School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sky View Elementary School	336671990110585	September 19, 2022	October 13, 2022

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.

When deciding on the use of federal funds the principal meets with the School Advisory Council, English Language Learner Advisory Committee, and Leadership Team members throughout the year to discuss and analyze data (student, assessment, and survey), district, and site programs, site priorities, and budget. These meetings ensure planning for the following year and include alignment among school staff, parents, and use federal funds.

Examples of alignment include our two district-wide PD days and a weekly early release day. The two days and early release days are paid out of general funds. Federal funds were used to cover additional professional development days in July and August as well as after school and Saturday PD days throughout this year. Title III (organized and facilitated through the district) will be used to provide supplemental English Learner focus after school PD's tied to the general fund PD Days and above the Title I professional development. Academic coaches funded out of site Title I funds follow up with site-based just in time professional development coaching that supports essential standards planning in ELA, Math, and ELD.

Another example of alignment includes our Multi-Tiered System of Support. Counselors, materials, and supplies necessary to implement the counseling program are funded out of LCFF to support the behavior and social-emotional aspect of MTSS, Intervention Specialists and materials, and supplies necessary to implement this program are funded out of Title I to support the academic aspect of MTSS. Supplemental collaboration and professional development around our MTSS model as it pertains to our Units of Study are funded out of LCFF. The professional development contract for these trainings are funded out of Title II.

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Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Sky View Elementary provides stakeholders to provide input and to evaluate the school program by providing surveys to stakeholders. Surveys include but are not limited to the following:

Annual Parent Title I Survey
ELAC Meeting Parent Feedback
FIAT Stakeholder Survey
Parent Night(s) Feedback Surveys
California Healthy Kids Survey
Panorama Survey
California Dashboard Survey
MTSS Staff and Student Surveys

PARENT (LCAP) SURVEY: Results indicate that a majority of parents feel informed about school programs. Most can identify or understand basic school programs or policies. Parents also indicated that they would like more opportunities for family involvement. Based on this data, there is a need to continue to provide communication and family engagement activities and opportunities.

TITLE 1 SURVEY: The survey received 127 responses. The results of this survey indicate that 81% of parents responded positively to effective parent training provided by Sky View Elementary and 96% of indicated that there is effective communication. 67% of parents positively answered fulfilling their responsibilities as outlined by the school compact.

STUDENT SURVEY (CHKS): 70% of students report they feel safe at school at least some/most of the time. Based on this data there is a need for increased focus on student instruction of school-wide expectations, acknowledgments, and motivation to do well. College and career readiness assemblies, programs, and other activities will help.

Panorama Survey for grades 3-6:
88% of students feel they have supportive relationships with staff, family, and friends at school
66% of students indicated being able to positively self-manage their feelings
54% of students indicate having challenging feelings
51% have positive feelings of self- efficacy
50% of students have the ability to emotionally regulate their feelings

CALIFORNIA SCHOOL DASHBOARD Data: Results indicated that there was a need for focus and attention on academic performance, academic engagement, and school climate and conditions. Academic performance indicated that most students have not met grade-level standards. African American, EL, and Hispanic students show a great need for intervention. Academic engagement indicators demonstrate a need for focus on chronic absenteeism. Students with disabilities and African American students show the largest gap. School climate and conditions data indicated that suspension rates among African Americans and Students with Disabilities are suspended at an increased rate over other student groups. Based on this data, there is a need for a content coach,

teacher training and collaborations, student reading interventions from a reading teacher, after-school intervention as well as materials/supplies and technologies necessary to implement core curricular and intervention programs.

CAASSP Results in ELA indicated that in grades 3-6 students 32% of students exceeded (12.5%) or met proficiency (19.3%) which is an increase of 10% from 20-21, 68% did not meet achievement standard (26.7%-standard nearly met, 41.6%-standard not met)

CAASSP Results in Math indicated that in grades 3-6 students 18% of students exceeded (4.4.%) or met proficiency (13.8%), 82% of students did not meet achievement standard (25.3% nearly met, 56.6%-standard not met)

CORE 5 Lexia/Data: The data report indicates that 77% of students have met or partially met the usage requirement for the program. On average, students mastered 21 skills for CORE 5. 63% of students (285 students) that showed mastery of skills, advanced one or more skill levels. 287 students started the year working on below grade-level material. Out of the Meeting Usage students, 144 students (86%) have advanced at least one grade level of material. With consistent usage of Core5, students made substantial literacy gains. Since the beginning of the school year, 18% reached the End of the Year Benchmark, 50% of students who started working below grade level advanced at least 1 grade level of skills,Students working on skill 2 or more grade levels below decreased by 33%.

DREAMBOX: 727 Students used Dreambox to help support students in math. 15% (110 students) were working above or at grade level using the software. 85% (617 students) working below grade level skills.

TIer Fidelity Inventory (TFI) The results of this survey indicate that the school is making steady progress in implementing skills training and interventions to support students with acquiring successful learning habits in Tier 1 and 2. TFI data show an increase from 0 to 2 Tier 1 and Tier 2 overall of effectiveness and effectiveness of strategies, data decisions to identify students, range of interventions available, fidelity of implementation, and ongoing support to implementer. Based on this data, professional development and collaboration are ongoing with the guidance from the site MtSS team, which includes school staff (certificated and classified). College and career readiness assemblies, programs, and other activities will help. As a site we need continue to provide support to students and families in regard to Tier 3 systems. For the 2021-22 school year, Sky View Elementary received a rating of gold for PBIS recognition in California.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

During the school year, the site principal conducts classroom learning walks on average twice per week with the Assistant Principal conducting them on average once per week. Learning walk feedback is focused on the instructional areas of Direct Instruction, Student Engagement, the use of High Leverage instructional strategies, and Instructional organization. Feedback is given to teachers in a timely manner. The types of instructional feedback include:

1. Informal - The site administrators informally walk through all classrooms to observe instructional practices and provide support for improving the learning environments. These class visits happen, on average, twice a week to every classroom. Observation results indicate that there is a need for a deeper implementation of best practices.

