School Year: **2025-26**

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	May 15, 2025	June 24, 2025

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.

Table of Contents

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 identifying the English Learner student group demonstrating lower proficiency than their peers in all content areas.

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 is committed to meaningful and ongoing engagement with educational partners in development and continuous improvement for our school plan for student achievement (SPSA). Our 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, along with our Community School survey 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.

Based on the California School Dashboard, Sky Country's overall performance indicates Chronic Absenteeism in the Red category.   No other state indicators fell in the Red or Orange category for the overall performance.

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.

Based on the California School Dashboard, Sky Country's Students with Disabilities and the Socioeconomically Disadvantaged sub group fell in the red indicator, while our Hispanic and White sub group fell in orange indicator for Chronic Absenteeism.

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 and Math, with a particular emphasis on supporting English Learners in math. Through root cause analysis, our team identified achievement gaps and implemented targeted strategies to improve outcomes academically. As part of our Community Schools initiative, we engaged our parents opportunities to attend math and literacy nights, equipping parents with tools and resources to support their children's success with Common Core Standards. Grade-level teams collaborated and planned, targeting specific purposeful and intentional strategies to work with our ELs in small groups during math. The lowest-performing and beginning-level ELs worked with the bilingual tutor to improve their English development and reading fluency skills. The dual support teacher worked with in small group instruction to support the classroom teacher. This collaborative approach aims to strengthen academic performance and foster a supportive learning environment for all students.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0%	0.23%	0.21%	0	1	1
African American	0.96%	0.47%	0.63%	4	2	3
Asian	0.48%	0.47%	0.84%	2	2	4
Filipino	0.48%	0.23%	0.21%	2	1	1
Hispanic/Latino	78.55%	81.07%	80.42%	326	347	382
Pacific Islander	0.48%	0.47%	0.42%	2	2	2
White	15.90%	14.95%	14.11%	66	64	67
Multiple/No Response	0.48%	0.7%	0.84%	2	3	4
			Total Enrollment	415	428	475

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten			29
Kindergarten	84	80	93
Grade 1	58	63	66
Grade 2	44	59	62
Grade3	66	50	57
Grade 4	40	67	57
Grade 5	63	42	63
Grade 6	60	67	48
Total Enrollment	415	428	475

Conclusions based on this data:

1. Consistent enrollment numbers show that our school remains reliable and valued choice in our community.

2. We are proud to maintain a strong and steady enrollment, reflecting the continued trust and satisfaction of our families.

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**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	89	100	112	23.2%	21.4%	23.5%
Fluent English Proficient (FEP)	46	40	31	13.1%	11.1%	6.5%
Reclassified Fluent English Proficient (RFEP)	5	1	8	0%	6%	7.1%

Conclusions based on this data:

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

2. After a year and half of subbing a bilingual tutor position, a 3.0 hour BLT has been hired, supporting teachers in the general education classroom.

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

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	63	51	57	62	51	57	62	51	57	98.4	100.0	100
Grade 4	42	64	57	42	64	57	42	64	57	100.0	100.0	100
Grade 5	64	45	66	64	45	66	64	45	66	100.0	100.0	100
Grade 6	60	66	49	59	66	49	59	66	49	98.3	100.0	100
All Grades	229	226	229	227	226	229	227	226	229	99.1	100.0	100

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.

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2382.	2394.	2413.	14.52	11.76	21.05	14.52	21.57	24.56	27.42	33.33	26.32	43.55	33.33	28.07
Grade 4	2424.	2419.	2402.	16.67	15.63	5.26	7.14	9.38	10.53	26.19	15.63	17.54	50.00	59.38	66.67
Grade 5	2463.	2457.	2471.	9.38	6.67	13.64	23.44	26.67	22.73	26.56	20.00	21.21	40.63	46.67	42.42
Grade 6	2460.	2477.	2490.	5.08	7.58	8.16	13.56	18.18	20.41	27.12	27.27	38.78	54.24	46.97	32.65
All Grades	N/A	N/A	N/A	11.01	10.62	12.23	15.42	18.14	19.65	26.87	23.89	25.33	46.70	47.35	42.79

Overall Achievement for All Students

Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	12.90	11.76	10.53	56.45	68.63	66.67	30.65	19.61	22.81
Grade 4	11.90	7.81	7.02	61.90	54.69	63.16	26.19	37.50	29.82
Grade 5	14.06	4.44	12.12	60.94	73.33	57.58	25.00	22.22	30.30
Grade 6	10.17	13.64	8.16	49.15	48.48	55.10	40.68	37.88	36.73
All Grades	12.33	9.73	9.61	56.83	59.73	60.70	30.84	30.53	29.69

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	6.45	0.00	14.04	51.61	66.67	57.89	41.94	33.33	28.07
Grade 4	2.38	6.25	1.75	54.76	46.88	42.11	42.86	46.88	56.14
Grade 5	6.25	6.67	13.64	59.38	51.11	50.00	34.38	42.22	36.36
Grade 6	3.39	4.55	2.04	38.98	51.52	61.22	57.63	43.94	36.73
All Grades	4.85	4.42	8.30	51.10	53.54	52.40	44.05	42.04	39.30

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	3.23	0.00	10.53	75.81	78.43	78.95	20.97	21.57	10.53
Grade 4	4.76	9.38	5.26	78.57	76.56	70.18	16.67	14.06	24.56
Grade 5	9.38	6.67	12.12	70.31	71.11	66.67	20.31	22.22	21.21
Grade 6	11.86	4.55	16.33	67.80	66.67	67.35	20.34	28.79	16.33
All Grades	7.49	5.31	10.92	72.69	73.01	70.74	19.82	21.68	18.34

