

School Year:

2022-23



## School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

**School Name**

Sky Country Elementary School

**Address**

5520 Lucretia Avenue  
Jurupa Valley, CA 91752

**County-District-School (CDS) Code**

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**Principal**

Debra Sigala

**District Name**

Jurupa Unified School District

**SPSA Revision Date**

May 2022

**Schoolsite Council (SSC) Approval Date**

May 17, 2022

**Local Board Approval Date**

June 13, 2022

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

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	3
School Vision and Mission .....	5
School Profile.....	5
SPSA Highlights.....	6
Review of Performance – Comprehensive Needs Assessment .....	6
Purpose and Description.....	8
Stakeholder Involvement .....	8
School and Student Performance Data .....	9
Student Enrollment.....	9
CAASPP Results.....	11
ELPAC Results .....	17
Student Population.....	25
Overall Performance .....	27
Academic Performance.....	29
Academic Engagement.....	39
Conditions & Climate.....	42
Goals, Strategies, & Proposed Expenditures .....	45
Goal 1.0.....	45
Goal 2.0.....	53
Goal 3.0.....	59
Annual Evaluation and Update .....	64
Goal 1.....	64
Goal 2.....	73
Goal 3.....	78
Budget Summary and Consolidation .....	84
Budget Summary .....	84

Allocations by Funding Source.....	84
Expenditures by Funding Source .....	85
Expenditures by Budget Reference .....	86
Expenditures by Budget Reference and Funding Source .....	87
School Site Council Membership .....	88
Recommendations and Assurances .....	89
Addendum.....	91
Instructions: Linked Table of Contents.....	91
Appendix A: Plan Requirements for Schools Funded Through the ConApp.....	95
Appendix B: Select State and Federal Programs.....	98

# School Vision and Mission

## Sky Country Elementary Mission and Vision Statement

### Vision

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

### School Mission Statement

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

# School Profile

Describe The students and community and how school serves them.

## The Story

Sky Country School opened to students in September of 1984 in an unincorporated area of Riverside County called Mira Loma. It is one of 16 elementary schools in the Jurupa Unified School District, a semi-rural community that includes horse trails and small parks. Of 435 students, 79.3% are Hispanic and 15.6% white and 5.1% other. The English Learner population is currently 27.8% of our enrollment, and the Socio-Economically Disadvantaged population is 64.6%. While Sky Country School has always been one of the top four performing schools in the district, rapidly changing demographics have proven to be a challenge.

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

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

Our school takes pride in making sure these instructional initiatives are implemented in every classroom. Classroom walkthroughs, grade level meetings, collaborative Team meetings and other meetings allow us to make sure this is happening. In addition to instruction, we are responsible for the safety and well-being of our students while they are at school. We have been implementing PBIS (Positive Behavior Intervention and Supports) for the past years. We focus on

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

Our school has a unified belief and commitment that every student will achieve high levels of academic success. Teachers and staff encourage every child to set individual goals that will allow to challenge themselves as they prepare for college and career. We pride ourselves on cohesion, mutual support, and respect for students, staff, and parents. Consistent implementation of PBIS (Positive Behavioral Implementation and Supports) and SEL (social emotional learning) to encourages a safe and positive environment allowing a stronger focus on learning. There have been no expulsions in five years and the suspension rate is about 1.6% which is significantly lower than the district average.

To effectively serve and improve the achievement of our at-risk students, all teachers participate on Student Success Teams (SSTs). Teams meet twice weekly on a rotational basis to suggest interventions and to monitor the progress of these students. A Guided Reading Intervention program will be provided daily for those students in grades 4-6. Also primary intervention is taking place in grade K-3 in the mornings. All classroom teachers provide daily Strategic Intervention time in both Language Arts and Mathematics, as well as thirty minutes of designated English Language Development time for English Learners. Sky Country also has one part-time primary intervention teachers who work with struggling students, as determined by DIBELS assessment data, in grades first through third. Instruction is focused on early literacy skill and the the full time who works with upper grades and guided reading. .

A award winners (Academic Excellence Awards and Principal Awards, Student of the Month), as well as Perfect Attendance. Excellent attendance is recognized school wide through incentives such as monthly attendance trophies, "Lunch with the Principal," and Perfect Attendance lunches (held every trimester). and an end of the year trip. Grade levels and individual teachers offer their own recognition for attendance and achievement. Students are also able to participate in the school choir and band that perform at least twice yearly for students and parents.

Sky Country has a comprehensive physical education program in accordance with the California Department of Education, promoting cardiovascular fitness and age-specific skills. The Hundred Mile club was established in 2009, encouraging students to achieve the goal of running/walking 100 miles during the school year.

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

## SPSA Highlights

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

For the 2022-2023 school year Sky Country is focusing on continuing our work towards on training more teachers in AVID and implementing more strategies and expectations school-wide. Sky country is also expanding our Guided Reading Intervention Program from fourth grade to fifth and sixth grade as well as adding an Early Intervention teacher for our lower grades. This school year we are moving on to have a Math Intervention Teacher. we want to focus on SEL as the needs continue from when students came back from distance learnings. In addition Sky Country will continue to implement collaboration Teams. Sky Country will work on focusing on Integrated ELD . Sky Country would like to see more Integrated ELD happening in every classroom. More parent and community involvement will be a major focus for the school year coming out of the restrictions placed on schools during the pandemic.

## Review of Performance – Comprehensive Needs Assessment

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

## Greatest Progress

For 2021-22 school year Sky Country Elementary' s suspension rate has decreased from years past. It is a 0% suspension rate. The expulsion rate is also at 0%. In the 2021-22 school year, we are working with our BSEL team to tighten up our procedures of communication from the play-ground, classroom to the office. We did have some success as far as individual student growth in the classroom in NWEA data. For our student LCAP survey on how often do students worry about violence at your school 67% said almost never to once in a while. Also on how enthusiastic are they about being in school 79% they are extremely enthusiastic to quite enthusiastic. When asked if they felt like they belonged at school 78% of students felt they completely belonged or belonged quite a bit.

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

## Greatest Needs

In 2021-22 Sky had a 9.7% chronically absenteeism rate. This is a 1% increase from the previous year. The Hispanic sub group has a 11.2% chronic absenteeism rate. Also we saw a drop in students taking the ELPAC going from 24.4% being well developed to only 7.9% being well developed. In the NWEA data in both MAP reading and math we continue to score below the norm in each grade level.

### ELA MAP Growth 2021

RIT scores FALL	RIT scores WINTER	RIT scores SPRING
K-136.8	K- 140.8	K-144.7
1- 146.7	1- 154.1	1- 159
2- 161.3	2- 169.5	2- 177
3-185.3	3- 185.3	3- 190.1
4-198.1	4- 198.1	4-196.8
5-202.3	5- 202.5	5- 205.1
6-199.9	6- 200.4 (6+ test different from the fall)	6-203.5

### Math MAP Growth 2021

RIT score FALL	RIT scores WINTER	RIT scores SPRING
K-138.8	K-143.6	K-149.8
1- 152.2	1- 159.2	1-162.6
2- 168.3	2- 174.7	2-181.3
3- 179.7	3- 185.7	3-192.8
4- 192.5	4- 196.1	4-201.2
5-198.5	5- 203.4	5-208.2
6-200.6	6- 205.0 (6+ test different from the fall)	6-207.3

We are looking at increasing our resources for helping with our Chronic absenteeism especially during the COVID 19 pandemic we have seen a rise in chronic absenteeism. Increased resources to help with Social Emotional Learning will help keep students focused and make better choices as well as cope with all the traumas they endured during the pandemic and everyday life. Also increasing our focus with Sky Country's relationship with our families and our community.

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

## Performance Gaps

Chronic absenteeism needs focus , our hispanic subgroup is our largest group but also has the highest rate of chronic absenteeism. we need to lean on supports to help us, for example through PICO they may have support to help families, we can perform "home visits" - to see how they need help in getting to school regularly-can help improve attendance with this group. Through the help of the NWEA data and our collaboration teams as well as our three intervention teachers we would like to see growth and close the gaps so that our students will be at or near grade level.

## Purpose and Description

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

Schoolwide Program

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

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

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

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



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	71	73	62
Grade 1	50	77	52
Grade 2	60	42	66
Grade3	68	66	41
Grade 4	66	71	65
Grade 5	56	67	67
Grade 6	64	57	66
<b>Total Enrollment</b>	435	453	419

### Conclusions based on this data:

1. In the years shown we have seen a slight increase slight increase in our African American population as well as out Hispanic population.
2. In the year 19-20 we have had a slight increase in our population.
3. The current year 2020-2021 Sky Country saw a slight drop in enrollment possibly due to the Covid-19 Pandemic and possibly distance learning.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	121	106	97	27.8%	23.4%	23.2%
Fluent English Proficient (FEP)	53	54	55	12.2%	11.9%	13.1%
Reclassified Fluent English Proficient (RFEP)	20	15	13	7.5%	12.4%	12.3%

### Conclusions based on this data:

1. We have seen a gradual growth in our ELs who are reclassified, this year due to the COVID-19 pandemic and distance learning we may not see an increase.
2. We have seen a slight decrease in our overall numbers of ELs, maybe due to the slight decrease in our overall population.
3. Our percentages of EL , FEP and RFEP tend to stay consistent.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>Grade 3</b>	139	67	41	139	67	0	139	67	0	100	100	0.0
<b>Grade 4</b>	127	69	62	125	69	0	125	69	0	98.4	100	0.0
<b>Grade 5</b>	117	58	66	117	57	0	117	57	0	100	98.3	0.0
<b>Grade 6</b>	116	64	68	115	63	0	115	63	0	99.1	98.4	0.0
<b>All Grades</b>	499	258	237	496	256	0	496	256	0	99.4	99.2	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>Grade 3</b>	2388.8	2416.3		15.83	17.91		15.83	22.39		23.74	32.84		44.60	26.87	
<b>Grade 4</b>	2433.4	2431.5		14.40	17.39		14.40	23.19		29.60	10.14		41.60	49.28	
<b>Grade 5</b>	2463.1	2480.8		9.40	14.04		28.21	26.32		23.08	29.82		39.32	29.82	
<b>Grade 6</b>	2498.9	2501.7		7.83	7.94		31.30	26.98		26.96	36.51		33.91	28.57	
<b>All Grades</b>	N/A	N/A	N/A	12.10	14.45		21.98	24.61		25.81	26.95		40.12	33.98	

### 2019-20 Data:

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<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	15.11	19.40		41.73	58.21		43.17	22.39	
<b>Grade 4</b>	15.20	15.94		52.80	36.23		32.00	47.83	
<b>Grade 5</b>	17.09	17.54		47.86	49.12		35.04	33.33	
<b>Grade 6</b>	16.52	12.70		44.35	46.03		39.13	41.27	
<b>All Grades</b>	15.93	16.41		46.57	47.27		37.50	36.33	

2019-20 Data:

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<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	12.23	14.93		36.69	53.73		51.08	31.34	
<b>Grade 4</b>	12.80	8.70		41.60	47.83		45.60	43.48	
<b>Grade 5</b>	11.11	14.04		52.99	57.89		35.90	28.07	
<b>Grade 6</b>	21.74	9.52		41.74	50.79		36.52	39.68	
<b>All Grades</b>	14.31	11.72		42.94	52.34		42.74	35.94	

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.11	16.42		58.27	68.66		26.62	14.93	
Grade 4	9.60	11.59		68.00	56.52		22.40	31.88	
Grade 5	11.11	12.28		55.56	64.91		33.33	22.81	
Grade 6	6.96	11.11		68.70	71.43		24.35	17.46	
All Grades	10.89	12.89		62.50	65.23		26.61	21.88	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.11	13.43		51.08	61.19		33.81	25.37	
Grade 4	20.00	20.29		41.60	40.58		38.40	39.13	
Grade 5	23.08	15.79		39.32	45.61		37.61	38.60	
Grade 6	13.04	17.46		55.65	53.97		31.30	28.57	
All Grades	17.74	16.80		46.98	50.39		35.28	32.81	

2019-20 Data:

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**Conclusions based on this data:**