2. Formal - The site administrators conduct at least two formal observations for specified teachers, which generally includes but are not limited to ELA and Math (general and special education). Observation results indicate a need for more consistency in the use of high leverage instructional practices and best teaching practices.

3. School-wide instructional feedback related to area such as: fundamental teaching strategies, first best instruction, AVID elementary instruction, Integrated/Designated English Language Development and wring instruction. Observation results indicate that classroom instructional leaders need better understanding of programs and intended outcomes.

4. Grade- Team feedback through PLC model process, Academic Coach, Site and District Administration. Observation results indicate that more professional development and hands on practice of the professional learning community theory and process.

From these observations, there continues to be a need for an Academic Coach to provide support to teachers in the planning, designing, and delivery of first best instruction while using best teaching practices. Additionally, from these observations, there continues to be a need for an intervention teacher to provide instruction to students who are two or more years behind in their reading instruction. Finally, from these observations their continues to be a need to provide supplemental resources for students struggling academically in reading and math.

Observations have identified English Language Arts, Math, and English Language Development (ELD) as areas that need continuous professional development in order to determine the needs of instructional staff so that they can address the needs of students.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

In addition to utilizing CAASPP and ELPAC results, District and site assessment data is used to make instructional decisions and inform instruction as needed. Each grade level team has selected essential standards and skills that all students are guaranteed to demonstrate proficiency in, including numerical significant groups. Subsequently, teams develop formative and summative assessments to develop, monitor and modify instruction through the lens of improving student achievement. Through formative and summative assessments, teams analyze data and develop instructional plans as a response to the needs of students. There continues to be a need for an Academic Coach to support teachers in analyzing data, adjusting classroom instruction, identifying strategies, and guidance of collaborative work.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Illuminate is used to monitor student progress regarding Common Core State Standards, ELPAC, and district benchmarks. Teachers were trained in Universal Design Strategies and learned how to target instruction of main and supporting standards.

Through formative and summative assessments, teams analyze data and develop instructional plans as a response to the needs of students, including those in numerical significant groups.

Working in Professional Learning Communities (PLC), teachers develop lesson/ targeted intervention plans for ELA and math, during the 2022-2023 school year. Teachers plan for first best instruction of essential standards during collaboration and use mid-cycle assessments to monitor, collaborate, and plan for on-going instruction of these essential standards. Students are then assessed during the next district benchmark to monitor progress towards meeting these essential standards.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of Sky View Elementary Teachers are highly qualified as defined by ESEA.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers have SBE-adopted instructional materials in Language Arts, Mathematics, Social Studies, Science, and English Language Development. Not all teachers have received Language Arts and Mathematics training in these SBE-adopted materials. There is a need for an Academic Coach to ensure that all staff are properly trained. Additionally, teachers receive district and site based ELD training, and training in instructional methods (which include small group intervention, Lexia and Dreambox data use, and development of formative/common assessments). In addition, Sky View Elementary staff receive training in from Solution Tree with regard to effective Professional Development Communities and support staff receive training in implementing Playworks.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

There is a need for an Academic Coach who trains and guides teachers through best practices and professional development. Professional development for instructional leaders will focus on implementation of a viable curriculum through the understanding, selecting and unpacking of essential and supporting standards/skills that all students, including those in numerical significant groups, will demonstrate proficiency. In addition, teachers will receive staff development on best practices as it relates to ELA, ELD, and Math instruction as noted through student performance data. Furthermore, grade level teams will be afforded time to collaborate, design, and plan first best instruction. To support their professional efficacy, they will receive training on the implementation of the inquiry cycle/PLC process, AVID Elementary, high-leverage instructional strategies, and the writing process. In addition, staff will continue to receive training to support the continued implementation of PBIS/MTSS strategies and the use of Second Step curriculum to help support the social/emotional needs of students.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

There continues to be a need to provide an Academic Coach. The Academic Coach will provide on-site support of the instructional program with modeled lessons and staff training. The District's Content Expert provides professional development to the site coach and to teachers. The District's EL Tosa provides professional development and follow-up for EL programs. New teachers participating in Teacher Induction have an assigned Teacher Induction Coach.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Collaboration time is an essential part of planning effective instruction at Sky View Elementary. There continues to be a need to refine and increase teacher collaboration time. Teachers in grades TK through sixth formally collaborate at least once per week. All grade level teams participate in data meetings, at least, twice a month to review data and plan for targeted intervention, based on student data. In addition, teachers may also be given the opportunity to participate in collaboration time that will take place after their contract hours to further plan & collaborate for differentiated instruction targeting struggling students.

This academic year 22-23, there is a continue need to provide collaboration time in order for teachers to plan "first/best instruction" practices and strategies focused on the Essential Standards (in ELA and math), analyze data, develop common and formative assessments, and analyze assessment results in order to guarantee high levels of learning for all students. Collaboration time ensures that instructional staff can plan for all student needs which include: EL students, Dual Language Immersion students, SPED students, intervention and GATE instruction, and other subgroups. Lastly, the adoption of new science curriculum requires time for teachers to review the new curriculum and determine how it will be implemented in the instructional day.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Our State Adopted Curriculum is aligned to the California Common Core State Standards.

The instructional program of this school is designed to ensure that all students have access to and are successful in demonstrating proficiency in the grade level standards in all core content areas, especially in ELA and Math. Teachers meet frequently to analyze student progress toward this goal and to plan instruction targeted toward student identified needs. The PESD Units of Study are being fully implemented in both reading/language arts and Math instruction.

The progress of all numerically significant groups is monitored and instruction adjusted throughout the year to ensure student success. Intervention during embedded Universal Access time provides direct instruction to all students at their specific instructional levels. Assistance to strategic students includes additional instructional time during class, after-school and intervention blocks. Intensive instructional support in reading is provided to students in grades 3-6 who are more than two years below grade level through programs implemented by the Reading Intervention Teacher.

All English Language learners receive Integrated and Designated ELD instruction. Integrated ELD is an instruction in which the state -adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English. Designated ELD is defined as instruction provided during a time during the regular school day for focused instruction on the state-adopted ELD standards to assist English Language learners to develop critical English language skills necessary for academic content learning in English. Sky view Elementary School uses Wonders Program for both Integrated and Designated ELD instruction.