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	12.90	9.80	14.04	54.84	70.59	63.16	32.26	19.61	22.81
Grade 4	9.52	10.94	3.51	64.29	59.38	71.93	26.19	29.69	24.56
Grade 5	9.38	6.67	15.15	65.63	75.56	65.15	25.00	17.78	19.70
Grade 6	6.78	7.58	10.20	71.19	71.21	71.43	22.03	21.21	18.37
All Grades	9.69	8.85	10.92	63.88	68.58	67.69	26.43	22.57	21.40

Conclusions based on this data:

1. Overall, our 2023/2024 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, listening, and research inquiry.

3. Grade level teams and the support teacher collaborated and reviewed data to ensure grade level standards are met, using the best and most relevant teaching practices for improving student achievement.

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.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	63	51	57	61	51	57	61	51	57	96.8	100.0	100
Grade 4	42	64	57	42	64	57	42	64	57	100.0	100.0	100
Grade 5	64	45	66	64	45	66	64	45	66	100.0	100.0	100
Grade 6	60	66	49	59	66	49	59	66	49	98.3	100.0	100
All Grades	229	226	229	226	226	229	226	226	229	98.7	100.0	100

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2417.	2401.	2434.	14.75	9.80	19.30	26.23	27.45	31.58	22.95	17.65	17.54	36.07	45.10	31.58
Grade 4	2429.	2418.	2420.	7.14	4.69	5.26	16.67	10.94	14.04	28.57	37.50	38.60	47.62	46.88	42.11
Grade 5	2438.	2460.	2479.	4.69	4.44	12.12	10.94	15.56	15.15	23.44	33.33	31.82	60.94	46.67	40.91
Grade 6	2442.	2464.	2481.	5.08	9.09	10.20	6.78	9.09	6.12	25.42	25.76	38.78	62.71	56.06	44.90
All Grades	N/A	N/A	N/A	7.96	7.08	11.79	15.04	15.04	17.03	24.78	28.76	31.44	52.21	49.12	39.74

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**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	16.39	15.69	22.81	57.38	41.18	42.11	26.23	43.14	35.09
Grade 4	9.52	6.25	12.28	47.62	50.00	38.60	42.86	43.75	49.12
Grade 5	4.69	11.11	10.61	43.75	48.89	46.97	51.56	40.00	42.42
Grade 6	5.08	4.55	6.12	44.07	34.85	42.86	50.85	60.61	51.02
All Grades	8.85	8.85	13.10	48.23	43.36	42.79	42.92	47.79	44.10

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	18.03	11.76	21.05	59.02	56.86	61.40	22.95	31.37	17.54
Grade 4	14.29	4.69	1.75	50.00	40.63	59.65	35.71	54.69	38.60
Grade 5	3.13	6.67	15.15	54.69	53.33	56.06	42.19	40.00	28.79
Grade 6	3.39	6.06	0.00	61.02	56.06	79.59	35.59	37.88	20.41
All Grades	9.29	7.08	10.04	56.64	51.33	63.32	34.07	41.59	26.64

Conclusions based on this data:

1. Overall, in 2024-2025 our site had an increase in all areas from the previous year in achievement.

2. Although we had great progress in all areas, we still have a majority of our students who still need improvement in problem solving and analyzing data, at most students scored "at/near or below standard".

3. Communicating Reasoning was a focus with our students in all grade levels using our SAVVAS district adopted math curriculum 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

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1404.1	1368.6	1393.7	1426.3	1381.0	1411.8	1352.1	1339.8	1351.0	15	20	26
1	1429.1	1437.5	1407.3	1443.7	1465.5	1435.0	1414.0	1409.0	1378.9	18	13	14
2	*	1488.2	*	*	1495.9	*	*	1479.9	*	10	14	10
3	1477.1	1463.2	1492.8	1481.6	1463.8	1488.5	1472.1	1461.9	1496.5	21	13	13
4	*	1495.4	1501.8	*	1492.6	1503.3	*	1497.7	1499.6	9	22	12
5	*	1526.4	1523.4	*	1518.6	1527.2	*	1533.8	1519.0	8	12	20
6	1517.8	1512.9	1533.7	1516.6	1517.2	1534.4	1518.7	1508.1	1532.5	12	11	11
All Grades										93	105	106

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	5.00	7.69	40.00	10.00	7.69	40.00	45.00	57.69	20.00	40.00	26.92	15	20	26
1	0.00	0.00	0.00	16.67	46.15	7.14	55.56	46.15	57.14	27.78	7.69	35.71	18	13	14
2	*	14.29	*	*	50.00	*	*	28.57	*	*	7.14	*	*	14	*
3	0.00	0.00	23.08	38.10	23.08	38.46	42.86	46.15	23.08	19.05	30.77	15.38	21	13	13
4	*	13.64	16.67	*	22.73	41.67	*	59.09	33.33	*	4.55	8.33	*	22	12
5	*	25.00	15.00	*	41.67	45.00	*	25.00	30.00	*	8.33	10.00	*	12	20
6	0.00	9.09	27.27	58.33	45.45	36.36	41.67	18.18	36.36	0.00	27.27	0.00	12	11	11
All Grades	3.23	9.52	12.26	37.63	31.43	30.19	41.94	40.95	40.57	17.20	18.10	16.98	93	105	106

Overall Language — Percentage of Students at Each Performance Level for All Students