1. Baseline data. Continued focus for 2018-2019 school year.
2. Emphasize use of technology, Continue to focus on designated and integrated ELD to assist English Learner population
3. 2020-2021 we do not have any CAASP data due to the COVID-19 pandemic.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	139	67	41	139	67	0	139	67	0	100	100	0.0
Grade 4	127	69	62	127	69	0	127	69	0	100	100	0.0
Grade 5	117	58	66	117	58	0	117	58	0	100	100	0.0
Grade 6	116	64	68	116	63	0	116	63	0	100	98.4	0.0
All Grades	499	258	237	499	257	0	499	257	0	100	99.6	0.0

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

### 2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2399.3	2422.7		7.91	10.45		28.78	29.85		23.02	34.33		40.29	25.37	
Grade 4	2444.5	2445.1		12.60	7.25		19.69	26.09		33.07	36.23		34.65	30.43	
Grade 5	2456.5	2464.3		7.69	10.34		12.82	10.34		32.48	31.03		47.01	48.28	
Grade 6	2466.9	2500.8		5.17	11.11		14.66	19.05		31.03	42.86		49.14	26.98	
All Grades	N/A	N/A	N/A	8.42	9.73		19.44	21.79		29.66	36.19		42.48	32.30	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	25.90	25.37		33.81	46.27		40.29	28.36	
<b>Grade 4</b>	17.32	15.94		35.43	34.78		47.24	49.28	
<b>Grade 5</b>	8.55	18.97		29.91	25.86		61.54	55.17	
<b>Grade 6</b>	9.48	15.87		26.72	44.44		63.79	39.68	
<b>All Grades</b>	15.83	19.07		31.66	38.13		52.51	42.80	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	10.79	16.42		41.73	53.73		47.48	29.85	
<b>Grade 4</b>	12.60	17.39		42.52	39.13		44.88	43.48	
<b>Grade 5</b>	9.40	12.07		41.03	39.66		49.57	48.28	
<b>Grade 6</b>	6.90	9.52		41.38	50.79		51.72	39.68	
<b>All Grades</b>	10.02	14.01		41.68	45.91		48.30	40.08	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	17.99	17.91		43.17	58.21		38.85	23.88	
Grade 4	14.17	15.94		43.31	43.48		42.52	40.58	
Grade 5	5.98	5.17		48.72	46.55		45.30	48.28	
Grade 6	7.76	9.52		38.79	52.38		53.45	38.10	
All Grades	11.82	12.45		43.49	50.19		44.69	37.35	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Baseline data. Continued focus for 2018-2019 school year.
2. Emphasize use of technology, Continue to implement Balanced Math strategies
3. 2020-2021 we do not have any CAASP sata due to the COVID-19 pandemic.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	1426.6	1426.3	1399.4	1434.9	1437.0	1418.2	1406.9	1400.8	1355.4	39	26	19
<b>1</b>	1480.2	*	1416.3	1471.3	*	1421.8	1488.4	*	1410.3	43	8	12
<b>2</b>	1477.3	1478.6	1464.7	1472.4	1481.2	1459.0	1481.7	1475.5	1469.9	48	11	24
<b>3</b>	1476.3	1495.6	*	1465.8	1482.4	*	1486.3	1508.4	*	48	15	6
<b>4</b>	1507.2	1485.8	*	1493.5	1474.5	*	1520.4	1496.7	*	32	19	10
<b>5</b>	1528.1	1542.6	1540.9	1513.6	1551.9	1542.4	1542.3	1532.9	1538.8	35	14	14
<b>6</b>	1517.4	1524.7	1501.0	1498.7	1521.2	1504.1	1535.5	1527.7	1497.4	27	15	17
<b>All Grades</b>										272	108	102

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	30.77	7.69	0.00	41.03	42.31	26.32	*	50.00	57.89	*	0.00	15.79	39	26	19
<b>1</b>	58.14	*	8.33	30.23	*	8.33	*	*	33.33	*	*	50.00	43	*	12
<b>2</b>	33.33	9.09	12.50	47.92	36.36	20.83	*	54.55	62.50	*	0.00	4.17	48	11	24
<b>3</b>	*	13.33	*	31.25	46.67	*	39.58	33.33	*	27.08	6.67	*	48	15	*
<b>4</b>	*	0.00	*	78.13	21.05	*	*	63.16	*	*	15.79	*	32	19	*
<b>5</b>	34.29	57.14	28.57	51.43	14.29	42.86	*	14.29	28.57	*	14.29	0.00	35	14	14
<b>6</b>	*	20.00	0.00	48.15	40.00	35.29	*	26.67	47.06	*	13.33	17.65	27	15	17
<b>All Grades</b>	26.47	14.81	8.82	45.22	33.33	29.41	16.91	44.44	46.08	11.40	7.41	15.69	272	108	102

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	43.59	11.54	0.00	*	46.15	42.11	*	42.31	42.11	*	0.00	15.79	39	26	19
<b>1</b>	60.47	*	8.33	30.23	*	8.33	*	*	50.00	*	*	33.33	43	*	12
<b>2</b>	43.75	9.09	8.33	45.83	81.82	25.00	*	9.09	62.50	*	0.00	4.17	48	11	24
<b>3</b>	*	20.00	*	47.92	46.67	*	*	26.67	*	25.00	6.67	*	48	15	*
<b>4</b>	46.88	0.00	*	43.75	63.16	*	*	31.58	*	*	5.26	*	32	19	*
<b>5</b>	45.71	71.43	57.14	42.86	14.29	42.86	*	0.00	0.00	*	14.29	0.00	35	14	14
<b>6</b>	*	33.33	17.65	*	40.00	41.18	*	26.67	35.29	*	0.00	5.88	27	15	17
<b>All Grades</b>	40.07	20.37	19.61	38.60	49.07	32.35	11.76	25.93	36.27	9.56	4.63	11.76	272	108	102

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	30.77	0.00	0.00	*	42.31	5.26	30.77	57.69	73.68	*	0.00	21.05	39	26	19
<b>1</b>	51.16	*	8.33	30.23	*	8.33	*	*	25.00	*	*	58.33	43	*	12
<b>2</b>	31.25	9.09	4.17	35.42	27.27	37.50	27.08	63.64	37.50	*	0.00	20.83	48	11	24
<b>3</b>		6.67	*	*	46.67	*	43.75	40.00	*	39.58	6.67	*	48	15	*
<b>4</b>	*	0.00	*	56.25	15.79	*	*	52.63	*	*	31.58	*	32	19	*
<b>5</b>	*	28.57	14.29	51.43	21.43	35.71	*	28.57	28.57	*	21.43	21.43	35	14	14
<b>6</b>	*	0.00	0.00	*	33.33	5.88	*	53.33	41.18	*	13.33	52.94	27	15	17
<b>All Grades</b>	25.00	5.56	4.90	31.99	29.63	19.61	25.37	53.70	42.16	17.65	11.11	33.33	272	108	102

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	64.10	19.23	5.26	30.77	73.08	89.47	*	7.69	5.26	39	26	19
<b>1</b>	79.07	*	16.67	*	*	58.33		*	25.00	43	*	12
<b>2</b>	66.67	27.27	12.50	29.17	72.73	75.00	*	0.00	12.50	48	11	24
<b>3</b>	*	13.33	*	54.17	66.67	*	25.00	20.00	*	48	15	*
<b>4</b>	53.13	5.26	*	43.75	78.95	*	*	15.79	*	32	19	*
<b>5</b>	54.29	42.86	35.71	40.00	42.86	64.29	*	14.29	0.00	35	14	14
<b>6</b>	*	13.33	5.88	66.67	73.33	47.06	*	13.33	47.06	27	15	17
<b>All Grades</b>	52.94	20.37	14.71	39.34	68.52	67.65	7.72	11.11	17.65	272	108	102

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	28.21	7.69	0.00	53.85	88.46	78.95	*	3.85	21.05	39	26	19
<b>1</b>	46.51	*	0.00	46.51	*	66.67	*	*	33.33	43	*	12
<b>2</b>	31.25	9.09	4.17	64.58	90.91	87.50	*	0.00	8.33	48	11	24
<b>3</b>	25.00	33.33	*	47.92	66.67	*	27.08	0.00	*	48	15	*
<b>4</b>	43.75	15.79	*	50.00	78.95	*	*	5.26	*	32	19	*
<b>5</b>	37.14	78.57	85.71	60.00	7.14	14.29	*	14.29	0.00	35	14	14
<b>6</b>	40.74	46.67	64.71	44.44	46.67	29.41	*	6.67	5.88	27	15	17
<b>All Grades</b>	35.29	26.85	30.39	52.94	67.59	57.84	11.76	5.56	11.76	272	108	102

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	0.00	0.00	58.97	96.15	84.21	*	3.85	15.79	39	26	19
<b>1</b>	69.77	*	16.67	*	*	16.67	*	*	66.67	43	*	12
<b>2</b>	31.25	0.00	16.67	47.92	81.82	58.33	*	18.18	25.00	48	11	24
<b>3</b>		0.00	*	43.75	66.67	*	56.25	33.33	*	48	15	*
<b>4</b>	*	0.00	*	84.38	52.63	*	*	47.37	*	32	19	*
<b>5</b>	*	28.57	14.29	68.57	42.86	57.14	*	28.57	28.57	35	14	14
<b>6</b>	*	0.00	0.00	*	40.00	11.76	55.56	60.00	88.24	27	15	17
<b>All Grades</b>	25.37	3.70	8.82	47.79	66.67	48.04	26.84	29.63	43.14	272	108	102

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	48.72	42.31	10.53	28.21	50.00	26.32	*	7.69	63.16	39	26	19
<b>1</b>	39.53	*	8.33	55.81	*	33.33	*	*	58.33	43	*	12
<b>2</b>	25.00	9.09	12.50	70.83	90.91	66.67	*	0.00	20.83	48	11	24
<b>3</b>	*	33.33	*	77.08	66.67	*	*	0.00	*	48	15	*
<b>4</b>	40.63	0.00	*	46.88	84.21	*	*	15.79	*	32	19	*
<b>5</b>	65.71	14.29	14.29	*	71.43	85.71	*	14.29	0.00	35	14	14
<b>6</b>	*	40.00	11.76	70.37	46.67	82.35	*	13.33	5.88	27	15	17
<b>All Grades</b>	33.82	23.15	10.78	55.15	68.52	62.75	11.03	8.33	26.47	272	108	102

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. In the 2020-2021 school year due to COVID we tested most students online Sky Country's total number of ELS is 102 with 10 newly re classified and monitoring 30.



# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

### 2020-21 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>419</b>	<b>71.1</b>	<b>23.2</b>	<b>0.7</b>

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

### 2019-20 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	97	23.2
Foster Youth	3	0.7
Homeless		
Socioeconomically Disadvantaged	298	71.1
Students with Disabilities	52	12.4

### Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	7	1.7
American Indian or Alaska Native	1	0.2
Asian	1	0.2

**Enrollment by Race/Ethnicity**

Student Group	Total	Percentage
<b>Filipino</b>		
<b>Hispanic</b>	331	79.0
<b>Two or More Races</b>	3	0.7
<b>Native Hawaiian or Pacific Islander</b>	1	0.2
<b>White</b>	67	16.0

**Conclusions based on this data:**

1. Because of the Covid 19 Pandemic and Distance learning we have seen a drop in our enrollment this year 2020-2021

# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Yellow

##### Mathematics



Yellow

#### Academic Engagement

##### Chronic Absenteeism



Orange

#### Conditions & Climate

##### Suspension Rate



Orange

**Conclusions based on this data:**

1. Need to improve suspension rate in students with disabilities and English Learners with SWD increasing by 1.2% and EL 1.7%. Suspension rate increased by .4% to a 1.6% overall suspension rate with the state at a 3.4% rate. Chronic absenteeism in the Orange with an increase of 1% for overall rate of 9.7% rate with state level at 10.1% with a correlation with suspension SWD and EL had largest absenteeism rates.
2. 40.5% of ELs making progress towards English proficiency, Both ELA and Math have shown a slight increase in all areas with 10 points increase in ELA and 14.9 in Mathematics. All student groups increased in both ELA and Mathematics.
3. 2020-2021 we do not have any CAASP data due to the COVID-19 pandemic.