There is a need for an Intervention teacher who works with students who are 2 or more years below grade level proficiency. Additionally, there is a need for technology and software to supplement instruction and intensive intervention.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All grades levels, TK-6, meet or exceed the recommended instructional minutes for reading/language arts and mathematics.

Grades 1st-6th grade will continue to provide a minimum of 2 hours of language arts instruction and intervention. All grade levels have allowed for 60-75 minutes of daily mathematics instruction and intervention. In addition, teachers will look for/create alignments in other curricular areas such as science & social studies to teach the language arts & math California State Standards whenever possible.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The District provides a Unit of Study Resource for ELA and Math to guide and assist with pacing of lessons for grades TK-6. These instructional guides are developed for flexibility and sufficient intervention as needed. Intensive instructional support in reading is provided to students in grades 3-6 who are more than two years below grade level through programs implemented by the Reading Intervention Teacher. Intervention is also provided by the classroom teacher during Targeted Intervention blocks in the daily schedule.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based and appropriate instructional materials are provided to all student groups. All students and all classrooms have sufficient text-books and resource materials as adopted by PESD School Board.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Sky View Elementary School uses SBE-adopted and standards-aligned instructional materials. Sky View Elementary School also uses intervention materials for Language Arts and Mathematics.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

There is a need for an Intervention Teacher to work with students who are 2 or more years below grade level proficiency. Additionally, there is a need for an Academic Coach to work with teachers on analyzing data, designing and planning instruction and training on the use of best teaching practices. This Academic Coach will support in the differentiation of instruction. Sky View Elementary also needs an intervention program in the form of after school tutoring. The intervention program should include supplemental materials and technology (hardware and software) as a means to provide intensive intervention. Targeted Intervention, Universal Access, and small group instruction during the instructional day enable under-performing students to meet standards. .

Evidence-based educational practices to raise student achievement

There is a need for an Academic Coach to work and train teachers on best practices to raise student achievement. Additionally, there is a need for collaboration and professional development for school staff. Administration, coaches, and teachers will work together to continually provide best, first instructional practices and delivery of best first teaching. Training, collaboration, class visits, and constant feedback all provide research-based practices to raise student achievement. Professional learning communities review data and modify instruction on a continuing basis so that students meet the standards.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

There continues to be a need to increase Parental Engagement and Involvement. To provide parental involvement opportunities, resources available for under-achieving students include targeted intervention, embedded Universal Access, and extended learning opportunities. Family outreach opportunities such as math, science and reading nights are designed to support families with reinforcing school work at home. Additionally, the school's collaborative intervention process, (SST), and supplemental education supports, (tutoring), targets students who are at-risk.

Family workshops to help parents support their students as learners are provided. The SARB process is available for students experiencing attendance challenges, and Collaborative Intervention Team meetings are held to analyze student needs and arrange support. We traditionally hold a various family events such as dances, movie nights and family spirit days throughout the year to encourage families to meet the staff and participate in campus life. Family math night, reading, science, DLI, AVID and STEM nights are held annually and is a good opportunity for families to learn academic strategies, get extra help and ideas to work with their children.

The School Site Council (SSC) has the formal role in our school of planning, monitoring and evaluating the activities and expenditures for the categorical programs at our school. Other parent advisory groups including the ELAC and Title 1 parent groups, give input to the School Site Council. The teachers evaluate student performance on an on-going basis and determine which instructional strategies are having the greatest impact on student learning. CAASPP data, California School Dashboard data and on-going district and site assessments from Illuminate DNA are shared with teachers, parents and the SSC. Annually, student data is reviewed by all stakeholders. The instructional strategies in the SPSA are also reviewed by the staff and the SSC in order to reaffirm or revise school goals.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parent, family and community members are included in planning, implementing and evaluating our programs through our different parent groups. School Site Council, ELAC, Family Involvement Action Team (FIAT) and Title 1 meetings are held on a regular basis to collect information and feedback from our parents/families. This information is utilized to more effectively plan the use of our funds for different programs to optimize student achievement. This year, our school plan will be accessible on our website. This is another way for our families/community to be involved.

<u>Funding</u>

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Academic Coach, Intervention Teacher, Intervention Program (licenses and technology), intervention materials, parent involvement, professional development and after school tutoring are services provided by categorical funds that support under performing students to meet standards.

Family involvement training, an Academic Coach and After School Tutoring are services provided by categorical funds allotted to the school. Additionally, services include a reading intervention teacher, access to the Illuminate system, and TOMS systems CAASPP practice questions. Professional development for teachers and technology instructional tool are also included in the plan.

Fiscal support (EPC)

A significant percentage of categorical funds are spent on professional development in areas such as California Standards, PLC training, supplemental technology, and collaborative planning time. Additionally, the school will use funds primarily to provide intervention programs to address students who are at risk and struggling academically. Expenditures include personnel, materials, supplies, copies, professional development and extra duty pay for certificated and classified staff.

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

SSC members met throughout the year to discuss the goals and implementation of activities. SSC meetings were scheduled for the following dates: 09/19/22, 10/19/22, 12/14/22, 01/18/23, 02/22/23, 03/15/23, and 5/17/23 (tentative).

ELAC meetings were scheduled for the following dates: 09/14/22, 10/12/22, 11/16/22, 12/14/22, 02/22/23, and 04/19/23
Advisory committees were involved in providing advice to the SSC. A parent SSC member was a part of ELAC. This parent shared information with ELAC that was discussed at SSC. When the parent shared information she received information from ELAC. ELAC provided their input that was then taken back to SSC. SSC members meet throughout the school year and discuss the progress of the activities. The principal provides updates on the activities. Teachers share information and pictures with parents so they could see the activities being implemented.

A district-wide survey to gather input was available to staff, parents, and community members. The California Healthy Kids Survey was administered and gathered input from 5th students across the district.