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	6.67	5.00	7.69	46.67	25.00	11.54	26.67	25.00	53.85	20.00	45.00	26.92	15	20	26
1	11.11	15.38	0.00	44.44	46.15	50.00	38.89	38.46	28.57	5.56	0.00	21.43	18	13	14
2	*	28.57	*	*	50.00	*	*	14.29	*	*	7.14	*	*	14	*
3	14.29	0.00	15.38	52.38	69.23	61.54	23.81	0.00	15.38	9.52	30.77	7.69	21	13	13
4	*	13.64	16.67	*	68.18	66.67	*	18.18	16.67	*	0.00	0.00	*	22	12
5	*	33.33	40.00	*	50.00	55.00	*	16.67	5.00	*	0.00	0.00	*	12	20
6	25.00	36.36	27.27	41.67	36.36	72.73	33.33	27.27	0.00	0.00	0.00	0.00	12	11	11
All Grades	17.20	17.14	20.75	45.16	49.52	45.28	24.73	20.00	23.58	12.90	13.33	10.38	93	105	106

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	5.00	0.00	0.00	5.00	7.69	66.67	40.00	42.31	33.33	50.00	50.00	15	20	26
1	0.00	0.00	0.00	16.67	15.38	7.14	38.89	61.54	14.29	44.44	23.08	78.57	18	13	14
2	*	14.29	*	*	50.00	*	*	7.14	*	*	28.57	*	*	14	*
3	0.00	0.00	7.69	9.52	7.69	23.08	47.62	46.15	46.15	42.86	46.15	23.08	21	13	13
4	*	4.55	0.00	*	22.73	16.67	*	31.82	66.67	*	40.91	16.67	*	22	12
5	*	16.67	0.00	*	16.67	30.00	*	41.67	50.00	*	25.00	20.00	*	12	20
6	0.00	0.00	9.09	0.00	18.18	36.36	83.33	45.45	27.27	16.67	36.36	27.27	12	11	11
All Grades	2.15	5.71	1.89	10.75	19.05	23.58	54.84	38.10	38.68	32.26	37.14	35.85	93	105	106

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	6.67	5.00	11.54	86.67	70.00	76.92	6.67	25.00	11.54	15	20	26
1	16.67	38.46	14.29	72.22	61.54	64.29	11.11	0.00	21.43	18	13	14
2	*	21.43	*	*	71.43	*	*	7.14	*	*	14	*
3	28.57	23.08	38.46	52.38	53.85	61.54	19.05	23.08	0.00	21	13	13
4	*	13.64	33.33	*	81.82	66.67	*	4.55	0.00	*	22	12
5	*	58.33	30.00	*	33.33	65.00	*	8.33	5.00	*	12	20
6	8.33	18.18	36.36	75.00	63.64	45.45	16.67	18.18	18.18	12	11	11
All Grades	21.51	22.86	25.47	63.44	64.76	64.15	15.05	12.38	10.38	93	105	106

Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.00	5.00	11.54	60.00	40.00	53.85	20.00	55.00	34.62	15	20	26
1	11.11	23.08	0.00	66.67	53.85	78.57	22.22	23.08	21.43	18	13	14
2	*	64.29	*	*	35.71	*	*	0.00	*	*	14	*
3	33.33	0.00	38.46	57.14	69.23	46.15	9.52	30.77	15.38	21	13	13
4	*	18.18	25.00	*	81.82	66.67	*	0.00	8.33	*	22	12
5	*	41.67	70.00	*	58.33	30.00	*	0.00	0.00	*	12	20
6	58.33	45.45	54.55	41.67	54.55	45.45	0.00	0.00	0.00	12	11	11
All Grades	25.81	25.71	31.13	58.06	57.14	54.72	16.13	17.14	14.15	93	105	106

Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	5.00	0.00	73.33	60.00	73.08	26.67	35.00	26.92	15	20	26
1	5.56	0.00	7.14	27.78	69.23	7.14	66.67	30.77	85.71	18	13	14
2	*	21.43	*	*	50.00	*	*	28.57	*	*	14	*
3	0.00	0.00	7.69	38.10	46.15	61.54	61.90	53.85	30.77	21	13	13
4	*	13.64	0.00	*	36.36	58.33	*	50.00	41.67	*	22	12
5	*	16.67	10.00	*	58.33	50.00	*	25.00	40.00	*	12	20
6	0.00	0.00	9.09	41.67	27.27	54.55	58.33	72.73	36.36	12	11	11
All Grades	3.23	8.57	5.66	47.31	49.52	53.77	49.46	41.90	40.57	93	105	106

Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	10.00	3.85	53.33	10.00	30.77	46.67	80.00	65.38	15	20	26
1	0.00	0.00	0.00	66.67	76.92	50.00	33.33	23.08	50.00	18	13	14
2	*	14.29	*	*	71.43	*	*	14.29	*	*	14	*
3	9.52	7.69	15.38	71.43	53.85	76.92	19.05	38.46	7.69	21	13	13
4	*	13.64	25.00	*	63.64	66.67	*	22.73	8.33	*	22	12
5	*	25.00	25.00	*	66.67	70.00	*	8.33	5.00	*	12	20
6	0.00	0.00	27.27	100.00	81.82	63.64	0.00	18.18	9.09	12	11	11
All Grades	5.38	10.48	15.09	72.04	57.14	57.55	22.58	32.38	27.36	93	105	106

Conclusions based on this data:

1. Students performance levels improved in overall oral language scoring at level 3 and 4 on the ELPAC assessment for 2024-2025.