# School and Student Performance Data

## Academic Performance English Language Arts

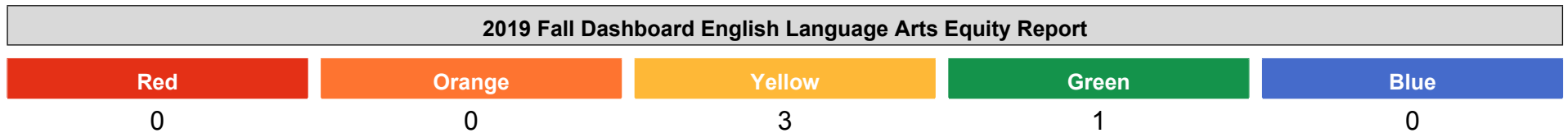
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:




This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Performance for All Students/Student Group**

**All Students**


  
 Yellow

27.1 points below standard

Increased ++10 points

240

**English Learners**


  
 Yellow

47 points below standard

Increased ++8 points

98


**Foster Youth**

  
 No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

1


**Homeless**

  
 No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

1

**Socioeconomically Disadvantaged**


  
 Yellow

44.3 points below standard

Increased ++6.1 points

167

**Students with Disabilities**









  
 No Performance Color

115.4 points below standard

Maintained ++2.8 points

18

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 33 points below standard Increased ++8.6 points 196	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 Green 1.6 points above standard Increased ++13.8 points 35

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
87.5 points below standard Increased Significantly ++19.4 points 60	17 points above standard Increased ++9.2 points 38	13 points below standard Increased ++11.2 points 133

**Conclusions based on this data:**

1. All student groups continue to be in the orange lower performing
2. The homeless population increased their performance by 7.1 points. ELs need to be a focus, they continue to decrease in performance.

3. 2020-2021 we do not have any CAASP data due to the COVID-19 pandemic.



# School and Student Performance Data

## Academic Performance Mathematics

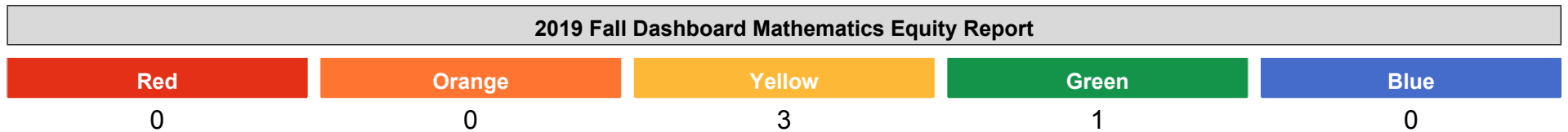
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.








This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard Mathematics Performance for All Students/Student Group**

All Students	English Learners	Foster Youth
 Yellow 39.7 points below standard Increased ++14.9 points 240	 Yellow 56.5 points below standard Increased ++9.8 points 98	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 55.7 points below standard Increased ++11.3 points 167	 No Performance Color 136.4 points below standard Maintained ++0.4 points 18

**2019 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 44.9 points below standard Increased ++14.9 points 196	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		 Green 13.3 points below standard Increased Significantly ++18.8 points 35

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
94.5 points below standard Increased ++10.9 points 60	3.4 points above standard Increased Significantly ++22.5 points 38	28.7 points below standard Increased Significantly ++18 points 133

**Conclusions based on this data:**

1. Almost all student groups declined in Math performance.
2. The White student subgroup increased 4.1 points. English learners still struggle to maintain, all state indicator groups declined with EL only declining significantly.

3. 2020-2021 we do not have any CAASP data due to the COVID-19 pandemic.

# School and Student Performance Data

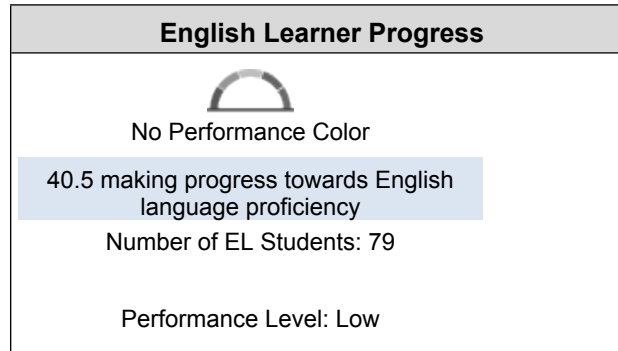
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 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
18.9	40.5	3.7	36.7

#### Conclusions based on this data:

1. EL students have a very low percentage of suspensions.
2. English Language Arts needs improvement but maintained .3 pts, Math needs improvement declined 3.4 pts
3. 2019-2021 we do not have any CAASP data due to the COVID-19 pandemic.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance



Red



Orange



Yellow



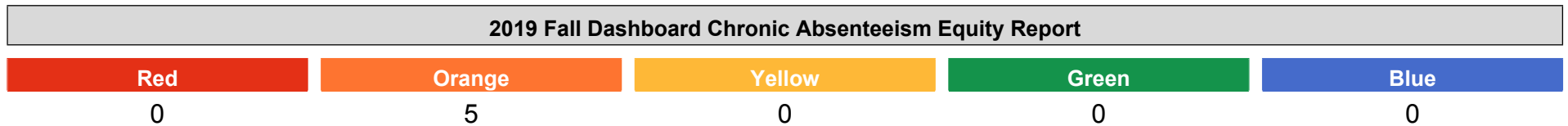
Green



Blue

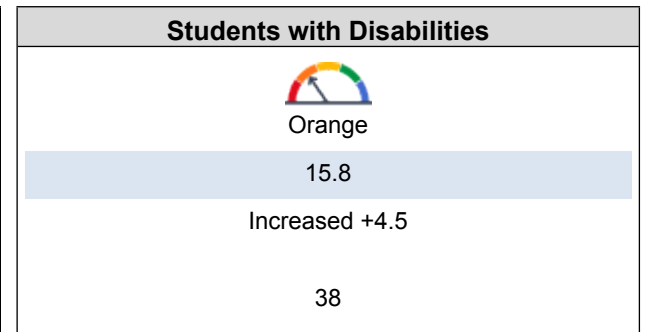
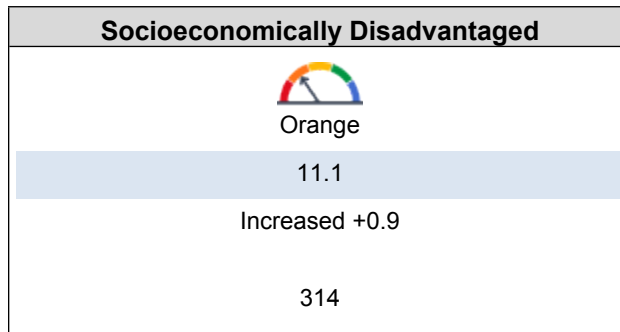
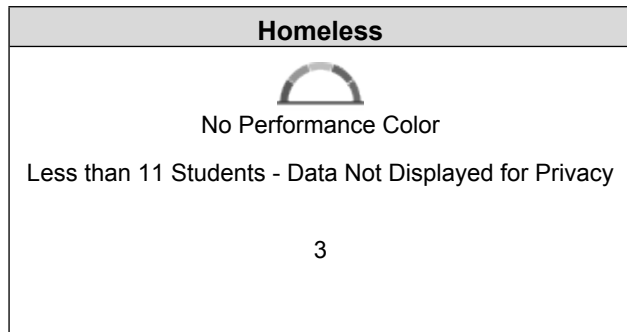
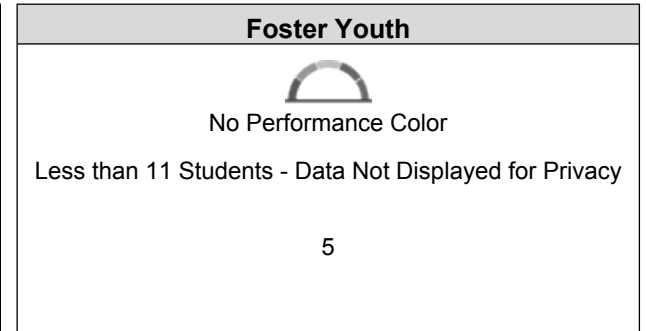
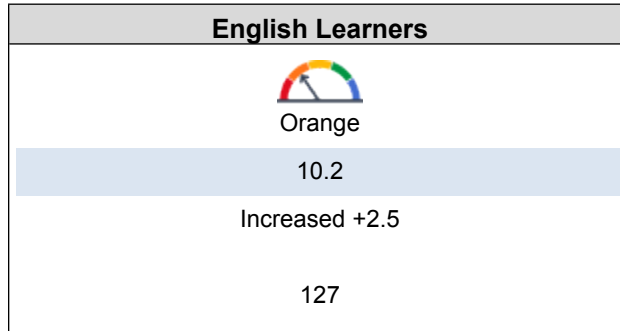
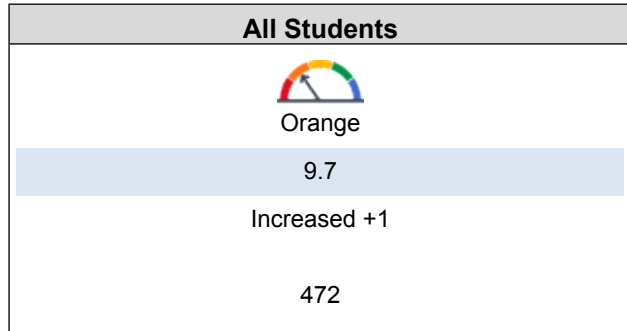
Highest Performance

This section provides number of student groups in each color.











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.

**2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group**





**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Orange 9.6 Increased +0.7 374	 No Performance Color 18.2 Increased +11 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 8.3 Increased +1.1 72

**Conclusions based on this data:**

1. According to our 2019 data we need to support our ELs as well as our student with disabilities more in the area of attendance to help alleviate chronic absenteeism.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance



Red



Orange



Yellow



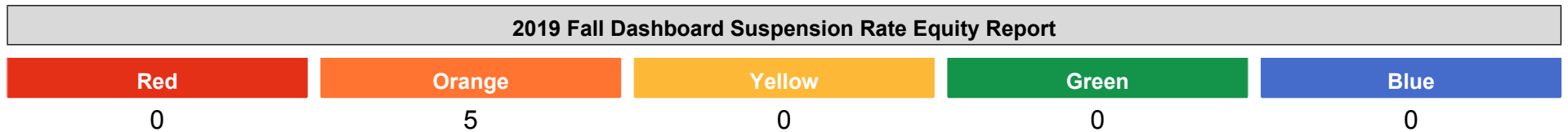
Green



Blue

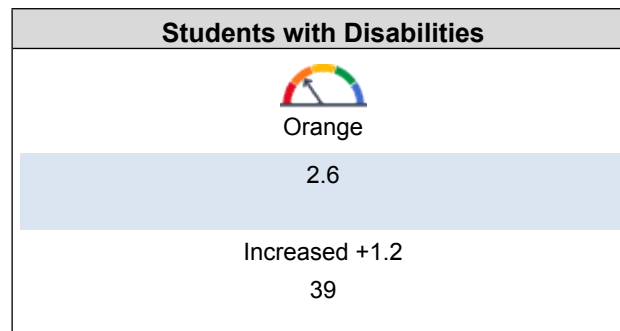
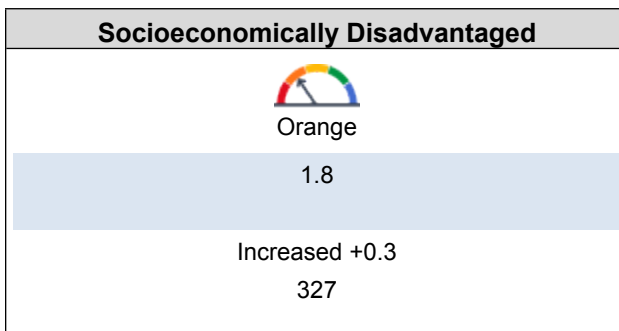
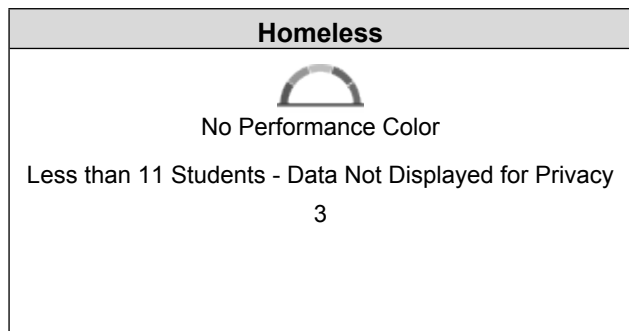
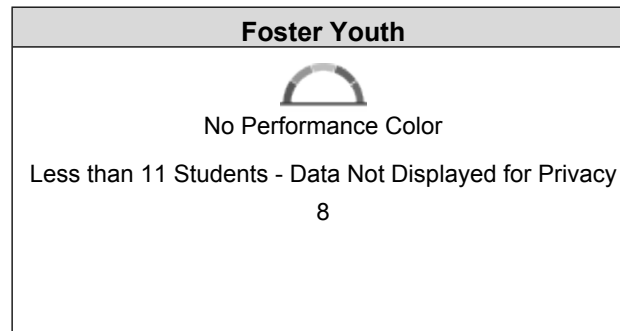
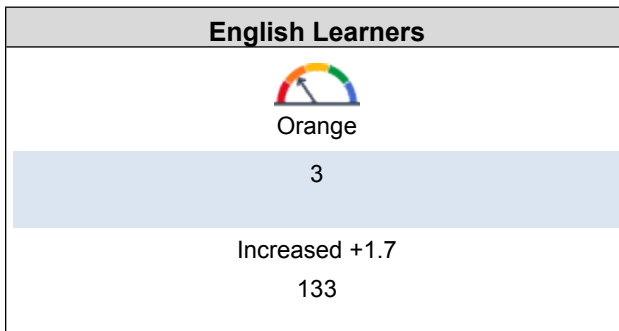
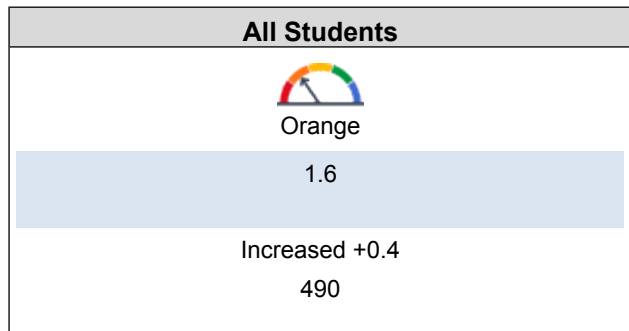
Highest Performance

This section provides number of student groups in each color.










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.

**2019 Fall Dashboard Suspension Rate for All Students/Student Group**



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <span style="background-color: #e6f2ff; padding: 2px;">7.7</span> Increased +3.7 13	 No Performance Color Less than 11 Students - Data Not 2	 No Performance Color Less than 11 Students - Data Not 3	
Hispanic	Two or More Races	Pacific Islander	White
 Orange <span style="background-color: #e6f2ff; padding: 2px;">1.5</span> Increased +0.5 388	 No Performance Color <span style="background-color: #e6f2ff; padding: 2px;">0</span> Declined -3.6 11	 No Performance Color Less than 11 Students - Data Not 1	 Orange <span style="background-color: #e6f2ff; padding: 2px;">1.4</span> Increased +0.7 72

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.2	1.6

**Conclusions based on this data:**

1. Needs improvement in suspension rate in students with disabilities as well as out African American and our EL population
2. EL suspension rate also increased. Overall suspension rate has increased in 2019, due to COVID the data is lacking on true suspension rates with distance learning and hybrid learning.
3. For the current school year 2021022 we continue to have a 0% suspension rate.

# Goals, Strategies, & Proposed Expenditures

## Goal 1.0

College and Career Readiness

### State and/or Local Priorities addressed by this goal:

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

Local Priorities:        P2

### Identified Need from the Annual Evaluation and Needs Assessment:

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

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

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

Primary intervention will continue next year. This year we hired an additional full time intervention teacher. The addition of an early intervention teacher has helped support our 1-3 students and teachers, while kinder can focus on early foundational skills and intervention with the help of our IA as well as the LST. The goal is to insure a scheduled push in support along with our bilingual tutors, instructional aids and classroom teacher as collaborators for this intervention. This coming year the goal is to continue support with our Intervention program in Literacy but to also include Math. Teachers will also use the data they are able to receive in order to help close the gaps we have seen since Distance Learning.

The need to continue to accelerate learning is big, we have seen the gaps that have been widened through Distance Learning and students are struggling to meet expectations we need to continue to raise the bar but really analyse where they are falling short so we can help to close the gaps as much as possible without remediation. .

## Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	2021 ELPAC ACTUAL scores 1: minimally developed: 11.8% 2: Somewhat developed; 47.4% 3: Moderately developed: 32.9% 4: Well Developed: 7.9%	Expected 4 Well developed 8% 3 Moderately developed: 33% 2 Somewhat developed: 46.7% 1 Beginning stage: 12%  In the coming year we would like to increase our well developed percentage back into the double digits as well as see movement from somewhat developed into moderately and well developed.
P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest	2021-22: 88 current EL students total: 4.5% Redesignated	Expected EL Reclassification Rate: 2021-22: 5.5% Redesignated  In the coming year we would like a growth of at least a percentage point. We usually average around 10 reclassified,
P8: Other Student Outcomes - NWEA ELA	JUSD is not using Istation and is now using NWEA MAP.  ELA MAP Growth 2021 RIT scores FALL            RIT scores WINTER RIT scores SPRING K-136.8                      K- 140.8 K-144.7 1- 146.7                      1- 154.1 1- 159 2- 161.3                      2- 169.5 2- 177 3185.3                        3- 185.3 3- 190.1	JUSD is not using Istation and is now using NWEA MAP.  ELA MAP Growth 2021 RIT scores FALL            RIT scores WINTER RIT scores SPRING K-136.8                      K- 140.8 K-144.7 1- 146.7                      1- 154.1 1- 159 2- 161.3                      2- 169.5 2- 177 3185.3                        3- 185.3 3- 190.1

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	4-198.1                      4- 198.1 4-196.8 5-202.3                      5- 202.5 5- 205.1 6-199.9                      6- 200.4 (6+ test different from the fall)    6-203.5	4-198.1                      4- 198.1 4-196.8 5-202.3                      5- 202.5 5- 205.1 6-199.9                      6- 200.4 (6+ test different from the fall)    6-203.5  In the coming year we would like to see a continued growth each testing season FALL, WINTER and SPRING to get closer to the Achievement norms of the RIT scores.
P8: Other Student Outcomes - NWEA Math	Math MAP Growth 2021 RIT score FALL              RIT scores WINTER RIT scores SPRING K-138.8                      K-143.6 K-149.8 1- 152.2                      1- 159.2 1-162.6 2- 168.3                      2- 174.7 2-181.3 3- 179.7                      3- 185.7 3-192.8 4- 192.5                      4- 196.1 4-201.2 5.198.5                      5- 203.4 5-208.2 6-200.6                      6- 205.0 (6+ test different from the fall)    6-207.3	Math MAP Growth 2021 RIT score FALL              RIT scores WINTER RIT scores SPRING K-138.8                      K-143.6 K-149.8 1- 152.2                      1- 159.2 1-162.6 2- 168.3                      2- 174.7 2-181.3 3- 179.7                      3- 185.7 3-192.8 4- 192.5                      4- 196.1 4-201.2 5.198.5                      5- 203.4 5-208.2 6-200.6                      6- 205.0 (6+ test different from the fall)    6-207.3  In the coming year we would like to see a continued growth each testing season FALL, WINTER and SPRING to get closer to the Achievement norms of the RIT scores.
P8: Grade 6 HMH Reading Inventory for ELA/ Read 180	"Due to CAASPP flexibility, a local assessment was used. The Reading Inventory results as CAASPP level equivalents are as follows:  Exceeded: 18% Met:12% Nearly Met: 39% Not Met: 30%	In the coming year we would like to see the following  Exceed:22% Met:20% Nearly Met:33% Not Met: 25%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P8: MDTP ( Mathematics Diagnostic Test Project) for Math	<p>"Due to CAASPP flexibility, a local assessment was used. The MDTP results as CAASPP level equivalents are as follows:</p> <p>Exceeded: 34% Met: 19% Nearly Met: 19% Not Met: 27%</p>	<p>In the coming year we would like to see the following</p> <p>Exceeded: 36% Met: 24% Nearly Met: 20% Not met: 20%</p>

## Planned Strategies/Activities

### Action 1.1

1.1 Collaborative Grade Level Planning and Professional Development

	<input checked="" type="checkbox"/> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
a. Provide Professional Development for staff effective research base instructional strategies. b. Provide Professional Development for AVID strategies focusing on our 3 focus goals in organization, note-taking and managing agendas/calendars c. Provide release time for AVID lead teacher to organize AVID site plan and assist in communicating goals and expectations with all Educational Partners. d. Provide staff development in digital literacy in order to move teaching and learning into 21st century learning centered and cultural sensitivity..	<input checked="" type="checkbox"/> All Students  <input checked="" type="checkbox"/> Other student group(s) English Learners	Sub Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2000 Print 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707



e. Provide release time(hourly/subs) for teachers to attend training/planning/collaboration meetings and work through data driven collaboration	\$600
f. Provide release time for grade levels to analyze data and calibrate as a grade level and support literary support teachers and math support teacher.	Teacher Hourly for planning/collaboration 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707
g. Provide funding for professional development conferences that include but are not limited to on research based instructional strategies, SEL, Cultural diversity and teaching in the classroom	\$13902

## Action 1.2

CCSS/NGSS Implementation

	<u>X</u>	Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
a. Provide opportunities to collaborate, calibrate, align and support the CCSS implementation including ELD integrated and designated.	<u>X</u> All Students	Instructional and PD resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707
b. TOSAs, grade level Leads or other staff will provide staff development/modeling as needed by grade levels	<u>X</u> Other student group(s) English Learners	\$4896
c. Teachers will be trained to use newly district adopted texts/materials.		Technology licenses 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707
d. Support the Library, its makerspace and Digital Resources (eBooks) Access, Accelerated Reader, Raz Kids, NWEA, etc..		\$12,500
e. Technology and software support for classroom integration, and to include but not limited to supplemental materials to meet the needs of students and promote reading and Math instruction.		Instructional Resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707
f. Release time/Substitutes will be available for teachers to have the opportunity to participate in planning and training in best practices, research based teaching strategies, data analysis to drive instruction. ex: (hourly and sub teachers)		\$2500
g. Bilingual Language Tutor/Instructional Aide: BLTs will provide assistance to EL students to clarify instruction in both English and Spanish, as well as provide extra support during state testing, guided reading, and intervention opportunities.		Bilingual Tutor Salary 3 hour position 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$16,779 Teacher collaboration 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$5525

## Action 1.3

Intervention

X

Modified Action

**Planned Actions/Services**

**Students to be served**

**Budget and Source**

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

X All Students

Literacy Support Teachers (2)  
 1000-1999: Certificated Personnel Salaries  
 LCFF District -- 500 0707  
 \$118,918

Literacy Support Teacher  
 1000-1999: Certificated Personnel Salaries  
 Title I District -- 500 3010  
 \$73,068

Literacy Support Teacher  
 1000-1999: Certificated Personnel Salaries  
 Title I Basic -- 3010  
 \$88,835

Literacy Support Teacher  
 1000-1999: Certificated Personnel Salaries  
 LCFF Suppl/Conc -- 0707  
 \$8,597

**Action 1.4**

Resources to support college and career readiness

X

Modified Action

**Planned Actions/Services**

**Students to be served**

**Budget and Source**

- a. Full-time media clerk: will provide students access to the library and support for distributions and collection of core materials.
- b. Purchase additional materials to support AVID implementation, curriculum supplemental materials, ELD, technology, and Collaborative teaching including print materials, NGSS unit materials, web-based resources, and organizational tools for student use.
- c. Supplemental ELD/ELA materials as well at Math manipulatives or support materials.
- d. Student field trips and selected staff to attend AVID Summer training

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

FTE Media Clerk  
 2000-2999: Classified Personnel Salaries  
 LCFF District -- 500 0707  
 \$69,836

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

- e. Subscriptions that allow access to resources used during morning meeting discussions, announcements and to promote college readiness mindset
- f. Maintenance contracts and equipment repair
- g. Print

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

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

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

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

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

### Action 1.5

Communication Enhancement Program

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>a. The Communication Enhancement Program (CEP) at Sky Country is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.</p>	<p><u>X</u> All Students</p> <p><u>X</u> Other student group(s) Students with Disabilities</p>	

### Action 1.6

Pre-school Transition

X

Modified Action

**Planned Actions/Services**

**Students to be served**

**Budget and Source**

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

X

All Students

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

X

Other student group(s) Head Start/Preschool

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

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

# Goals, Strategies, & Proposed Expenditures

## Goal 2.0

Safe, Orderly and Inviting Learning Environment

### State and/or Local Priorities addressed by this goal:

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

Local Priorities:        P1

### Identified Need from the Annual Evaluation and Needs Assessment:

Teachers continue to need support in providing interventions for students. More training in culturally responsive training and well and social emotional learning will help with the willingness to implement interventions instead of consequences. We would like to provide social groups to students to support positive interventions. We would like to have more presenters on campus to speak about bullying, and other student related issues like social media, and peer interactions in general.