In 21-22, the district met with stakeholders including parents, community members, staff members, and site administration through LCAP Stakeholder Engagement Meetings held on May 26, 2022 and June 9, 2022. Additionally, additional Stakeholder meetings were held with both unions, principals, and parent committees. Input from these stakeholder meetings informed and helped develop the LCAP, Learning Continuity and Attendance Plan, ELO, and the ESSER Plan.

During the 21-22 school year, a variety of surveys were conducted to gather stakeholder input. The district reached out to staff, parents, and community members via paper, online, phone, text surveys, and Zoom meetings to provide and gather information regarding the use of funds from the Learning Continuity and Attendance Plan and the Expanded Learning Opportunity Grant Plan (ELO) and the Elementary and Secondary Emergency Relief Fund (ESSER) Plan. The input from various stakeholder meetings and surveys played an important role in the actions in the Learning Continuity and Attendance Plan and the Expanded Learning Opportunity Grant Plan and the Elementary and Secondary Emergency Relief Fund Plan. Each venue generated valuable input regarding the needs of the community and staff related to mitigating learning loss and accelerate learning. Input from stakeholders also guided the development of actions included in the plan. Due to a high concentration of unduplicated high needs low income, English Learners, foster youth, and re-designated fluent English proficient students, the actions and services were developed on a district-wide basis. However, actions were reviewed to identify services primarily targeting the needs of unduplicated English learners, Foster, and low-income students, rather than all students in general.

Resource Inequities

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

During Title I meetings, parent involvement workshops, ELAC, SSC, Coffee with the principal meetings CAASPP/Dashboard data is reviewed. Staff, parents, and the community expressed wanting more opportunities for family events and increased opportunities for students to engage in hands-on STEM lessons/activities. ELAC parents also expressed and interest in CABE training and CBET opportunities. DLI parents expressed an interest in guest speakers with regard to the Dual Language program.

Prior to the pandemic, the African American student group demonstrates a need to increase achievement. This group demonstrated a -89.4 and -113.8 point distance from Standard in ELA and Math respectively. Additionally, they show a 23.7% chronic absenteeism rate and a 9.3% suspension rate. This is an inequity and qualifies this group for ATSI. As stated before, this group showed some increase, the level of achievement is significantly lower than the overall in ELA, but especially in Math. Suspension rates for this group are also very high at 9.3% (2018-2019 data). Furthermore, the SWD student group demonstrates low achievement in academic indicators. They show a -147.9 and -174.9 point distance from Standard in ELA and Math respectively. Chronic Absenteeism and suspension rates for this group are 27% and 11.5% receptively. This is an inequity. If improvements are not made, this group may qualify for ATSI in the following year.

Due to the district's high unduplicated student count- low income, English Learners, and foster youth, the district's approach is to focus on ensuring Tier 1 instruction and supports are in place by securing time during Universal Access and Targeted Intervention for small group differentiated instruction. Additionally, Tier 2 intervention programs in ELA and Math were purchased and time was carved into the school day for these supports. Federal monies and grants are being used to provide professional development for teachers and provide after-school, Saturday, and Summer School programs focusing on academics, social-emotional, and enrichment activities.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.15%	0.3%	0.0%	1	2	0.0
African American	11.42%	9.3%	8.92%	75	63	58
Asian	0.76%	0.6%	0.77%	5	4	5
Filipino	1.07%	0.6%	0.62%	7	4	4
Hispanic/Latino	82.34%	84.5%	84.15%	541	571	547
Pacific Islander	0.61%	0.4%	0.62%	4	3	4
White	2.89%	1.8%	2.00%	19	12	13
Multiple/No Response	0.76%	0.7%	0.92%	5	5	6
			Total Enrollment	657	676	650

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	139	114	124
Grade 1	105	118	115
Grade 2	90	99	102
Grade3	80	94	85
Grade 4	95	85	78
Grade 5	83	90	66
Grade 6	65	76	80
Total Enrollment	657	676	650

Conclusions based on this data:

1. The largest student group is made up of Hispanic students and has increased in numbers for the past three years.

2. African American Students are the second largest student group and has maintained average numbers through the past three years.

3. Although student enrollment numbers have increased, percent in each student group has maintained relatively the same over the past three years.

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	236	252	225	35.4%	38.4%	33.3%
Fluent English Proficient (FEP)	45	56	53	6.8%	8.5%	7.8%
Reclassified Fluent English Proficient (RFEP)	10	9	8	4.6%	3.8%	3.2%

Conclusions based on this data:

1. The number of English Learners has maintained over the past three years and still make up about a third of all students.

2. The number of students who are labeled FEP has maintained over the past three years and continues to account for about seven percent of all students.

3. There was a hike of reclassified students during the 2017-2018 school year that leveled back to the average during the 2018-2019 school year.

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			% of Enrolled 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
Grade 3	82	93	92	81	92	0	81	92	0	98.8	98.9	0.0
Grade 4	77	83	82	76	81	0	76	81	0	98.7	97.6	0.0
Grade 5	83	66	89	80	65	0	80	65	0	96.4	98.5	0.0
Grade 6	97	86	74	96	84	0	96	84	0	99	97.7	0.0
All Grades	339	328	337	333	322	0	333	322	0	98.2	98.2	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			% Standard Met			% Standard Nearly			% Standard Not		
	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	2362.	2368.		8.64	10.87		16.05	11.96		23.46	21.74		51.85	55.43	
Grade 4	2416.	2416.		14.47	17.28		15.79	18.52		19.74	9.88		50.00	54.32	
Grade 5	2434.	2436.		2.50	13.85		21.25	15.38		28.75	10.77		47.50	60.00	
Grade 6	2492.	2465.		9.38	2.38		20.83	17.86		37.50	36.90		32.29	42.86	
All Grades	N/A	N/A	N/A	8.71	10.87		18.62	15.84		27.93	20.50		44.74	52.80	

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.

Reading Demonstrating understanding of literary and non-fictional texts									
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	8.64	9.78		38.27	35.87		53.09	54.35	
Grade 4	13.16	18.52		40.79	29.63		46.05	51.85	
Grade 5	2.50	12.31		47.50	30.77		50.00	56.92	
Grade 6	12.50	7.14		35.42	38.10		52.08	54.76	
All Grades	9.31	11.80		40.24	33.85		50.45	54.35	

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.