2. In Reading, our students are performing the lowest and have the most students at the beginning level.

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

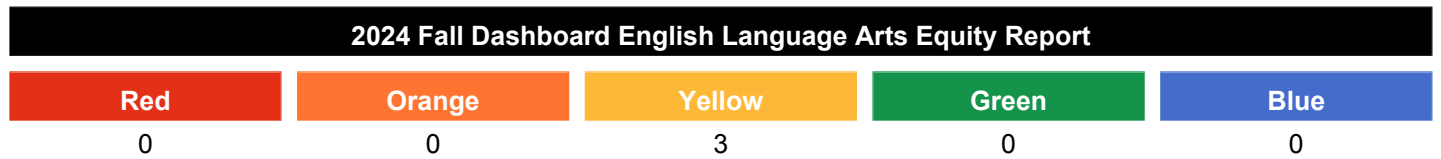# School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
475	**73.3%**	**23.6%**	**0.8%**
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	112	23.6%
Foster Youth	4	0.8%
Homeless	1	0.2%
Socioeconomically Disadvantaged	348	73.3%
Students with Disabilities	73	15.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.6%
American Indian	1	0.2%
Asian	4	0.8%
Filipino	1	0.2%
Hispanic	382	80.4%
Two or More Races	4	0.8%
Pacific Islander	2	0.4%
White	67	14.1%

Conclusions based on this data:

1. Sky Country's ethnicity population is mostly Hispanic at 80.4% followed by White at %.14.1

2. 73% of Sky Country's population are socioeconomically disadvantaged, while 23.6% are English Learners.

3. Students with disabilities has an increased from 47 in 2022-2023 to 73 students in 2023-2024, due to an added Special Day Class added to our campus.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Red	**Suspension Rate** Green
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 9.1 points, but 37.8 points below standard, where math increased 20.6 points, but 43.4 points below standard. Sky Country had the largest growth in math across all elementary schools.

2. English Learners were in the green band for their performance on the English Language Proficiency Assessments for California making 48.8% progress, which was an overall increase of 3% from the previous year.

3. Sky Country's attendance for the 2023-2024 school year fell from the yellow band to the red band, with an increase of 0.9% for students being chronically absent. Ending the year with 93.2% attendance rate where it was 94% attendance rate the year prior. Students with Disabilities and Socioeconomically Disadvantaged subgroups had the highest chronic absenteeism for the year.

School and Student Performance Data

Academic Performance
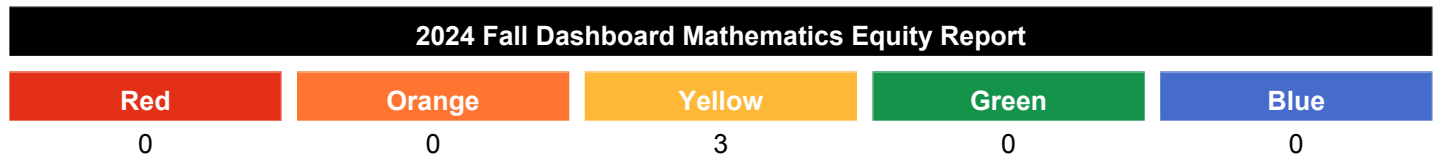## English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	0	0

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	No Performance Color
37.8 points below standard	64.5 points below standard	Less than 11 Students
Increased 9.1 points	Increased 10.7 points	
221 Students	65 Students	3 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Less than 11 Students	0 Students	44.4 points below standard
		Increased 10.7 points
1 Student		170 Students

Students with Disabilities	**African American**	**American Indian**
No Performance Color	No Performance Color	No Performance Color
93.5 points below standard	Less than 11 Students	Less than 11 Students
Increased 25.1 points		
	1 Student	1 Student
32 Students		

Asian	**Filipino**	**Hispanic**
No Performance Color	No Performance Color	Yellow
Less than 11 Students	0 Students	43.5 points below standard
		Increased 7.0 points
1 Student		
		183 Students

Two or More Races	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	1.7 points above standard
		Increased 16.4 points
1 Student	1 Student	
		27 Students

Conclusions based on this data:

1. Overall, all students scored in the yellow band for English Language Arts. Every subgroup also scored in the yellow group and two subgroups; English Learners and Socioeconomically Disadvantaged students had an increase of 10.7 point, while our Hispanic group increased by 7 points.

2. Although we did not meet our targeted growth of 10 points overall in English Language Arts, we still had great gains at 9.1 point growth, just missing the target.

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 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	0	0

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Yellow	No Performance Color
43.4 points below standard	75.4 points below standard	Less than 11 Students
Increased 20.6 points	Increased 15.9 points	
221 Students	65 Students	3 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Less than 11 Students	0 Students	49.0 points below standard
		Increased 20.9 points
1 Student		170 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
95.5 points below standard	Less than 11 Students	Less than 11 Students
Increased 36.2 points		
	1 Student	1 Student
32 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
Less than 11 Students	0 Students	49.3 points below standard
		Increased 16.1 points
1 Student		
		183 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	6.4 points below standard
		Increased 47.4 points
1 Student	1 Student	
		27 Students

Conclusions based on this data:

1. Overall, all students scored in the yellow band. with increase of 20.6 points from the prior year. Each subgroup also scored in the yellow band and had increases more than our 10 point target. English Learners increased 15.9 points, Hispanic increased by 16.1 and our Socioeconomically Disadvantaged increased by 20.9 points.

2. Grassroots professional development was provided for teachers in grades 4 and 5 this year. Our site continued to intentionally focus on our site goals for student achievement in math. Classroom teachers and the dual support teacher focused on small group instruction with students not meeting grade level standards in math.