For the upcoming year we have increased money for our BSEL team to meet and brainstorm ways to help with Social and emotional wellbeing of students especially after our unexpected distance learning due to Covid 19, this needs to continue students are having a hard time and we need to be responsive to their needs.

We need to continue focusing on keeping our campus clean, the school need new furniture in classrooms and the trim on buildings needs to be replaced, the consensus is the school needs a facelift. we need to continue to by radios for staff as we grow and replace accordion doors with real doors in activity centers.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P1: School facilities are maintained in good repair	All school facility reports indicate 100% Good or Better on FIT reports (2021-22 FIT Reports)	All school facility will be maintained as expected.
P5: School Attendance Rates (Semester 1 Q SIS)	Sky Country saw their ADA fall from 96.94% to 96.37%	EXPECTED ADA from 96.37% to 97.37% an increase of one percent in ADA
P5: Chronic Absenteeism Rate (2020-21 Data Quest)	In 2020-2021 Sky Country's chronic absenteeism increase from 9.7% in 2018-2019 to 9.8% due to	Actual: Chronic Absenteeism rate: 9.7% schoolwide .1% increase in chronic absenteeism

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	school closer their was no reliable data for th 2019-2020 school year.	This coming school year we would like to see a .1% decrease to 9.6%
P6: Pupil suspension rate	In 2020-2021 the suspension rate was 0%	In 2020-2021 the suspension rate was 0% In this coming year we would like to keep the suspension rate at 0%
P6: Pupil expulsion rate	In 2020-2021 the expulsion rate was 0%	In 2020-2021 the expulsion rate was 0% In this coming year we would like to keep the expulsion rate at 0%
P6: Survey of pupils, parents, teachers on sense of safety	<p>2021 WINTER LCAP survey (141 respondents) LCAP Survey students:</p> <p>How often do you worry about Violence at your school? 67% responded favorably</p> <p>Almost never 39% Once in a while 28% Sometimes 21% Frequently 6% Almost always 6%</p> <p>2021 SPRING survey (121 respondents)</p> <p>How often do you worry about Violence at your school? 64% responded favorably</p> <p>Almost never: 43% Once in a while: 21% Sometimes: 20% Frequently: 11% Almost always: 5%</p>	<p>2021 WINTER LCAP survey (141 respondents) LCAP Survey students:</p> <p>How often do you worry about Violence at your school? 67% responded favorably</p> <p>Almost never 39% Once in a while 28% Sometimes 21% Frequently 6% Almost always 6%</p> <p>2021 SPRING survey (121 respondents)</p> <p>How often do you worry about Violence at your school? 64% responded favorably</p> <p>Almost never: 50% Once in a while: 28% Sometimes: 20% Frequently: 1% Almost always: 1%</p> <p>In this coming year we would like to decrease the frequency of the worry of school violence.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P6: Survey of pupils, parents, teachers on sense of safety	<p>2021 LCAP WINTER LCAP Survey Teachers (18 respondents):</p> <p>For students who need extra support, how difficult is it for them to get the support that they need?</p> <p>Not at all difficult 28% Slightly difficult 50% Somewhat difficult 22% Quite difficult 0% Extremely difficult 0%</p>	<p>2021 LCAP WINTER LCAP Survey Parents (18 respondents): EXPECTED</p> <p>For students who need extra support, how difficult is it for them to get the support that they need?</p> <p>Not at all difficult 33% Slightly difficult 50% Somewhat difficult 17% Quite difficult 0% Extremely difficult 0%</p>
P6: Survey of pupils, parents, teachers on sense of safety	<p>2021 LCAP WINTER LCAP Survey Parents (20 respondents)</p> <p>How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?</p> <p>Not at all well: 0% Slightly well: 5% Somewhat well: 15% Quite well: 60% Extremely well: 20%</p>	<p>2021 LCAP WINTER LCAP Survey Parents (20 respondents): EXPECTED</p> <p>How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?</p> <p>Not at all well: 0% Slightly well: 5% Somewhat well: 10% Quite well: 65% Extremely well: 20%</p>

## Planned Strategies/Activities

### Action 2.1

BSEL Implementation

	X Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
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<p>a. All teachers will teach Area Expectations and Social Skills according to the school-wide schedule.</p> <p>b. All staff will use Sky Tickets as an incentive for positive behavior</p> <p>c. Students will be recognized for positive behavior in various ways such as awards assemblies, an invitation to the Game Room, the student of the month, lunch with the principal, and other positive behavior awards, field trips and activities.</p> <p>d. Students will be invited to the "game room" to recognize positive behavior.</p> <p>e. Resources and materials will be purchased to implement SEL and to promote attendance and to provide incentives for students including Sky ticket rewards</p> <p>f. Assemblies scheduled to teach social skills, anti-bullying, SEL, etc.</p> <p>g. Meet monthly with supervisors to discuss safety issues and concerns on the playground</p> <p>h. BSEL Committee will meet after school monthly or as needed to discuss issues/concerns and review data. Hourly rate will be paid for meeting attendance (classified and certificated)</p>	<p><u>X</u> All Students</p>	<p>Hourly pay for supervisors 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1050</p> <p>BSEL incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000</p> <p>Assemblies 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$2500</p> <p>Teacher hourly - BSEL meetings 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2500</p>
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## Action 2.2

Health Care Aide

	<p><u>X</u> Modified Action</p>	
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Planned Actions/Services	Students to be served	Budget and Source
<p>Health Care Aide to support health services including connecting kids and families with appropriate community agencies based on needs (clothes, counseling, glasses)</p> <p>a. School nurses will perform vision and hearing screening on select kids annually.</p> <p>b. Office staff and health clerk will work with the director of parent involvement to connect families with resources</p> <p>c. District fully funding Health Care Aide</p>	<p><u>X</u> All Students</p>	<p>Health Care Aide 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$21,375</p>

## Action 2.3

Buildings/operations



X

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
a. Work order system will be used to request repairs to be made in a timely manner and provide documents for follow up  b. Regular inspections completed by a custodian for proactive action to be taken.c c. Upkeep of disaster materials in all classrooms.	<u>X</u> All Students	Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500

## Action 2.4

Customer Service/Inviting atmosphere:

X

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
a. Continue to improve customer service by office staff and support staff, possibly provide PD or a book study b. Provide carousel of resources for parents looking for information in the office c. Provide a Parent Hub where parents can get information or assistance in technology, a meeting place. d. Communicate school events/information using Q Communications/ Parent Connect, school marquees, email, texts, PeachJar, Social Media and printed flyers e. Work with safety coordinator to improve the school safety plan and disaster notebook according to district mandates, protocols and site-specific needs. Purchase materials as needed to safely implement the plan. f.. Work with the custodian to ensure a clean school stocked with adequate supplies and free of clutter and adequate cleaning schedules g. Under the direction of the BSEL Coordinator, Ambassadors will assist new students by providing school tours on their first day of attendance, will participate in welcoming students on Mondays, serve as mentors on the	<u>X</u> All Students	Welcoming environment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500 Safety resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1461 Student Ambassador resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$400

playground and other assigned duties to help the overall morale of the school to improve

# Goals, Strategies, & Proposed Expenditures

## Goal 3.0

Parent, Student and Community Engagement

### State and/or Local Priorities addressed by this goal:

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

Local Priorities:        P3 and P6

### Identified Need from the Annual Evaluation and Needs Assessment:

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

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3: Survey of Parents/Families (including Unduplicated Pupils and Individuals with Exceptional Needs) on Family Involvement	LCAP Parent/Family Survey, Winter 2022:  How well do you feel the school or the district is currently doing in the following are : community partnerships? Extremely important: 55% Quite Important: 25% Somewhat Important 20% Slightly at all: 0% Not important: 0%	LCAP Parent/Family Survey, Winter 2022: Expected outcomes for next year  How well do you feel the school or the district is currently doing in the following are : community partnerships? Extremely important: 55% Quite Important: 30% Somewhat Important 15% Slightly at all: 0% Not important: 0%
P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP student Survey, Winter 2022:	LCAP student Survey, Winter 2022:Expected outcomes for next year

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>For this school or district to be successful over the next three years, how important is it for us to focus on Students activities and extracurricular activities?.</p> <p>Extremely Important: 70%            Quite Important: 20%            Somewhat Important: 10%            Slightly at all 0%            Not important at all 0%</p>	<p>For this school or district to be successful over the next three years, how important is it for us to focus on Students activities and extracurricular activities?.</p> <p>Extremely Important: 75%            Quite Important: 20%            Somewhat Important: 5%            Slightly at all 0%            Not important at all 0%</p>
<p>P5: Survey of Students, Teachers, and Parents on Student Engagement</p>	<p>LCAP student Survey, Winter 2022:</p> <p>On most days, how enthusiastic are the students about being in school?</p> <p>Extremely enthusiastic 21%            Quite enthusiastic: 58%            Somewhat enthusiastic: 21%            Slightly enthusiastic: 0%            Not at all enthusiastic: 0%</p>	<p>LCAP student Survey, Winter 2022:Expected outcomes for next year</p> <p>On most days, how enthusiastic are the students about being in school?</p> <p>Extremely enthusiastic 21%            Quite enthusiastic: 68%            Somewhat enthusiastic: 11%            Slightly enthusiastic: 0%            Not at all enthusiastic: 0%</p>
<p>P5: Survey of Students, Teachers, and Parents on Student Engagement</p>	<p>LCAP student Survey, Winter 2022: (143 respondents)</p> <p>Overall, how much do you feel like you belong at your school ?</p> <p>Completely belong: 49%            Belong quite a bit: 29%            Belong somewhat: 6%            Belong a little bit: 11%            Do not belong at all: 4%</p>	<p>LCAP student Survey, Winter 2022: (143 respondents): Expected outcomes for next year</p> <p>Overall, how much do you feel like you belong at your school ?</p> <p>Completely belong: 53%            Belong quite a bit: 29%            Belong somewhat: 6%            Belong a little bit: 11%            Do not belong at all: 0%</p>

## Planned Strategies/Activities

### Action 3.1

VAPA

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

**Action 3.2**

Parents invited on campus for school events

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>a. Recognition Assemblies: parents are encouraged to attend monthly assemblies to witness their children receiving awards such as perfect attendance, the student of the month, ACADEMIC EXCELLENCE AWARDS, Presidential award and 100-mile club awards and supplies and Student of the Month/ yard signs</p> <p>b. Flyers, posters, and certificates are printed in color using a color printer or poster maker to highlight achievements and recognize student events and students who achieve great achievement.</p> <p>c. Purchase materials and supplies for a parent Hub/center for information, classes, tech support ect....</p> <p>d. BSEL incentives purchased each trimester to recognize positive behavior as well as BSEL supplemental materials to help facilitate groups on campus.</p> <p>e. Various grade levels encourage parent participation during specific grade level events (Colonial Day, Egypt Day, US Symbols Day, Feast Day, etc.)</p>	<u>X</u> All Students	<p>Certificates 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$282</p> <p>Incentives/refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2260</p> <p>Materials and supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$1000</p>

f. Parent Volunteers are invited to a breakfast 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 Night, parents or guardians/student dance, game night for parents or guardians /students, Winter Workshop, Trunk or Treat, Art Fair, Family BBQ). During the book fair weeks, parents are encouraged to eat lunch with their children followed by shopping in the book fair

h. Raptor System ensures sex offenders are not allowed on campus.  
\*Purchase replacement stickers and regular upkeep of the system

