendance Team (classified and certificated) will develop and implement attendance incentives to promote good attendance within the classroom and school-wide. b. Monthly attendance team meetings will identify students with improved attendance. Purchase rewards/certificates to recognize students or offer school activities. c. Provide Student Ambassadors with a voice for input to the administration in school initiatives and programs such as, but not limited to, Saturday School, rewards for students for district/state assessments, attendance, and assemblies.	All Students	1000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies attendance and incentives

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall, Sky Country has worked very hard to offer a welcoming and safe learning environment for all students. Parents and community members entering our front office are positively welcomed. However, there is still a need for Social Emotional Learning (SEL) across our campus with students, staff, and families in our community. An SEL focus across our school helps students break barriers as they were involved in SEL school activities, wellness groups, and Second Step lessons. Our Teacher on Special Assignment - Community Schools works closely with our staff, students, families offering resources to help with SEL, attendance, and other differienced needs for student success.

Although our attendance has improved and we decreased chronic absenteeism by 10%, our attendance continues to struggle this year with students and families. After looking at the attendance data our Transitional Kindergarten through first grade have the lowest percent attendance rate. Students in grades 2-6 have had attendance rates at or above 94%. According to our CAASPP data, indicators show that our sub groups of English Learners, Students with Disabilities, and White students need to have barriers removed to improve attendance. This year our attendance team met monthly, collaborating to find ways to improve attendance with various incentives and activities in the classrooms and schoolwide. SART and SARB meetings showed attendance improvements. Administration worked with our PTO to help with activities to involve parents before school to increase attendance and parent participation. Saturday school attendance was low at our site. Our site average is around 11- 14 students attending, although we had 2 months at 24 students attending and are represented from grades 1-4 with a couple from grade 5-6. Our goal is to increase attendance school-wide by 3% and get more students attending Saturday school.

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

- Increasing the hours from a 3.0 Health Clerk Aide position to a 6.0 hour position really helped with medical conditions, as we had an increase of students with a medical diagnosis.
- An increase of spending for student incentives for BSEL.

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.

Customer service and relationship building with parents of our community will continue with all staff. Beside fire drills our staff and students need more safety drills related to other types of disasters. Supplies are needed in classrooms for disaster preparedness. We need to look at ways to cut expenses for student incentives for BSEL offering more affordable incentives. Saturday school attendance needs to increase with our upper grade students.

- Added and changed actions that were missing or repetitive for Goal 2.
- Added action 2.5 Attendance Team and Student Supports, as attendance wasn't mentioned in Goal 2. This is an area of need to be addressed.
- Removed 2.1 d about game room, repetitive. Realigned the letters, then changed h to PBIS as our site was added as a new cohort this school year.
- Action 2.2 reworded to add TSA Community Schools.
- Action 2.3 a-c reworded for clarity and added d from Action 2.4 as it related more to building and operations.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.
We strive to build a strong school community where all students feel like valued members. This involves creating engaging educational practices that spark curiosity and make learning relevant. We also foster partnerships with parents and community members, allowing them to contribute to the learning experience and creating a support system that extends beyond the classroom walls. This collaborative approach ensures students feel connected, supported, and empowered to thrive.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

All students will feel connected to their school community through engaging educational practices and partnerships with parents and the community.

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

Sky Country's data shows that we need to work on communication with parents about curriculum, instruction, and strategies for students and what is expected from teachers at the different grade levels. Parent education about common core state standards is a need for our parents/guardians to understand expected outcomes for each standard, and how they can support their child's learning at home. Workshops for parents are a need to remove barriers for teacher and parents to improve student academic success.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent & Family Engagement: California School Parent Survey LCFF Priority 3	School staff take parent concerns seriously. 98% Strongly Agree or Agree Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	School staff take parent concerns seriously. 100% Strongly Agree or Agree Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	School is welcoming to and facilitates parent involvement. 100% Strongly Agree or Agree Source: California School Staff Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	School is welcoming to and facilitates parent involvement. 100% Strongly Agree or Agree Source: California School Staff Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025