3. Through Community Schools we offered family math nights throughout the year for parents to learn about common core math standards. The Community Schools TSA and teaching staff provided parents with 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

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Green	No Performance Color
48.8% making progress.	making progress.
Number Students: 80 Students	Number Students: 1 Student

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
17.5%	33.8%	1.3%	47.5%

Conclusions based on this data:

1. The leadership team did a root cause analysis in math focusing on our English Learners. Our site focus goal was to increase academic performance in math problem solving with our English Learners.

2. Our leadership team developed 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. for our English Learners.

3. Parent communication and classes/family workshops were offered through Community Schools.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Red	Yellow	No Performance Color
20.2% Chronically Absent	17.6% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Increased 0.9	Declined 2.9	3 Students
499 Students	119 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	22.3% Chronically Absent
10 Students	3 Students	Increased 0.9
		377 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
31.9% Chronically Absent	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Increased 3.5	3 Students	1 Student
91 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	20% Chronically Absent
5 Students	1 Student	Increased 1.1
		404 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
20% Chronically Absent	Fewer than 11 students - data not displayed for privacy	20.6% Chronically Absent
Declined 3.1	2 Students	Declined 0.6
15 Students		68 Students

Conclusions based on this data:

1. At our Back-to-School nights teachers highlighted the importance of attendance. Title 1 meetings were held before each session, and attendance expectations were presented. Communication to parents is sent home regularly, posted on our site web page, and sent weekly highlighting our attendance policy.

2. Monthly attendance team meetings take place to identify chronically absent students. The team schedules SART meeting to help parents understand the importance of attendance and offer services through our Parent Involvement Community Outreach (PICO) department. If attendance does not improve, parents need to attend SARB meeting at the district office.

3. Since our attendance rate increased by 0.9% from the prior year and our site went from the yellow to the red band, our attendance team provided students with incentives to improve attendance for the year. Students will receive weekly, monthly, and trimester awards and incentives for good attendance. Our attendance is shown daily in front of the school to show parents our prior day's attendance rate.

School and Student Performance Data

Conditions & Climate
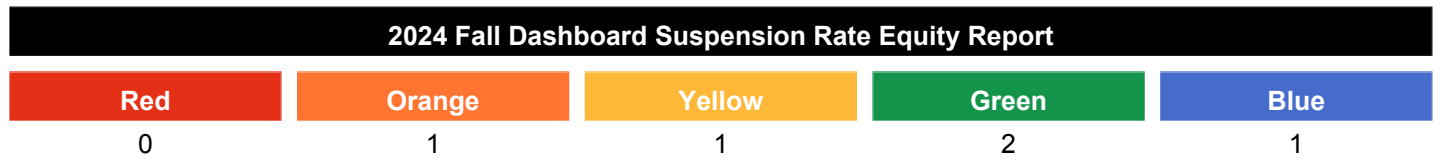## Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	2	1

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	Yellow	No Performance Color
0.4% suspended at least one day	0.8% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 0.4%	Increased 0.8%	3 Students
514 Students	124 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
9.1% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0.5% suspended at least one day
11 Students	3 Students	Increased 0.5%
		388 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
1.1% suspended at least one day	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Increased 1.1%	3 Students	1 Student
93 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	0.5% suspended at least one day
5 Students	1 Student	Increased 0.5%
		416 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0% suspended at least one day
Maintained 0%	2 Students	Maintained 0%
16 Students		70 Students

Conclusions based on this data:

1. This year our site is part of cohort 2 for Positive Behavioral Intervention and Supports (PBIS). Our site team has developed a set of expectations for behaviors and school wide area expectations that our students must follow. Tiered supports are in place for students that need further support to improve behavior.

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. Our PBIS/SEL 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. A Multi-Tiered System of Support Teacher on Special Assignment has been assigned to our site to offer the next level of support for students.

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 overall all of our students and each subgroup scored in the yellow and showed good growth, however our English Learners are still 64.5 points below standard. In Mathematics the indicators again show that overall all our students and each subgroup scored in the yellow, however our English Learners are 75.4 points below standard. 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 to attend Math Nights and other opportunities to help with student achievement with Common Core Standards.

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: 37.8 points below standard English Learners: 64.5 points below standard Long-Term English Learners: N/A Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged: 44.4 points below standard Students with Disabilities: 93.5 points below standard African American: N/A Asian: N/A Filipino: N/A Hispanic: 43.5 points below standard Native Hawaiian or Pacific Islander: N/A White: 1.7 points above standard Two or More Races Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy	All Students: 27.8 points below standard English Learners: 54.5 points below standard Long-Term English Learners: N/A Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged: 33.4 points below standard Students with Disabilities: 83.5 points below standard African American: N/A Asian: N/A Filipino: N/A Hispanic: 33.5 points below standard Native Hawaiian or Pacific Islander White: 6.7 points above standard Two or More Races Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	All Students: 43.4 points below standard English Learners: 75.4 points below standard Long-Term English Learners: N/A Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged: 49 points below standard Students with Disabilities: 95.5 points below standard African American Asian: N/A Filipino: N/A Hispanic 49.3 points below standard Native Hawaiian or Pacific Islander: N/A White: 6.4 points below standard Two or More Races Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.	All Students: 33.4 points below standard English Learners: 65.4 points below standard Long-Term English Learners: N/A Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged: 39 points below standard Students with Disabilities: 85.5 points below standard African American: N/A Asian: N/A Filipino: N/A Hispanic: 39.3 points below standard Native Hawaiian or Pacific Islander: N/A White: 1.4 points below standard Two or More Races Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.
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: 48.8% Status Level: Green	"Current Percentage of English Learners making progress: 51.8% Status Level: Green