### Action 3.3

Parent education classes offered in English and Spanish

X Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>Throughout the year, various parent classes are offered but not limited to, Riverside County resources such as Parent Plus, Nutrition, Computer class, and ESL * Childcare will be provided</p> <p>a. PARENT Forums recognize how families and students and teachers can work together to increase the success of our students. b. Purchase of support materials for all parent involvement including but not limited to EL parents, GATE Parents and Parenting classes/ technology etc.../refreshments c. Translation provided by a classified staff member d. Parents and Pastries are meetings offered throughout the year for parents to hear information about current topics at school such as instruction, intervention, AVID, BSEL, Technology, etc. *Purchase refreshments and child care services during that time. *Translation provided by a classified staff member</p>	<p><u>X</u> All Students</p>	<p>Childcare 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$430</p> <p>Support materials, incentives, and refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>Staff hourly for parent meetings 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$823</p>

### Action 3.4

Parent Committees

Unchanged Action

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

# Annual Evaluation and Update

## SPSA Year Reviewed: 2021-22

### Goal 1

College and Career Readiness

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4 Statewide Assessment- CAASPP	Continue to increase at least 5-10 points overall	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.
P4 Statewide Assessments- Data Dashboard ELA	Increase 3 points in each student groups	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.
P4 Statewide Assessments - CAASPP Math	continue to increase at least 5-10 points overall	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.
P4 Statewide Assessments- Data Dashboard Math	Increase 1.5 point in each student groups	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.
P4 Assessments- ELPAC Data	Increase percentage of percentage of students moving up from somewhat developed to well developed by at least 2 point in eachlevel.	"Using data from ELPAC dashboard, provide the following 2020-21 data: student dropped from 18.75% in 2019-2020 to 16.67% Proficient in 2020-2021  2019-2020 18.75% Proficient 6.25% Intermediate Learner 75% Novice English Learner  2020-2021 16.67% Initial Fluent English Proficient



Metric/Indicator	Expected Outcomes	Actual Outcomes
		5.56% Intermediate English Learner 77.78% Novice English Learner  2021 ELPAC scores 1: minimally developed: 11.8% 2: Somewhat developed; 47.4% 3: Moderately developed: 32.9% 4: Well Developed: 7.9%
P4 Statewide Assessment- Reclassification Rate	increase Reclassification rat by one half percent.	2020-21 Reclassification rate 10.4% - 11 students out of 97 EL students.
P8 Other student outcomes- SBAC Reading Claim #1	Increase percentage by 2 percent	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.
P8: Grades 3-5 iStation for ELA	For the school year 2021-2022 we would like to meet or beat our scores with an increase our scores by at least one percent in tiers 1 and 2.	JUSD is not using Istation and is now using NWEA MAP.  ELA MAP Growth 2021 RIT scores FALL                      RIT scores WINTER K-136.8                                      K- 140.8 1- 146.7                                      1- 154.1 2- 161.3                                      2- 169.5 3-185.3                                      3- 185.3 4-198.1                                      4- 198.1 5-202.3                                      5- 202.5 6-199.9                                      6- 200.4 (6+ test different from the fall)

Metric/Indicator	Expected Outcomes	Actual Outcomes
P8: Grades 3-5 iStation for Math	For the school year 2021-2022 we would like to meet or beat our scores with an increase our scores by at least one percent in tiers 1 and 2.	Math MAP Growth 2021 RIT score FALL            RIT scores WINTER K-138.8                      K-143.6 1- 152.2                    1- 159.2 2- 168.3                    2- 174.7 3- 179.7                    3- 185.7 4- 192.5                    4- 196.1 5-198.5                    5- 203.4 6-200.6                    6- 205.0 (6+ test different from the fall)
P8: Grade 6 HMH Reading Inventory for ELA/ Read 180	For the school year 2021-2022 we would like to see more students move from Below Basic to basic or proficient at least a 2-5%	"Due to CAASPP flexibility, a local assessment was used. The Reading Inventory results as CAASPP level equivalents are as follows: Not Met: 30% Nearly Met: 39% Met: 12% Exceeded: 18%
P8: Grade 6 MDTP ( Mathematics Diagnostic Test Project) for Math	For the 2021-2022 school year we would like to meet our average score but best case scenario bring up our average score by at least two percent.	"Due to CAASPP flexibility, a local assessment was used. The MDTP results as CAASPP level equivalents are as follows: Not Met: 27% Nearly Met: 19% Met: 19% Exceeded: 34%

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Collaborative Grade Level Planning a. Provide PD for staff and Math FUN, UOS implementation and effective strategies for Mathematics and ELA/ELD	a. We had a staff meeting this year walking teachers through how to do alludo and where to find the Units of Study section: Math FUN and DMR	Sub Teacher 1000-1999: Certificated Personnel Salaries	Sub Teacher 1000-1999: Certificated Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>including Balanced Math and Reclassification for ELs</p> <p>b. Early literacy (foundational skills) Implement AVID strategies focusing on organization, note-taking and managing agendas/calendars</p> <p>c. Provide release time for AVID lead teachers to organize AVID site plan and assist in communicating goals and expectations with all stakeholders</p> <p>d. Coordinate staff development in technology (including the use of Chromebooks) with technology coordinator for all teachers</p> <p>e. Provide release time (hourly/subs) for teachers to attend training/planning/collaboration meetings and work with IMPACT TEAMS</p> <p>f. Provide release time for grade levels to analyze data including UoS, other common assessments as well as Ellevation and IMPACT TEAMS</p>	<p>tutorials. There were after school PDs available for teachers to attend to learn ELLAVATION the new program for ELs. Teachers were also given one on one session if needed for TELPS and Reclassifications.</p> <p>b. Primary grades were given extra Literacy Support with the hiring of and LST for Primary grades. We also have an instructional aide who works with the intervention teacher to target primary grades.</p> <p>c. AVID lead teacher continue to support our work and expectations with AVID. Although they have not required the extra time to monitor and collect data as they have in the past.</p> <p>d. Tech tuesdays have been emails that have been sent out as well of whole staff development time for technology (NWEA, ParentSquare etc..).</p> <p>e. Teachers have been using their grade level meeting time as well as their wednesday when the afternoon isn't scheduled for collaboration time.</p> <p>f. Release time has been non-existent due to substitute shortage.</p>	<p>Title I Basic -- 3010 \$1000</p>	<p>Title I Basic -- 3010 \$0</p>
		<p>Print 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p>	<p>Print 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1260</p>
		<p>Teacher Hourly for planning 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$13858</p>	<p>Teacher Hourly for planning 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0.0</p>
<p>1.2 CCSS Implementation</p> <p>a. Provide opportunities for teachers to support CCSS implementation including ELD integrated and designated.</p> <p>b. Coaches, Leads or other staff will provide staff development/modeling as needed by grade levels</p> <p>c. Teachers will be trained to use district adopted texts/materials and programs</p>	<p>a. We have provided PD for teachers throughout the year to help support CCSS implementation through our PD time during direct time on wednesdays.</p> <p>b. Balances Math facilitator provided staff development for requesting teachers by modeling in their classroom.</p>	<p>Instructional resources 4000-4999: Books And Supplies Title I Basic -- 3010 \$4896</p>	<p>Instructional resources 4000-4999: Books And Supplies Title I Basic -- 3010 \$10,000</p>
		<p>Technology licenses 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$19000</p>	<p>Technology licenses 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1500</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>including NGSS mini units, UoS digital platform, G-Suite, Power School Learning, Istation and others.</p> <p>d. Library and Digital Resources (eBooks) Access, Accelerated Reader, Raz Kids, Istation etc..</p> <p>e. Technology and software support for classroom integration including technology supplies (earbuds, etc.)</p> <p>f. Release time/Substitutes will be available for teachers to have the opportunity to participate in planning and training in best practices ex:(IMPACT teams) (hourly and sub teachers)</p> <p>g. Bilingual Language Tutor/Instructional Aide</p>	<p>c. This has been made available through Alludo.</p> <p>d. Teachers are implementing the use of our digital resources that include but not limited to, Mystery science, Accelerated Reader, Raz kids, NWEA.</p> <p>e. New earbuds, and headphones were provided for students to help facilitate the use of NWEA and other technology resources.</p> <p>f. Due to the sub shortage release time has not been available for teachers.</p> <p>g. BLT support teachers and students as much as possible. the BLT is scheduled to help in small groups in kinder , 1st and second grade.</p>	<p>AVID Resources 4000-4999: Books And Supplies Title I Basic -- 3010 \$500</p> <p>Bilingual Tutor Salary 3 hour position 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$22,035</p> <p>Teacher collaboration 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3000</p>	<p>AVID resources 4000-4999: Books And Supplies Title I Basic -- 3010 \$500</p> <p>Bilingual Tutor salary 3 hour position 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>Teacher Collaboration 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0</p>
<p>Intervention</p> <p>a. Intensive primary Intervention (1.0 FTE) supporting Early Literacy instruction and intensive intervention</p> <p>b. Provide resources for implementation of intensive intervention for students in grades 4-6 (1.0 Teacher \$120,600 TII/LCFF DO)</p> <p>c. Extended Learning Opportunities (ELO) to work on remedial math/reading skills</p> <p>d. Purchase technology license to enhance remedial reading skills</p> <p>e. Instructional aide assists IT teacher to work with struggling readers</p>	<p>a. Primary/ Early Literacy instruction has been provided through the hiring of a full time intervention teacher. Has also been a support for students and teacher with NWEA.</p> <p>b. Upper grade Literacy support teacher has been an integral member in supporting students and teacher with the new NWEA program.</p> <p>c. ELO has been provided in 3 six week sessions this year.</p> <p>d.</p> <p>e. Instructional aide who works with Primary LST continues to provide support to teachers as well as students in grades TK-3.</p>	<p>FTE IT CSR salary (.50) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$70,057</p> <p>FTE IT CSR Salary (.50) 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$70,057</p> <p>.5 FTE IT CSR Salary 50% 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$47,500</p> <p>.5 FTE IT CSR Salary 50% 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$47,500</p>	<p>FTE IT CSR salary (.50) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$70,057</p> <p>FTE IT CSR 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$70,057</p> <p>.5 FTE IT CSR Salary (.50) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$47,500</p> <p>.5 FTE IT CSR Salary (.50) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$47,500</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Resources to support college and career readiness</p> <p>a. Full-time media clerk</p> <p>b. Purchase additional materials to support AVID implementation, Units of Study, ELD, technology, and Collaborative teaching including print materials, NGSS unit materials, web-based resources, and organizational tools for student use as well as AVID implementation.</p> <p>c. Supplemental ELD/ELA materials</p> <p>d. Selected staff to attend AVID Summer training</p> <p>e. Subscriptions that allow access to resources used during morning meeting discussions, announcements and to promote college readiness mindset</p> <p>f. Maintenance contracts</p> <p>g. Print</p>	<p>a. We continue to use our media clerk full time to help with technology as well to run our maker space that is located in the library and class library time. . This year we had our EMCC out part of the time until we hired our new EMCC. He is now on site full time.</p> <p>b.We have had the district provide us with AVID supplies but the site has purchased NGSS materials, orint, and other materials used for Implementation of Standards and AID.</p> <p>c.</p> <p>d. Staff who have volunteered are attending summer instituted XR online this summer.</p> <p>e.We purchased subscriptions to facilitate morning announcements.</p> <p>f, &amp;g .Maintenance contracts have been updated and Print is still processed.</p>	<p>FTE Media Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$63,786</p> <p>AVID training/resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3604</p> <p>AVID training/travel 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1000</p> <p>Supplemental Instruction 4000-4999: Books And Supplies Title I Basic -- 3010 \$5439</p> <p>Supplemental materials/resources 4000-4999: Books And Supplies Title III LEP -- 4203 \$2868</p> <p>Maintenance Contracts 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2000</p> <p>Print 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2000</p>	<p>FTE Media Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$63,786</p> <p>AVID training/resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3604</p> <p>AVID training/travel 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p> <p>Supplemental Instruction 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p> <p>Supplemental materials/resources 4000-4999: Books And Supplies Title III LEP -- 4203 \$2800.00</p> <p>Maintenance Contracts 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$3800</p> <p>Print 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$5216.00</p>
<p>Communication Enhancement Program</p> <p>a. The Communication Enhancement Program (CEP) at Sky Country is designed to provide voice, fluency and/or articulation skill enrichment. The</p>	<p>a. students who qualify are offered CEP interventions, but teachers feel that qualifications should be broader or interventions more.</p>		

**Planned  
Actions/Services**

CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.