Parent & Family Engagement: California School Parent Survey LCFF Priority 3	Teachers communicate with parents about what students are expected to learn in class. 86% Strongly Agree or Agree Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	Teachers communicate with parents about what students are expected to learn in class. 90% Strongly Agree or Agree Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	Teachers at this school communicate with parents about what their children are expected to learn in class. 100% Strongly Agree or Agree Source: California School Staff Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	Teachers at this school communicate with parents about what their children are expected to learn in class. 100% Strongly Agree or Agree Source: California School Staff Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Visual and Performing Arts (VAPA) a. Students in grades 1-6 are encouraged to join the Choir. Performances occur at least two times throughout the year. b. Choir teacher(s) are provided planning time to prepare music, songs, and choreography, and a blue time card for a stipend/extra hourly may be provided. c. Students in grades 4-6 are encouraged to join the school band. Concerts occur at least two times a year.	All Students	500 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Choir teacher planning 200 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies materials and supplies
3.2	Parent Involvement Opportunities a.Recognition Assemblies: Parents are encouraged to attend monthly assemblies to witness their children receiving awards such as attendance awards, student of the month awards, Academic Excellence Awards, Reclassification awards, Presidential P.E. awards, Kindergarten and 6th grade promotions, and 100-mile club awards. b. Flyers, posters, and certificates are printed in color using a color printer or poster maker to highlight achievements and recognize student events and students who achieve great achievement.	All Students	200 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Certificates 500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Incentives/refreshments 744 Title III LEP -- 4203

	c. Purchase materials and supplies for information, classes, technology support, etc. d. Various grade levels encourage parent participation during specific grade-level events (Colonial Day, Egypt Day, US Symbols Day, Feast Day, etc.). e. Parent volunteers are invited to a breakfast provided by the staff at the end of the year. Purchase refreshments and awards. 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 game night, VIP and Me dance, Trunk or Treat/Fall festival, Santa's Workshop, chalk the walk, etc.). Parents are encouraged to eat lunch with their children during the book fair weeks, followed by shopping at the book fair. h. Raptor System ensures sex offenders are not allowed on campus. Purchase replacement stickers and regularly upkeep the system.		4000-4999: Books And Supplies Materials and supplies
3.3	Parent Education & Workshops Our TSA for Community Schools will partner with the site for parent workshops and engagement opportunities for our families. Translation devices are available for non-English-speaking parents through Community Schools. a. Parent Forums/Coffee with the principal to recognize how families, teachers, and students work together to increase student achievement. Parents will hear information about current topics such as instructional strategies, intervention, college and career readiness, technology, PBIS/BSEL, etc. b. Purchase support materials for all parent engagement and workshops, including EL, GATE, literacy, math, and technology. c. Translations will be provided by a staff member or translation device. Staff will receive extra hourly pay for translation outside the contract hours (certificated and classified). d. Purchase refreshments and child care services during any given parent engagement or workshops offered throughout the year. e. Classified staff provided extra hourly compensation for outside contract hours for school events such as but not limited to Back to School night and Parent Conferences. f. Translator Clerk Typist (TCT) will be provided 2 extra days of pay prior to the start of contracted	All Students	122 Title I Parent Involvement -- 3010 1902 2000-2999: Classified Personnel Salaries Childcare 500 Title I Parent Involvement -- 3010 1902 2000-2999: Classified Personnel Salaries Staff hourly for parent meetings