P4: English Learner Reclassification Rate during 2023-24 School Year	Percentage of English Learners Reclassified: 5.22%	Percentage of English Learners Reclassified: 8.22%
P8: Other Student Outcomes - NWEA ELA	Achievement Percentile: All Grades: 36th All Grades (EL): 15th All Grades (Students with Disabilities) 9th Grade 1: 22nd Grade 2: 40th Grade 3: 50th Grade 4: 32nd Grade 5: 38th Grade 6: 29th	Achievement Percentile: All Grades: 46th All Grades (EL): 20th All Grades (Students with Disabilities): 15th Grade 1: 27th Grade 2: 45th Grade 3: 55th Grade 4: 37th Grade 5: 43rd Grade 6: 34th
P8: Other Student Outcomes - NWEA Math	Achievement Percentile: All Grades: 35th All Grades (EL): 18th All Grades (Students with Disabilities): 8th Grade 1: 30th Grade 2: 39th Grade 3: 42nd Grade 4: 35th Grade 5: 34th Grade 6: 33rd	Achievement Percentile: All Grades: 40th All Grades (EL): 23rd All Grades (Students with Disabilities): 13th Grade 1: 35th Grade 2: 44th Grade 3: 47th Grade 4: 40th Grade 5: 39th Grade 6: 38th

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. Professional Development opportunities will be available for staff at the site or through the district, focusing on the latest educational practices, that include, but are not limited to evidenced-based approaches to instruction, differentiated learning and strategies to promote student achievement across all grade levels. b. Provide full day release days for the leadership team and grade levels to collaborate and plan focusing on effective strategies/ideas/resources, analyze data, and SMART(IE) goals for ELA, ELD, math and other content areas 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, cultural diversity/equity, and Science of Reading.	All Students EL SWD	15000 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Sub Teachers 800 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Teacher hourly for planning/collaboration 3000 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Travel and Conferences
1.2	CCSS/NGSS Implementation	All Students EL SWD	3000 LCFF Suppl/Conc -- 0707

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.

c. Teachers will be trained to use newly district-adopted texts/materials.

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.

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 a classroom to assist multilingual students in clarifying instruction.and learn English. The BLT provides lesson reinforcement and primary language support.

h. Provide students with strategies focusing on our goals in organization, note-taking, and managing agendas/calendars.

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. Hot spots will be available for students as needed and approved by the principal.

j. Yearly maintenance contracts and repair for the copy machine and laminator to support student learning.

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

5700-5799: Transfers Of Direct Costs
Print Shop

3,780
Title I Basic -- 3010
5000-5999: Services And Other Operating Expenditures
Technology/Software licenses

6090
LCFF Suppl/Conc -- 0707
4000-4999: Books And Supplies
materials and supplies

15,534
LCFF Suppl/Conc -- 0707
2000-2999: Classified Personnel Salaries
(1) Bilingual Language Tutor Salary (3 hours)

9100
LCFF Suppl/Conc -- 0707
5000-5999: Services And Other Operating Expenditures
Technology/Software Licenses

75,563
LCFF District -- 500 0707
2000-2999: Classified Personnel Salaries
(1) FTE Media Clerk Salary

500
LCFF Suppl/Conc -- 0707
4000-4999: Books And Supplies
materials and supplies for makerspace and books in library

50
LCFF Suppl/Conc -- 0707
5900: Communications
Hot Spots

6095
Title I Basic -- 3010
4000-4999: Books And Supplies
materials and supplies

2800
LCFF Suppl/Conc -- 0707
5000-5999: Services And Other Operating Expenditures
Maintenance contract

	also participate with their peers during breakfast, lunch, recess, and PE.		
1.3	Intervention a. Sky Country will be provided with a full-time intensive intervention (1.0 FTE) teacher who will support 50% in ELA and 50% in Math. The dual support teacher will focus on primary early intervention. b. The dual support teacher will plan with the primary grade-level teachers to provide extra support for small group instruction. Model lessons will be provided for teachers in ELA and Math. 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	33,006 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries (1) Support Teacher Salary Split Funded 91,685 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries (1) Support Teacher Salary Split Funded 58,678 LCFF Suppl/Conc -- 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
1.4	College and Career Readiness a. Students will receive materials and supplies, including agendas/planners, binders, folders, and dividers, etc. 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 to apply knowledge through collaborative conversations. c. Funding will be provided to enhance our College and Career Day and other school-wide activities.	All Students	10,000 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 shop 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.	Preschool/TK/Kindergarten	

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 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.		

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be 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. The dual support teacher for ELA and Math focused on small group instruction for ELs and students performing below standard with intensive intervention to bridge the learning gap in our primary grades for ELA and upper grade in Math. 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 dual support teacher and classroom teachers will continue focusing on best educational practices to improve student achievement. Our educational specialists will continue to meet with our general education teacher to collaborate and plan in order to support our students with IEPs, 504s or in SST. Small group instruction in both ELA and Math will be a focus for students in each classroom to address underperforming students. 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. A Multi-Tiered Systems of Support Teacher on Special Assignment was assigned to our site to offer support to students with the Check and Connect program as a next steps in tiered intervention for academic support.

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. A resident subs on campus saved costs of substitute pay for grade level release days for planning, coving our IEP/SST meetings. 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) most of the 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.

Many technology licenses, subscriptions, and other school resources that were funded will not be funded from our site plan, and our PTO may be covering the cost of some subscriptions.