Writing Producing clear and purposeful writing									
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	8.64	9.78		33.33	38.04		58.02	52.17	
Grade 4	11.84	9.88		39.47	40.74		48.68	49.38	
Grade 5	5.00	15.38		47.50	24.62		47.50	60.00	
Grade 6	14.58	4.76		48.96	51.19		36.46	44.05	
All Grades	10.21	9.63		42.64	39.44		47.15	50.93	

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 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	9.88	8.70		58.02	65.22		32.10	26.09	
Grade 4	10.53	13.58		64.47	55.56		25.00	30.86	
Grade 5	0.00	7.69		66.25	50.77		33.75	41.54	
Grade 6	10.42	8.33		63.54	55.95		26.04	35.71	
All Grades	7.81	9.63		63.06	57.45		29.13	32.92	

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	13.58	7.61		39.51	35.87		46.91	56.52	
Grade 4	15.79	11.11		43.42	43.21		40.79	45.68	
Grade 5	5.00	21.54		53.75	27.69		41.25	50.77	
Grade 6	18.75	10.71		45.83	50.00		35.42	39.29	
All Grades	13.51	12.11		45.65	39.75		40.84	48.14	

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. Over half of all students are below standard in reading comprehension and writing ability with the third and fifth grade cohort being the most at risk.

2. Movement of students from at or near met column can be tracked to a slight increase to the above standard column and a larger increase to the below standard column.

3. The school must consider how to maximize resources to meet the needs of students in the at or near standard column for movement to the above standard column.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled 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
Grade 3	83	93	92	81	92	0	81	92	0	97.6	98.9	0.0
Grade 4	77	83	82	75	81	0	75	81	0	97.4	97.6	0.0
Grade 5	83	66	89	82	65	0	82	65	0	98.8	98.5	0.0
Grade 6	97	86	74	97	84	0	97	84	0	100	97.7	0.0
All Grades	340	328	337	335	322	0	335	322	0	98.5	98.2	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.

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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	2375.	2373.		6.17	3.26		18.52	18.48		20.99	19.57		54.32	58.70	
Grade 4	2425.	2414.		5.33	3.70		20.00	19.75		24.00	28.40		50.67	48.15	
Grade 5	2411.	2424.		0.00	6.15		3.66	12.31		20.73	13.85		75.61	67.69	
Grade 6	2454.	2430.		5.15	0.00		11.34	10.71		24.74	27.38		58.76	61.90	
All Grades	N/A	N/A	N/A	4.18	3.11		13.13	15.53		22.69	22.67		60.00	58.70	

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.

Concepts & Procedures Applying mathematical concepts and procedures									
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	20.99	8.70		22.22	31.52		56.79	59.78	
Grade 4	12.00	7.41		32.00	27.16		56.00	65.43	
Grade 5	2.44	7.69		13.41	18.46		84.15	73.85	
Grade 6	10.31	2.38		19.59	29.76		70.10	67.86	
All Grades	11.34	6.52		21.49	27.33		67.16	66.15	

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.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	7.41	9.78		34.57	39.13		58.02	51.09	
Grade 4	5.33	6.17		36.00	38.27		58.67	55.56	
Grade 5	1.22	6.15		28.05	29.23		70.73	64.62	
Grade 6	6.19	2.38		30.93	29.76		62.89	67.86	
All Grades	5.07	6.21		32.24	34.47		62.69	59.32	

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	13.58	7.61		40.74	35.87		45.68	56.52	
Grade 4	13.33	6.17		37.33	48.15		49.33	45.68	
Grade 5	2.44	6.15		31.71	35.38		65.85	58.46	
Grade 6	3.09	2.38		38.14	32.14		58.76	65.48	
All Grades	7.76	5.59		37.01	37.89		55.22	56.52	

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. Over two thirds of all students are below standard in overall achievement in math with the third and fifth grade cohort being the most at risk.

2. Movement of students from at or near met column can be tracked to a slight increase to the above standard column and a larger increase to the below standard column.

3. The school must consider how to maximize resources to meet the needs of students in the at or near standard column for movement to the above standard column.

School and Student Performance Data

ELPAC Results

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
K	1423.2	1419.6	1409.9	1427.9	1428.5	1426.4	1412.1	1398.7	1371.1	46	55	36
1	1461.3	1471.9	1423.4	1453.1	1462.5	1446.1	1469.0	1480.8	1400.3	31	33	50
2	1480.7	1501.0	1446.5	1478.9	1496.9	1447.7	1481.9	1504.5	1444.8	44	35	36
3	1478.1	1477.3	1487.3	1472.4	1480.3	1487.0	1483.1	1473.8	1487.1	32	31	40
4	1490.1	1499.9	1494.6	1481.9	1489.2	1487.6	1497.9	1510.0	1501.2	24	29	33
5	1498.1	1502.5	1489.8	1481.5	1496.4	1489.6	1514.0	1508.1	1489.5	19	21	32
6	1522.4	1521.7	1487.0	1506.0	1513.8	1464.3	1538.3	1529.2	1509.4	28	22	25
All Grades										224	226	252

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

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.

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
K	26.09	7.27	2.78	26.09	36.36	36.11	34.78	47.27	38.89	*	9.09	22.22	46	55	36
1	41.94	15.15	2.00	*	48.48	14.00	*	36.36	56.00	*	0.00	28.00	31	33	50
2	38.64	22.86	2.78	34.09	48.57	25.00	*	25.71	47.22	*	2.86	25.00	44	35	36
3	*	6.45	15.00	*	38.71	35.00	*	38.71	30.00	37.50	16.13	20.00	32	31	40
4	*	13.79	12.12	*	37.93	33.33	*	31.03	30.30	*	17.24	24.24	24	29	33
5	*	14.29	3.13	*	28.57	28.13	*	23.81	34.38	*	33.33	34.38	19	21	32
6	*	18.18	4.00	50.00	36.36	24.00	*	22.73	40.00	*	22.73	32.00	28	22	25
All Grades	24.55	13.27	5.95	33.04	39.82	27.38	26.79	34.51	40.48	15.63	12.39	26.19	224	226	252

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

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.