	days for record-keeping, enrollment, Annual Information Update (AIU), and preparation for the beginning of the school year for staff and parents.			
3.4	Parent Committees a. Parents are encouraged to participate and provide input while serving on committees such as School Site Council (SSC), English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), Community Schools Council (CSC), Gifted and Talented Advisory Committee (GAC), District Gifted and Talented Advisory Committee (DGAC), and Parent/Teacher Organization (PTO). These committees allow parents to learn more about the educational process and provide input as stakeholders. b. Purchase support materials and refreshments and offer childcare for parents with non-school-aged children.	All Students	500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Support materials, incentives/refreshments 286 Title III LEP -- 4203 4000-4999: Books And Supplies Support material, incentives/refreshments	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This year Sky Country staff and parents partnered with our PTO for many school events offered before, during, and after the school day. We have provided several opportunities for parents to attend workshops during math nights, technology nights, special events, award assemblies, promotions for Kindergarten and 6th grade. Supports were given to parents during Student Study Team meetings, IEP meetings, SART meetings, and Community School Council meetings. We continued to rely on technology to communicate with our Sky Country families through Q/Parent Square, Smore, Social Media, Dojo, and Remind. The use of the marquee, hard paper copies, and digital tv in our front office were also a means of communication to parents and our community.

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

One time ESSER funds ended this year that paid for our math family and technology nights, where now workshops will be funded through site and community school funding. Our PTO is willing to help fund incentives for the students at our site. Our school events involved many parents and had the best attendance we have see in years.

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.

Sky Country is dedicated to help our community and would like bridge the home to school gap for student learning. Through community schools, we will continue to offer more resources to our parents to help their child at home.
- Action 3.1 VAPA were updated with rewording and took out information that was repetitive. Changed grades 3-6 to 1-6.
- Action 3.2 was renamed to Parent Involvement Opportunities. 3.2 d was removed and added to Goal 2.1 for BSEL.
- Action 3.3 was renamed to Parent Education and Workshops. Reworded 3.3 a-d as it was repetitive, confusing, and needed language clarification.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$106929
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$380,337.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF District -- 500 0707	$169,229.00
LCFF Suppl/Conc -- 0707	$120,376.00
Title I Basic -- 3010	$87,780.00
Title I Parent Involvement -- 3010 1902	$922.00
Title III LEP -- 4203	$2,030.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $380,337.00

Total of federal, state, and/or local funds for this school: $380,337.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	87780	0.00
Title I Parent Involvement -- 3010 1902	922	0.00
Title III LEP -- 4203	2030	0.00
LCFF Suppl/Conc -- 0707	120376	0.00
LCFF District -- 500 0707	169229	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	169,229.00
LCFF Suppl/Conc -- 0707	120,376.00
Title I Basic -- 3010	87,780.00
Title I Parent Involvement -- 3010 1902	922.00
Title III LEP -- 4203	2,030.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	195,859.00
2000-2999: Classified Personnel Salaries	142,569.00
4000-4999: Books And Supplies	27,979.00
5000-5999: Services And Other Operating Expenditures	13,430.00
5800: Professional/Consulting Services And Operating Expenditures	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	43,965.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	125,264.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	67,894.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	16,683.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	25,649.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	9,650.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Suppl/Conc -- 0707	500.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	84,000.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	3,780.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	622.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	300.00
4000-4999: Books And Supplies	Title III LEP -- 4203	2,030.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	312,563.00
Goal 2	64,222.00
Goal 3	3,552.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Traci Payo	Principal
Charles Lantz	Classroom Teacher
Jacquelyn Santillan	Classroom Teacher
Patricia Hoy	Classroom Teacher
Edith Boyington	Other School Staff
Megan Clary	Parent or Community Member
Jennifer Dunn	Parent or Community Member
Gabriella Zepeda	Parent or Community Member
Janelle Kerber	Parent or Community Member
Lenice Parde	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Departmental Advisory Committee
	Other: SSC Parent

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

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

This SPSA was adopted by the SSC at a public meeting on 05/16/2024.

Attested:

	Principal, Traci Payo on 05/16/2024
	SSC Chairperson, Charles Lantz on 05/16/2024

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:
- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:
- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment
Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

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

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need
Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

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

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:
- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

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

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

Additional CSI Planning Requirements:
- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I.   The development of the SPSA shall include both of the following actions:

   A.   Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1.   The comprehensive needs assessment of the entire school shall:

         a.   Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).

         b.   Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:

            i.   Help the school understand the subjects and skills for which teaching and learning need to be improved.

            ii.   Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

            iii.   Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv.   Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B.   Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II.   The SPSA shall include the following:

   A.   Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

   B.   Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

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