- Action 1.1 a and b reworded to be more concise on the action planned.
- Action 1.2 g language was changed from Spanish and English to Multilingual Learners.
- Action 1.2 n added the word breakfast for inclusion.
- Actions 1.3 a and b were reworded to reflect that our support teacher is now a dual support teacher supporting both ELA and Math. The support teacher focus will be early intervention in the primary grades and will offer time to model lessons for teachers.
- Added for Media clerk for hot spots

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.

Sky Country's red indicator was with chronic absenteeism. Our PBIS/BSEL team creates a system of check-in supports with a trusted adult. Our site gained a Multi-Tiered Systems of Support TSA that provided students an opportunity to work on a Check and Connect program for our most struggling students. 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: 98% Source: 2024-25 School Accountability Report Card (SARC)	Percentage of facilities meeting "Good Repair" status: 99% Source: 2025-26 School Accountability Report Card (SARC)
LCFF Priority 5: School Attendance Rate	TK: 92.4% K: 91.8% 1: 93.3% 2: 93.6% 3: 96.2% 4: 94.6% 5: 95.2% 6: 95.1% Source: Student Information System P-2 report	TK: 95.4% K: 94.8% 1: 96.3% 2: 96.6% 3: 97.2% 4: 97.6% 5: 97.2% 6: 97.1% 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: 0.4% increase English Learners: 0.8% increase Long-Term English Learners: N/A Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged: 0.5% suspended 1 day Students with Disabilities: 1.1% suspended 1 day African American: N/A Asian: N/A Filipino: N/A Hispanic: 0.5% suspended 1 day Native Hawaiian or Pacific Islander: N/A White: 0% Two or More Races Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy. Source: Fall 2024 Dashboard	All Students: 0.5% increase English Learners: 0.5% increase Long-Term English Learners: N/A Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged: 0.5% suspended 1 day Students with Disabilities: 1.1% suspended 1 day African American: N/A Asian: N/A Filipino: N/A Hispanic: 0.5% suspended 1 day Native Hawaiian or Pacific Islander: N/A White: 0% Two or More Races Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy. Source: Fall 2024 Dashboard
LCFF Priority 6: Pupil Expulsion Rate	All Students: 0% Source: Data Quest 2023-24	All Students: 0%
LCFF Priority 6: School Climate Survey: School Safety	Percent favorable perceptions of student physical and psychological safety at school 66% Source: Panorama Student Survey"	Percent favorable perceptions of student physical and psychological safety at school 71% Source: Panorama Student Survey
LCFF Priority 6: School Climate Survey: Sense of Belonging	Percent favorable of how much students feel they are valued members of the school community. 59% Source: Panorama Student Survey	Percent favorable of how much students feel they are valued members of the school community. 64% Source: Panorama Student Survey
LCFF Priority 6: School Climate Survey: Teacher-Student Relationships	Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom. 70% Source: Panorama Student Survey	Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom. 75% Source: Panorama Student Survey

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, 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, and school wide area expectations, etc. f. Monthly activity supervisor meetings to discuss safety issues/concerns around campus and during recess using PBIS/BSEL and restorative practices to provide consistency between teachers and support staff. 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 PBIS/BSEL incentives 2000 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 Shop
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.	All Students	57,425 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries (1) Health Care Aide Salary

	b. Office staff and health clerk aide will work with the Community Schools TSA from our Parent Involvement Community Outreach (PICO) department to connect families with agencies and resources. c. District-funded Health Care Aide.		
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	250 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and supplies/Safety Resources
2.4	Customer Service/Inviting Atmosphere a. Sky Country provides a welcoming front office with good customer service, where all families and visitors are greeted with professionalism. b. A carousel of resources is provided for parents looking for information in the office for various school and community events. c. Communication about school events/information is used through 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 PBIS/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 performing other assigned duties to help the school's overall morale.	All Students	500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Front Office supplies
2.5	Attendance Team and Student Supports a. The Attendance Team (classified and certificated) will develop and implement attendance incentives to promote good attendance. Various incentives include but not limited to the weekly attendance trophy, snack attack, monthly water	All Students	500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies attendance and incentives

| | | | | 500
LCFF Suppl/Conc -- 0707
5700-5799: Transfers Of Direct Costs
Snack Attack District Catering |
| bottle raffle, class competitions, and trimester awards, such as lunch with the principal, attendance BBQ, etc.

b. Monthly attendance team meetings review the chronic absentee list to identify students who need to have a parent SART meeting. Students on a SART contract that don't improve will be sent to the SARB board at the district office. The team identifies students with improved attendance and those students will be recognized in the trimester award assemblies.

c. Purchase of incentives for attendance such as refreshments, snacks, stickers, water bottles, award certificates, trophies, school spirit gear, etc. as an award for students attending school.

d. Provide Student Ambassadors with a voice for input to the administration in school initiatives and programs such as, but not limited to, Saturday School, awards for students for district/state assessments, attendance, and assemblies. | | | |

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be 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 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, and families offering resources to help with SEL, attendance, and other differentiated needs for student success.

Our attendance continues to struggle this year with students and families. Sky country increased its chronic absenteeism by 0.9%, dropping to approximately 93%. 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 Mckinney-Vento 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 1 months at 20+ students attending and are represented from grades 1-4 with rarely 5 or 6 attending. 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 PBIS.

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 PBIS, 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.
-Action 2.4 Rewarded a, b, and c to be more specific.
-Action 2.5 added a new letter c - purchase of attendance incentives, letter d is the former letter c.