Grade Level	Oral Language Percentage of Students at Each Performance Level for All Students														
	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
K	26.09	9.09	8.33	39.13	40.00	44.44	*	43.64	30.56	*	7.27	16.67	46	55	36
1	51.61	12.12	8.00	*	48.48	46.00	*	39.39	28.00	*	0.00	18.00	31	33	50
2	50.00	37.14	8.33	40.91	45.71	22.22	*	17.14	58.33	*	0.00	11.11	44	35	36
3	*	16.13	22.50	*	54.84	45.00	43.75	9.68	17.50	*	19.35	15.00	32	31	40
4	*	20.69	18.18	45.83	44.83	45.45	*	24.14	27.27	*	10.34	9.09	24	29	33
5	*	19.05	12.50	*	38.10	56.25	*	23.81	12.50	*	19.05	18.75	19	21	32
6	*	36.36	0.00	64.29	22.73	36.00	*	22.73	32.00	*	18.18	32.00	28	22	25
All Grades	32.14	19.91	11.51	39.73	42.92	42.46	18.30	27.88	29.37	9.82	9.29	16.67	224	226	252

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.

Grade Level	Listening Domain Percentage of Students by Domain Performance Level for All Students											
	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
K	36.96	12.73	19.44	52.17	78.18	72.22	*	9.09	8.33	46	55	36
1	64.52	48.48	28.00	*	51.52	60.00	*	0.00	12.00	31	33	50
2	52.27	60.00	13.89	43.18	40.00	80.56	*	0.00	5.56	44	35	36
3	*	6.45	40.00	53.13	70.97	35.00	*	22.58	25.00	32	31	40
4	*	27.59	36.36	58.33	55.17	51.52	*	17.24	12.12	24	29	33
5	*	14.29	6.25	*	66.67	75.00	*	19.05	18.75	19	21	32
6	*	31.82	12.00	67.86	40.91	64.00	*	27.27	24.00	28	22	25
All Grades	41.52	28.32	23.41	49.55	59.73	61.90	8.93	11.95	14.68	224	226	252

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
K	*	12.73	5.56	71.74	78.18	75.00	*	9.09	19.44	46	55	36
1	*	0.00	4.00	51.61	93.94	78.00	*	6.06	18.00	31	33	50
2	56.82	14.29	5.56	34.09	82.86	63.89	*	2.86	30.56	44	35	36
3	*	32.26	27.50	53.13	61.29	62.50	*	6.45	10.00	32	31	40
4	*	13.79	15.15	*	75.86	66.67	*	10.34	18.18	24	29	33
5	*	47.62	50.00	63.16	38.10	37.50	*	14.29	12.50	19	21	32
6	39.29	22.73	12.00	57.14	59.09	40.00	*	18.18	48.00	28	22	25
All Grades	32.59	18.14	16.27	53.13	73.01	62.70	14.29	8.85	21.03	224	226	252

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
K	*	3.64	2.78	67.39	87.27	80.56	*	9.09	16.67	46	55	36
1	35.48	33.33	2.00	41.94	54.55	40.00	*	12.12	58.00	31	33	50
2	38.64	20.00	11.11	34.09	71.43	61.11	27.27	8.57	27.78	44	35	36
3	*	0.00	12.50	*	45.16	40.00	62.50	54.84	47.50	32	31	40
4	*	13.79	12.12	45.83	48.28	48.48	50.00	37.93	39.39	24	29	33
5	*	9.52	6.25	*	47.62	40.63	*	42.86	53.13	19	21	32
6	*	9.09	4.00	*	45.45	36.00	46.43	45.45	60.00	28	22	25
All Grades	24.11	12.39	7.14	42.41	61.50	49.60	33.48	26.11	43.25	224	226	252

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**
K	58.70	38.18	5.56	30.43	49.09	58.33	*	12.73	36.11	46	55	36
1	*	18.18	0.00	64.52	69.70	44.00	*	12.12	56.00	31	33	50
2	31.82	22.86	2.78	59.09	60.00	50.00	*	17.14	47.22	44	35	36
3	*	9.68	20.00	46.88	74.19	52.50	43.75	16.13	27.50	32	31	40
4	*	17.24	6.06	62.50	65.52	54.55	*	17.24	39.39	24	29	33
5	*	4.76	3.13	73.68	71.43	56.25	*	23.81	40.63	19	21	32
6	*	18.18	20.00	82.14	72.73	64.00	*	9.09	16.00	28	22	25
All Grades	28.13	21.24	7.54	56.70	63.72	53.17	15.18	15.04	39.29	224	226	252

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. It is difficult to establish trends and patterns when there is data missing from the previous year.

2. English language development had a steady upward trend in all domains from kindergarten to second grade, then falls starting in third grade with a gradual uptick in the upper grades.

3. The school must consider how to maximize resources to meet the needs of students in the at third grade and up for the reading and writing domains.

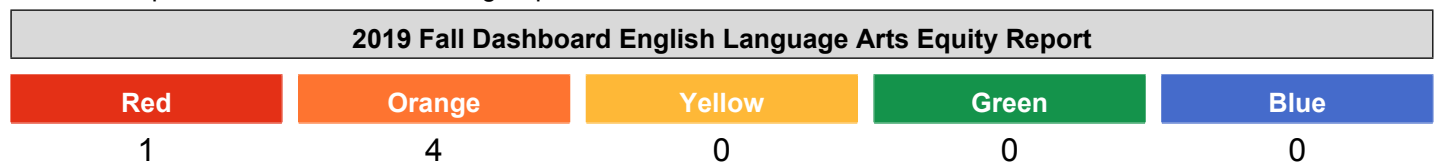# School and Student Performance Data

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**
676	**84.3**	**33.3**	**2.5**
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	225	33.3
Foster Youth	17	2.5
Homeless	16	2.4
Socioeconomically Disadvantaged	570	84.3
Students with Disabilities	70	10.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	63	9.3
American Indian or Alaska Native	2	0.3
Asian	4	0.6
Filipino	4	0.6
Hispanic	571	84.5
Two or More Races	5	0.7
Native Hawaiian or Pacific Islander	3	0.4
White	12	1.8

Conclusions based on this data:

1. There is a very high percentage of students who fall under the socioeconomically disadvantage student group with almost 92%.