**Pre-school Transition**

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

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

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

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

**Actual  
Actions/Services**

a. This has not happened at this time but will be scheduled.

b. N/a

c. registration

d. Pre-school students are invited to all events and school activities. This year activities are limited.

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

## Analysis

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

Full time in -person learning after being virtual and Hybrid for a year and ahaf has had its challenges. We have ad to address many issues coming back in person. As a school site we needed to focus on SEL . Many of our students came back to school after experiencing some real trauma during the COVID 19 Pandemic. Teachers had to accelerate learning for students who had not been a a school setting for over a year and half. Teachers assessed students and through different avenues tried to continue with rigor and academics while trying to insure the gap that had been created would be widened any further. Teachers had many concerns but literacy was a focus and with our Primary intervention teacher we were able to address those concerns with fidelity for the first time. We came back to a new assessment program and it was a transition from Istation. There was a real focus for LSTs to intergrade the data they received in how they addressed students and formed their groups for intervention.

- NWEA training was an early focus and we continue to make it a priority for collaboration and intervention.
- Focused "IMPACT TEAMS" school wide because non of our grad levels were thoroughly trained or strong in that area. We highlighted diving into the standards and knowing their progression through the grade levels. We also focused on teacher calibration and success criteria. We have been living in success criteria since learning we will not continue with Impact teams.
- Professional development has encompassed the essentials of "Impact Teams" as well as ELLEVATION training, Parent Square, ELPAC, CAASP, DMR/Math Fun, as well as NWEA reports.
- LST continue to provide support with Literacy intervention and incorporate their data with grade level meetings.
- AVID continues and our lead supports teachers and students with AVID strategies and moving forward with our three goals. College and Career readiness is a strength with our Elementary AVID team.
- SEL coordinator helps with site expectations for behavior and had promoted SEL for students. We have started and SEL library that teachers can access for their daily SEL time.
- Our New media clerk continues to expand our maker space and offers support with technology/chromebooks and SEL materials for classrooms.
- ELO has been instrumental in getting students and parents focused on academics and pushing students forward to help close any gaps that we are aware of.

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

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

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

The biggest difference in proposed expenditures and actual expenditures is in relation to certificated time. We allotted money for teacher collaboration and data review and with the sub shortage this year it has been nearly impossible to accommodate teachers time out of the classroom. We have spent more money on materials and supplies in relation to to AVID NGSS and ELO. Although the district allotted money for ELO we had to spend some to accommodate classes that were added.

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

Collaboration and Professional development will continue to be a focus in this goal. We will focus on research based instructional strategies that focus on good teaching when implementing state standards for ELA, Math, Science and Social Science. ALso focusing on integrated and designated ELD, and AVID strategies. Staff development should focus on how to use technology in the classroom and how it pairs with these instructional strategies. The release time provided for

teacher will heavily focus on using data to collaborate and calibrate by grade level. Instead of coaches providing staff development we will rely on our support teachers as well as our District TSA or coordinators. The removal of IMPACT TEAM focus and specific math strategies (they will be included but not a sole focus)

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

Math Intervention teacher will be added to our intervention team to support teachers and students with intentional focused intervention.



# Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

## Goal 2

Safe, Orderly and Inviting Learning Environment

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P5 School Attendance Rate	Increase ADA from 96.94% to 97.94 and increase of one percent.	Sky Country saw their ADA fall from 96.94% to 96.37%
P5 Chronic Absenteeism rate	a decrease of chronic absenteeism from 9.7% in 2018-2019 to 8.8%	In 2020-2021 Sky Country's chronic absenteeism increase from 9.7% in 2018-2019 to 9.8% due to school closer their was no reliable data for th 2019-2020 school year.
P6 Pupil Suspension Rate	a decrease of less than 1.6	In 2020-2021 the suspension rate was 0%
P6 Surveys of pupils, parents, teachers, on a sense of safety	<p>Expected                      LCAP Survey Parents:92% of Parents feel Extremely to Moderately safe                      LCAP Survey: 86% of students feel Extremely to Moderately safe                      LCAP Survey Staff: 92% of the staff feel Extremely to Moderately safe</p> <p>2018-2019 % of 5th-grade students surveyed reported                      60% reported feeling safe all the time                      25% reported feeling safe most of the time                      20% reported feeling safe some of the time                      4% reported NEVER feeling safe</p> <p>2018-2019 expected outcome: 81% of student will feel safe most of the time to all of the time.</p>	<p>2021 LCAP survey</p> <p>LCAP Survey Parents: 83% of Parents feel Extremely to Moderately safe                      LCAP Survey students: 85% of students feel Extremely to moderately safe                      LCAP Survey Parents : 90% of staff feel Extremely to moderately safe</p> <p>2020-2021 % of 5th grade students reported when asked if their school is safe</p> <p>1 21%                      2 6.38%                      3 6.38%                      4 21.28%                      5 63.835%</p>

**Metric/Indicator****Expected Outcomes****Actual Outcomes**

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**Strategies/Activities for Goal 2**

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Estimated Actual Expenditures</b>
<p>PBIS Implementation</p> <p>a. All teachers will teach Area Expectations and Social Skills according to the school-wide schedule</p> <p>b. All staff will use Sky Tickets as an incentive for positive behavior</p> <p>c. Students will be recognized for positive behavior in various ways such as awards assemblies, an invitation to the Game Room, the student of the month, lunch with the principal, perfect attendance field trip and trimester perfect attendance BBQ.</p> <p>d. Students will be invited to the "game room" to recognize positive behavior.</p> <p>e. Resources and materials will be purchased to implement PBIS and to promote attendance and to provide incentives for students including Sky ticket rewards</p> <p>f. Assemblies scheduled to teach social skills, anti-bullying, etc.</p> <p>g. Meet monthly with supervisors to discuss safety issues and concerns on the playground</p> <p>h. PBIS (SEL)Committee will meet after school monthly or as needed to discuss issues/concerns and review data. Hourly rate will be paid for meeting attendance (classified and certificated)</p>	<p>a. all teachers have a schedule for teaching area expectations school wide. Not all teachers do this with fidelity.</p> <p>b. All staff use Sky tickets as an incentive for positive behavior.</p> <p>c. students are recognized for positive behavior in various ways, awards assemblies, game room, SOM. We have not done perfect attendance awards.</p> <p>d. Once a month students are invited to game room.</p> <p>e. recourses have been purchased to help with positive behavior and SEL ( SEL Library) as well as incentives.</p> <p>f. We have not had outside agencies come in for assemblies although we have had school wide assemblies for SEL and behavior expectations.</p> <p>g. Admin meets with supervisors once a month to discuss safety issues as well as behavior issues out on the playground.</p>	<p>Hourly pay for supervisors None Specified Title I Basic -- 3010 \$1050</p> <p>PBIS incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1500</p> <p>Assemblies 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$1750</p> <p>Teacher hourly - PBIS meetings 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1500</p>	<p>Hourly pay for supervisors None Specified Title I Basic -- 3010 \$0</p> <p>PBIS/SEL incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1500</p> <p>Assemblies 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$0</p> <p>Teacher hourly- PBIS/SEL meetings 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1500</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	h. SEL committee formally known as PBIS meets once a month to also address and discuss, issues and concerns as well as review data.		
<p>Health Care Aide Health Care Aide to support health services including connecting kids and families with appropriate community agencies based on needs (clothes, counseling, glasses)</p> <p>a. School nurses will perform vision and hearing screening on select kids annually. b. Office staff and health clerk will work with the director of parent involvement to connect families with resources c. District fully funding Health Care Aide</p>	<p>a. HCA continues to perform vision and hearing tests. b. continue to connect families with needed resources. c. District continues to fund.</p>	<p>Health Care Aide 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$19,607</p>	<p>Health care aide 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$19,607</p>
<p>Buildings/operations a. Work order system will be used to request repairs to be made in a timely manner and provide documents for follow up b. Regular inspections completed by a custodian for proactive action to be taken</p>	<p>a. Work orders continue to be places to request repairs when needed. b. Regular inspections occur.</p>	<p>Materials and supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$372</p>	<p>Materials and supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p>
<p>Customer Service/Inviting atmosphere: a. Continue to improve customer service by office staff and support staff</p>	<p>a. office staff and other support staff continues to improve their customer service .</p>	<p>Welcoming environment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p>	<p>Welcoming Environment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$750.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>b. Provide carousel of resources for parents looking for information in the office</p> <p>c. Communicate school events/information using Q Communications, school marquees, email, texts, PeachJar, Social Media and printed flyers</p> <p>d. Work with safety coordinator to improve the school safety plan and disaster notebook according to district mandates, protocols and site-specific needs. Purchase materials as needed to safely implement the plan.</p> <p>e. Work with the custodian to ensure a clean school stocked with adequate supplies and free of clutter</p> <p>f. Under the direction of the PBIS Coordinator, Ambassadors will assist new students by providing school tours on their first day of attendance, will participate in welcoming students on Mondays and other assigned duties to help the overall morale of the school to improve</p>	<p>b. The office keeps our carousal of information updated for parents.</p> <p>c. communication of events continues using Parent Square, Social media, Marquees, emails, dojo, Peach Jar, and printed flyers.</p> <p>d. Safety Coordinator update the school safety plan and disaster notebook. We have not purchased any materials to implement plan this year.</p> <p>e. Custodian works to insure that the school is stocked with adequate supplies. Classrooms need to work on clutter as well as some shared spaces.</p> <p>f.. Ambassadors welcome students to school on monday mornings. They help with daily announcements, school tours for new students.</p>	<p>Safety resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1461</p> <p>student Ambassador resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$400</p>	<p>Safety resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>student ambassador resources 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$400.00</p>

## Analysis

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

As we returned to school for virtual learning our focus was social emotional learning. There was a great need for an SEL focus across our school with students, staff and families. An effort to devote time to SEL was made across campus. We have had many families reach out for support and PICO has been instrumental in us being able to offer that support to our families.

Attendance has been a struggle this year with students and families experiencing COVID 19 related issues. We had students, teachers and staff members experience COVID related absences due to exposure, having the virus or different at home traumas including but not limited to deaths in the family. One can see that the attendance rate has been affected.

2020-2021 attendance rate:    2021-2022 attendance rate (fall data):

TK- 89%	TK-91%
K-94%	K- 89.3%
1-94%	1- 92%
2-96%	2- 93%
3-96%	3- 94%
4-96%	4- 93%
5-96%	5- 94%
6-97%	6- 92%

The Chronic absenteeism rate has also been affected:

2021- 9.8%

Our Chronic absenteeism is still lower than the state, country and district average but it has increased from the previous year.

Sky Country has maintained a low suspension rate but with the school being in virtual learning we had a 0% suspension rate in 2021. We continue with that rate in the current 2021-2022 school year, although we have seen other behaviors increase. We have addressed those behaviors with social groups from our behavioral health specialist, groups run by our TSA- Admin support person, and other SEL strategies implemented school wide to help empower students and staff to handle these situations.

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

with student back on campus we have had to increase our expenditures for supports to promote students and their achievements- awards, yard signs etc.. SEL signs around campus. Re-engaging students has been a big task we had to take on. All the while having staff available to help parents and students with chromebooks, issues, questions about quarantines and protocols and procedures as well as SEL support again for all educational partners. For all the issues that came with the pandemic our attendance is still strong we may not have increased but we did not see a drastic decline.

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

The biggest difference was because of COVID 19 restrictions we were not able to have a lot of on campus activities. So assemblies were limited to what we could provide and the need for extra supervision was not needed.

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.

Stronger focus on SEL and not only PBIS. Have a goal for office staff in reference to customer service, this continues to need improvement. A bigger role for Ambassadors to help out on the playground and throughout the day as true role models. Overall I think this area or goal is a strong point for Sky Country so changes would be minimal.

# Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

## Goal 3

Parent, Student and Community Engagement

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>P3 Parent Engagement</p>	<p>Expected out come:            Parent engagement            Satisfaction with school 88%            Effectivness of the front office 80%            informed of school-wide activities 90%            satisfaction with instruction 93%            oportunities to be involved with school and decision making 90%</p>	<p>Parent Engagement            2021 LCAP            Satisfaction with school 99%            Effectiveness off the front office 100 %            Informed of the school activities 99 %            Satisfaction with instruction 99%            Opportunities to be involved with school and decision making 40%</p> <p>LCAP Parent/Family Survey, Winter 2022:</p> <p>How well do you feel the school or district is doing in the following are: Classroom instruction.            75% responde quite well or extremely well.</p> <p>How well do you feel the school or the district is currently doing in the following are : community partnerships?            30% responded quite well or extremely well.            55% somewhat well to sightly well</p> <p>.</p>
<p>P5 Student Engagement</p>	<p>Expected outcome            Student engagement            Welcoming environment 90%            informed of schoolwide events 87%            Positive learning environment 92%</p>	<p>LCAP student Survey, Winter 2022:            Perception of the overall social and learning climate of the school            74% responded favorably.</p> <ul style="list-style-type: none"> <li>How positive or negative is the energy at your school?</li> </ul>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		<p>97% responded somewhat positive to very positive</p> <ul style="list-style-type: none"> <li>• How often do your teachers seem excited to be teaching your class?</li> </ul> <p>91% responded frequently to almost always.</p> <p>Student engagement Welcoming environment % informed of schoolwide events % Positive learning environment %</p>
P5 Student Engagement	<p>CHKS expected outcome hopefully would be similar pre covid: 77% student feel connected to school 81% of the students feel happy to be at school 85% of student feel apart of the school</p>	<p>California Healthy Kids Survey results 2020- 2021 0% student feel connected to school (no data available) 0% of the students feel happy to be at school (no data available) 0% of student feel apart of the school (no data available) Due to transition of Healthy Kids survey to Panorama Education, this specific data is not available. New data will be reported with the 2022-23 baselines.</p>
P6 Surveys of pupils, teachers on the sense of school connectedness	<p>Satf expected outcomes 100% welcoming environment 95% collaborative culture 79% opportunities tho be involved with school and district decision making</p>	<p>LCAP 2021 Satf expected outcomes 96% welcoming environment 95% collaborative culture 90% opportunities to be involved with school and district decision making</p> <p>LCAP Teacher/staff survey, Winter 2022 Perception of the overall social and learning climate for the school 67% responded favorably</p>

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>VAPA</p> <p>a. Students in grades 3-6 are encouraged to join Choir. Performances occur at least two times throughout the year.</p> <p>b. Choir teacher is provided planning time to prepare music, songs, choreography, etc.</p> <p>c. Students in grades 4-6 are encouraged to join the school band. Concerts occur at least two times a year.</p>	<p>a. Choir was not offered this year</p> <p>b. No planning etc was provided.</p> <p>c. Students were encouraged to join band this year as in years past. The band will only have one performance this year in May due to the restrictions from COVID 19.</p>	<p>Choir teacher planning 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p>	<p>Choir teacher planning 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p>
<p>Parents invited on campus for school events</p> <p>a. Recognition Assemblies: parents are encouraged to attend monthly assemblies to witness their children receiving awards such as perfect attendance, the student of the month, ACADEMIC EXCELLENCE AWARDS, Presidential award and 100-mile club and Student of the Month/ yard signs</p> <p>b. Flyers, posters, and certificates are printed in color using a color printer or poster maker to highlight achievements and recognize student events and students who achieve great achievement.</p> <p>c. During the book fair weeks, parents are encouraged to eat lunch with their children followed by shopping in the book fair</p>	<p>a. Recognition assemblies were held through out the year for student of the Month. We discontinued perfect attendance awards due to the pandemic. We did continue with yard sign for SOM and we continued with 100 mile club recognition as well.</p> <p>b. Flyers posters and certificates were printed.</p> <p>c. We did not hold books fairs due to the pandemic.</p> <p>d. We purchased SEL/PBIS incentives each trimester for classrooms and also for the front office.</p> <p>e. We had the various events through ou the school year. US symbols day would be the only even that parents were allowed to participate (volunteer) due to restriction in place from the COVID 19 pandemic.</p>	<p>Certificates 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$282</p>	<p>Certificates 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$0</p>
		<p>Incentives/refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p>	<p>Incentives and refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00</p>
		<p>Materials and supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$2260</p>	<p>Materials and supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1000</p>
		<p>Materials and supplies 4000-4999: Books And Supplies Title III District -- 500 4203 \$2000</p>	<p>Materials and supplies 4000-4999: Books And Supplies \$2800</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>d. PBIS incentives purchased each trimester to recognize positive behavior</p> <p>e. Various grade levels encourage parent participation during specific grade level events (Colonial Day, Egypt Day, US Symbols Day, Mayflower Day, etc.)</p> <p>f. Parent Volunteers are invited to a breakfast at the end of the year. *Purchase refreshments</p> <p>g. PTO Sponsored activities: Parents are encouraged to attend PTO sponsored events to encourage time spent with their kids outside of the school day (Family Night, Father daughter dance, game night for moms and sons, Santa's Workshop, Trunk or Treat, Art Fair, Family BBQ)</p> <p>h. Raptor System ensures sex offenders are not allowed on campus. *Purchase replacement stickers</p>	<p>f. We did not have parent volunteer for the majority of the school year again to COVID 19.</p> <p>g. PTO sponsored activities like hot chocolate and a christmas story with the principal. Christmas arts and crafts as well as other virtual events. We did not do our regular Truck or Treat Father daughter dance etc...</p> <p>h. Raptor was not used because we were not allowing visitors on campus due to the pandemic and restricts set in place.</p>		
<p>Parent education classes offered in English and Spanish Throughout the year, various parent classes are offered through Riverside County resources such as Parent Plus, Nutrition, Computer class, and ESL * Babysitting provided</p> <p>a. PARENT Forums recognize how families and students and teachers can work together to increase the success of our students.</p> <p>b. Purchase of support materials/refreshments</p>	<p>a. Parents forums that were held were done virtually.</p> <p>b. not applicable due to the virtual nature of most meetings.</p> <p>c. Translations were provided by a staff member.</p> <p>d. We did not hold parent and pastries this year.</p> <p>*child care was also not offered.</p>	<p>Babysitting 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$430</p> <p>Incentives/refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>Staff hourly for parent meetings 2000-2999: Classified Personnel Salaries</p>	<p>Babysitting 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$0</p> <p>Incentives/refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0.0</p> <p>staff hourly for parent meeting 2000-2999: Classified Personnel Salaries</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>c. Translation provided by a classified staff member</p> <p>d. Parents and Pastries are meetings offered throughout the year for parents to hear information about current topics at school such as instruction, intervention, AVID, PBIS, Technology, etc.</p> <p>*Purchase refreshments and babysitting</p> <p>*Translation provided by a classified staff member</p>		<p>Title I Parent Involvement -- 3010 1902 \$500</p>	<p>Title I Parent Involvement -- 3010 1902 \$0</p>
<p>Parent Committees</p> <p>a. Parents are encouraged to participate and provide input while serving on committees such as school site council, ELAC, DGAC, DELAC, GAC, and PTO. These committees allow parents to learn more about the educational process and provide input from their perspective.</p> <p>b. Purchase support materials/refreshments</p>	<p>a. Parents are always encouraged to participate in ELAC, PTO, SSC, and GAC.</p> <p>b. Refreshments were purchased for the meeting that were held in person.</p>	<p>Incentives/refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p>	<p>Incentives/refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$100</p>

## Analysis

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

Getting parents involved has proven to be difficult because of COVID 19 restrictions. Parents have not been allowed on campus for the better part of the school year. We have had to resort to other forms of communication instead of assemblies we have done virtual parent forums, virtual meeting for ELAC, SSC, IEPS, etc.. Where we would normally provide child care and refreshments for meets the need for that was not there due to Zoom or google meet meetings. We have had the need for classified staff to make phone calls to families and be available to assist with Chromebook, hotspot and other technology needs. We have provided Support to parents through PICO and our Common Sense tips to help families navigate technology with their students.

We relied more heavily on technology for communication in these times, we continue the use of Q/ Parent Square, Peach Jar, Social Media as well as Dojo to communicate with Sky country families. Our office staff are our front line when it comes to parents and in this COVID time they have been instrumental in finding out the needs of families and offering resources.

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

Overall our educational partners seem to be satisfied with our school climate and instruction. We made the effort to work with PTO to continue to provide students and families the opportunities to gather and do activities even if it was virtual. We went to great efforts to make school a welcoming environment for students even though we did not have parent volunteers available. We went out into the community to deliver yard signs and awards for student of the month in the hope that we would make the connection from school to home. We also had our classified staff calling to make sure that students and families were engaged in instruction, making sure they knew the importance of attendance and at the same time keeping their families and our school community safe.

LCAP Winter survey 2022:

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

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

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

- 85% responded somewhat well to extremely well

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

Because of the virtual format for many of our gatherings the funds were moved over to materials and supplies for the classrooms. We also order many more incentives for students for assemblies there isn't a substantial amount of money that is designated for this goal

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

Now that parents can come back on campus we have had many conversations with our different committees. Parents want to be involved and teachers want parents involved, we need to make a greater effort in getting families on campus. We would like to continue with our usual Trunk or treat and Santa's workshop but also a parent resource center would be a great place for parents to come and access resources. Parents always need help filling out forms, taking part in surveys etc... Have a person or a center on site dedicated to just that would help bridge the home to school gap that is needed at Sky Country Elementary.

# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	173,155
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	474,054.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	96,360	0.00
Title I Parent Involvement -- 3010 1902	1,253	0.00
Title I District -- 500 3010	73,068	0.00
Title III LEP -- 4203	2,474	0.00
LCFF Suppl/Conc -- 0707	90,770	0.00
LCFF District -- 500 0707	210,129	0.00

# Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	210,129.00
LCFF Suppl/Conc -- 0707	90,770.00
Title I Basic -- 3010	96,360.00
Title I District -- 500 3010	73,068.00
Title I Parent Involvement -- 3010 1902	1,253.00
Title III LEP -- 4203	2,474.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	313,845.00
2000-2999: Classified Personnel Salaries	110,293.00
4000-4999: Books And Supplies	27,816.00
5000-5999: Services And Other Operating Expenditures	19,600.00
5800: Professional/Consulting Services And Operating Expenditures	2,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	118,918.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	91,211.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	25,499.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	17,829.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	25,342.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	19,600.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Suppl/Conc -- 0707	2,500.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	96,360.00
1000-1999: Certificated Personnel Salaries	Title I District -- 500 3010	73,068.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	1,253.00
4000-4999: Books And Supplies	Title III LEP -- 4203	2,474.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Jennifer Dunn	Parent or Community Member
Harmony Cassinelli	Parent or Community Member
Megan Clary	Parent or Community Member
Patricia Vargas	Other School Staff
Shelley Levers	Classroom Teacher
Renee Wedin	Classroom Teacher
Debra Sigala	Principal
Charles Lantz	Classroom Teacher
Gabiella Zepeda- ELAC	Parent or Community Member
Alexis Lilly	Parent or Community Member

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



# Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Gifted and Talented Education Program Advisory Committee
	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 5/17/22.

Attested:



Principal, Debra Sigala on 5/17/22

A handwritten signature in blue ink, appearing to read 'Charles Lantz', is located in the top left corner of the page.

SSC Chairperson, Charles Lantz on 5/17/22

# Addendum

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

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Evaluation and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

## Stakeholder Involvement

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

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the Annual Evaluation and Update.

Goals, Strategies, & Proposed Expenditures

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

## Goal

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

## Basis for this Goal

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

## Expected Annual Measurable Outcomes

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

### **Planned Strategies/Activities**

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

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

### **Students to be Served by this Strategy/Activity**

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

### **Proposed Expenditures for this Strategy/Activity**

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

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

### **Annual Evaluation and Update**

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

Annual Measurable Outcomes

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

Strategies/Activities

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

### **Analysis**

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

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

## **Budget Summary and Consolidation**

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

### **Budget Summary**

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

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

A school may include additional information or more detail.

### **Consolidation of Funds**

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

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

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

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

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

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

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

## Schoolwide Program Requirements

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

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



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

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

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

### **State or Local Programs**

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