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	The percentage of parents who responded favorably to the question: "This school encourages parents to be an active partner with the school in educating my child." 96.9% Source: LCAP Parent Survey Winter 2024-25	The percentage of parents who responded favorably to the question: "This school encourages parents to be an active partner with the school in educating my child." 98% Source: LCAP Parent Survey Winter 2024-25
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	The percentage of staff who responded favorably to the question: "My school encourages parental involvement (engagement events, volunteerism, etc.)." 96.3%	The percentage of staff who responded favorably to the question: "My school encourages parental involvement (engagement events, volunteerism, etc.)." 98%

		Source: LCAP Staff Survey Winter 2024-25	Source: LCAP Staff Survey Winter 2024-25
Parent & Family Engagement: California School Parent Survey LCFF Priority 3		The percentage of parents who responded favorably to the question: "Teachers communicate with parents about what students are expected to learn in class." 92.3% Source: LCAP Parent Survey Winter 2024-25	The percentage of parents who responded favorably to the question: "Teachers communicate with parents about what students are expected to learn in class." 95% Source: LCAP Parent Survey Winter 2024-25
Parent & Family Engagement: California School Staff Survey LCFF Priority 3		The percentage of staff who responded favorably to the question: "My school effectively communicates with parents/guardians regarding student progress." 96.3% Source: LCAP Staff Survey Winter 2024-25	The percentage of staff who responded favorably to the question: "My school effectively communicates with parents/guardians regarding student progress." 95% Source: LCAP Staff Survey Winter 2024-25

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. d. The VAPA teachers provide visual arts, theater, and music to all students TK-6 grade throughout the year.	All Students	500 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Choir teacher planning and stipend 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,	All Students	200 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Certificates 200 LCFF Suppl/Conc -- 0707

	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. 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 Incentives/refreshments 508 Title III LEP -- 4203 4000-4999: Books And Supplies Materials and supplies
3.3	Parent Education & Workshops Our TSA for Community Schools partners 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.	All Students	300 Title I Parent Involvement -- 3010 1902 2000-2999: Classified Personnel Salaries Childcare 500 Title III LEP -- 4203 2000-2999: Classified Personnel Salaries Translation for parent workshops, etc 500 Title I Parent Involvement -- 3010 1902 2000-2999: Classified Personnel Salaries Staff hourly for parent meetings/workshops 500 Title I Basic -- 3010 2000-2999: Classified Personnel Salaries TCT salary

	e. Classified staff provided extra hourly compensation for outside contract hours for school events such as but not limited to Back to School night, Parent Conferences, site parent meetings, and parent math and literacy nights. f. Translator Clerk Typist (TCT) will be provided 2 extra days of pay prior to the start of contracted days for record-keeping, enrollment, Annual Information Update (AIU), and preparation for the beginning of the school year for staff and parents.		837 Title I Parent Involvement -- 3010 1902 5000-5999: Services And Other Operating Expenditures Parent Communication technology/software
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	200 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: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be 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 offered through community schools such as math nights, literacy nights, and other special events. Our site encourages our parents to attend parent meetings throughout the year, award assemblies, and 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 available as a mean 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.

Community School funds paid for our math family and literacy nights, and other workshops. Our PTO is willing to help fund incentives or programs for the students at our site. Our school events bring in many of our families and our site had great attendance at each event.

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 and provide resources to parents requests.
-Action 3.1 Added letter d to reflect the VAPA teachers that travel site to site for students to be engaged in art and music.

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	$105,991.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$406,137.00
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 ($)
Title I Basic -- 3010	$102,060.00
Title I Parent Involvement -- 3010 1902	$1,637.00
Title III LEP -- 4203	$2,294.00

Subtotal of additional federal funds included for this school: $105,991.00

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	$165,994.00
LCFF Suppl/Conc -- 0707	$134,152.00

Subtotal of state or local funds included for this school: $300,146.00

Total of federal, state, and/or local funds for this school: $406,137.00

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	102,060	0.00
Title I Parent Involvement -- 3010 1902	1,637	0.00
Title III LEP -- 4203	2,294	0.00
LCFF Suppl/Conc -- 0707	134,152	0.00
LCFF District -- 500 0707	165,994	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	165,994.00
LCFF Suppl/Conc -- 0707	134,152.00
Title I Basic -- 3010	102,060.00
Title I Parent Involvement -- 3010 1902	1,637.00
Title III LEP -- 4203	2,294.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	201,669.00
2000-2999: Classified Personnel Salaries	151,822.00
4000-4999: Books And Supplies	29,029.00
5000-5999: Services And Other Operating Expenditures	20,067.00
5700-5799: Transfers Of Direct Costs	3,500.00
5900: Communications	50.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	33,006.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	132,988.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	76,978.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	17,034.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	21,140.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	15,450.00
5700-5799: Transfers Of Direct Costs	LCFF Suppl/Conc -- 0707	3,500.00
5900: Communications	LCFF Suppl/Conc -- 0707	50.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	91,685.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	500.00
4000-4999: Books And Supplies	Title I Basic -- 3010	6,095.00
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	800.00
5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement -- 3010 1902	837.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	500.00
4000-4999: Books And Supplies	Title III LEP -- 4203	1,794.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	336,431.00
Goal 2	64,975.00
Goal 3	4,731.00

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
Sheria Cassell	Classroom Teacher
Patricia Hoy	Classroom Teacher
Edith Boyington	Other School Staff
Megan Clary	Parent or Community Member
Bianca Chavez	Parent or Community Member
Melissa Flores	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
	Gifted and Talented Education Program 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 05/15/2025.

Attested:

	Principal, Traci Payo on 05/15/2025
	SSC Chairperson, Charles Lantz on 05/15/2025

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 B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

    Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
  https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar:
  https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts:
  https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

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/

Updated by the California Department of Education, October 2023