2. The Hispanic student group is the largest with the African American student group being the second largest. There percent of total student population is 92% and 13% respectively.

3. English Learners make up over a third of the student population making it essential that resources be allocated to ensure student achievement for this group.

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	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Orange	**Suspension Rate** Orange
Mathematics Orange		

Conclusions based on this data:

1. Academic Achievement in ELA and Math are in the Orange level and a concern in respects to most students falling at the at-risk column.

2. Chronic Absenteeism is a concern for a high percentage of students.

3. Conditions and climate are a concern with the suspension rate being at an Orange level.

School and Student Performance Data

Academic Performance
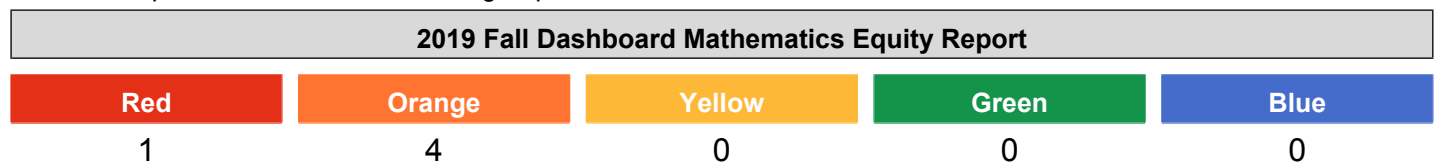## English Language Arts

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.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	4	0	0	0

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	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
63.9 points below standard	64.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -8.9 points	Declined -12.4 points	
298	138	5
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	64.7 points below standard	147.9 points below standard
	Declined -6 points	Declined -11.7 points
9	272	63

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
89.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Increased ++3.6 points	1		1
32			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
64 points below standard	0 Students	0 Students	17.5 points below standard
Declined -14.3 points			11
253			

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**
106.7 points below standard	32.2 points above standard	66.6 points below standard
Declined -13.1 points	Increased ++4 points	Declined -7.8 points
96	42	156

Conclusions based on this data:

1. Students with disabilities show the biggest difference from standard from all other student groups

2. The African American student group demonstrated an overall increase in student achievement.

3. The English Learner student group demonstrated the largest decline in points with 13.2 over the previous year.

School and Student Performance Data

Academic Performance
Mathematics

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						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	4	0	0	0

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**
Orange	Orange	No Performance Color
89.4 points below standard	85.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.4 points	Declined -8.7 points	
298	138	5
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	88.3 points below standard	174.9 points below standard
	Maintained -2.3 points	Declined Significantly -26.5 points
9	272	63

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color		No Performance Color
113.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy
Increased ++8.4 points	1		1
32			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange			No Performance Color
88.6 points below standard			53.5 points below standard
Declined -9.2 points			11
253			

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**
117.5 points below standard	11.2 points below standard	94.4 points below standard
Declined -11.1 points	Increased ++7.4 points	Declined -3.8 points
96	42	156

Conclusions based on this data:

1. The Students With Disabilities student group demonstrated a significant decline with 26.5 points from the previous year.

2. The African American student group demonstrated an increase in student achievement with 8.4 points from the previous year.

3. The English Learner student group demonstrated the largest decline in points with 11.1 from the previous year.

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

English Learner Progress
No Performance Color
39.5 making progress towards English language proficiency
Number of EL Students: 167
Performance Level: Low
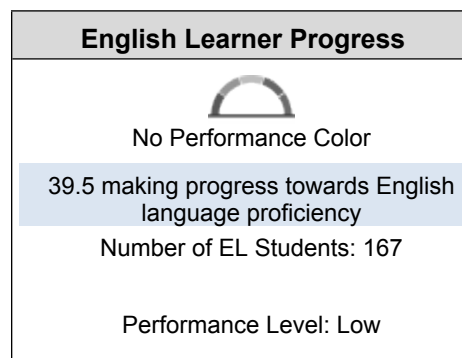
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
19.1	41.3	4.1	35.3

Conclusions based on this data:

1. Thirty-two students decreased one ELPI level from the previous year, while fifty-nine students increase at least one ELPI level.

2. Most students maintained their ELPI level as compared to last year.

3. The school must consider how to maximize resources to meet the needs of students in the English Learner group in order to demonstrate progress in English language acquisition.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

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.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	3	0	0	0

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		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
18.9	12.9	0
Increased +1.7	Maintained -0.4	Declined -36
721	255	12
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
20.9	19.9	27
Declined -13.7	Increased +2.3	Increased +8.3
43	659	100

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	No Performance Color	No Performance Color	No Performance Color
23.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -2.7	1	5	7
93			

Hispanic	Two or More Races	Pacific Islander	White
Red	No Performance Color	No Performance Color	No Performance Color
19	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	9.5
Increased Significantly +3.3	4	6	Declined -1.6
584			21

Conclusions based on this data:

1. The Students With Disabilities group had the largest increase in chronic absenteeism with 8.3 points followed by the Hispanic student group with an increase in absenteeism of 3.3 points.

2. The African American student group had a decline of 2.7 points over the previous year. It was the only student group with a decline in chronic absenteeism.

3. The school must consider how to maximize resources to meet the needs of students who demonstrate challenges in regular school attendance.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

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.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data
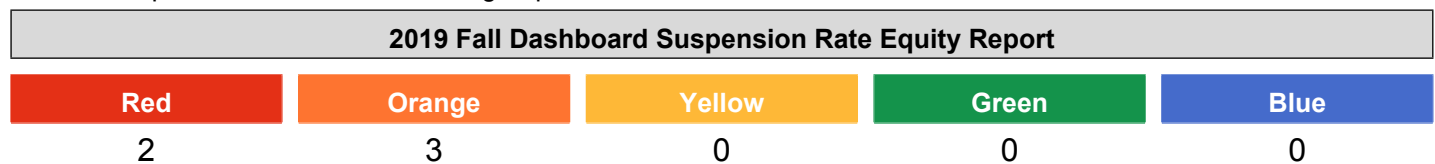
Conditions & Climate
Suspension Rate

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.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	3	0	0	0

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		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
4.9	2.7	6.3
Increased +0.4	Increased +1.2	Declined -10.8
760	257	16
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
2	5.3	11.5
Increased +2	Increased +1.1	Increased +7.2
51	692	104

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	No Performance Color	No Performance Color
9.3	Less than 11 Students - Data 1	Less than 11 Students - Data 5	Less than 11 Students - Data 7
Maintained +0.1			
108			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
4	Less than 11 Students - Data 4	Less than 11 Students - Data 6	11.1
Increased +1.3			Declined -8.9
602			27

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	4.4	4.9

Conclusions based on this data:

1. The Students With Disabilities group demonstrated the largest increase in suspensions increasing by 7.2 points, followed by the Hispanic group student group with an increase of 1.3 points.

2. The Foster and White student groups had a significant drop in suspension rate by 10.8 and 8.9 point decline respectively.

3. The school must consider how to maximize resources to meet the needs of students who demonstrate challenges with school conditions and school climate.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

LCAP Goal 3: PESD will provide all students a high quality, rigorous core instructional program implementing the California Standards in English Language Arts and Mathematical as well as English Language Development Standards and the Next Generation Science Standards.

Goal 1

Increase at a minimum of 15 points in ELA as measured by the California Dashboard.

Identified Need

There is a need for all students to demonstrate an increase in ELA proficiency. Our African American students, English Learner and Students With Disabilities student groups are performing significantly lower than the other student groups. Additional intervention and supports are needed to close the achievement gap for these specific student groups. Specifically, the African American student group is eligible for ATSI. We will seek to close the achievement gap by ensuring our teachers are guided through the understanding of standards based instruction/PLC process and implementation of targeted skills based instruction through the inquiry teaching cycle.Teachers will use effective, research-based instructional strategies in the classroom during the instructional day as well as during extended learning opportunities such as intervention and enrichment programs that occur during school and/or after school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Data Dashboard Data Lexia Data	2020/21 Lexia data showed that 49% of students in Core5 (TK-grade 5) made progress; performing at or above the End of the Year Benchmark. 6th grade students in PowerUp made progress performing at or above the End of the Year Benchmark in the following areas: 73%: Word Study 62% Grammar 71% Comprehension 2018/19 data in the California School Dashboard for the area of ELA, Sky View Elementary was in the ORANGE level, having declined 9.5 points and	Increase at a minimum of 11 percentage points in Lexia as measured by Core5/Lexia Increase at a minimum of the following percentage points in Lexia as measured by PowerUp to achieve an overall percentage of 75% in all 3 content areas: 2% in Word Study 13% in Grammar 4% in Comprehension Increase at a minimum of 15 points in ELA as measured by the California Dashboard. Increase a minimum of 15 point in ELA as measured by the California School Dashboard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	being 64.5 points away from standard. When looking at the various numerically significant student groups, the Students With Disabilities group, were in the RED level having declined 11.7 points and being 147.9 points below standards. Although in the ORANGE level, the Hispanic and English Learner student groups had significant declines in proficiency measuring 15 and 13.1 points respectively. Although in the ORANGE and having increase 3.6 points over the previous year, African American students were 89.4 points below standard.	for the African American student group. Increase a minimum of 15 point in ELA as measured by the California School Dashboard for the SWD student group.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Reading intervention teacher will provide intensive reading support to "at promise" students through the READ 180 program.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
124332.13	Title I Part A: Intervention Reading intervention will occur within the instructional day in a separate classroom with reading intervention teacher. Intervention will be

	provided at students' instructional and independent reading level.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Building Professional Capacity
(i.e. Professional Development/Conferences…)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
23139	Title I Part A: Professional Development

Professional Development will be offered to ensure best instruction and best practices. Throughout the school year, professional development opportunities are made available to classified, certificated, and administrative staff. |

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students will have access to extended learning opportunities; however a greater emphasis will be placed on ensuring African American students and SWD have an opportunity to participate in extended learning opportunities.

Strategy/Activity

Intervention Program Including materials and supplies and staff
(i.e. tutoring…)
Supplemental Instructional Materials and Supplies- Provide materials to implement instructional practices to support instruction for at-promise students, with greater emphasis placed on African American and SWD student groups.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

615	Title I Part A: Intervention Title I Part A: Intervention Provide extended learning opportunities through an Intervention Program for at-promise students and students struggling academically including materials and supplies, extra duty staff (i.e. tutoring…)
615	Title I Part A: Supplemental Materials and Supplies Supplemental materials and supplies to support best first instruction.

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Supplemental Technology

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
132,848.87	Title I Part A: Supplemental Technology Title I Part A: Supplemental Technology Use technology to support at-promise students' access to CCSS ELA curriculum through the use of technology (chrome book, keyboards, earphones, earphones with microphones, etc.) 20% replacement of technology for the 21/22 school year. Following years, 20% will be allocated for replacements of technology. The replacement of technology is based on a 5-year cycle plan to ensure students always have current functioning technology

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Supplemental Technology Software/Apps
Purchase Supplemental technology such as software and apps to support the supplemental instruction of students identified as at risk of not meeting grade level standards in ELA.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8000	Title I Part A: Supplemental Technology Purchase computer software for Primary and Upper Elementary Grade with specific focus on foundational skills, reading fluency, comprehension and expository text.

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Academic Coach: to provide onsite professional development and work with teachers to analyze data, and plan lessons that incorporate effective instructional strategies with all student groups as a means to increase student engagement and overall academic achievement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
52980	Title I Part A: Professional Development Academic Coach to provide professional development, demonstration lessons, and supports to school-wide academic programs and initiatives.

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent Involvement Activities

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3600	Title I Part A: Parent Involvement Provide parent involvement activities to bridge a home to school connection including student populations, such as Low Income, Foster Youth and other student groups. (i.e. FIAT, SSC, Title I meetings, math night, reading night, etc.)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Building Professional Capacity through Professional Learning Communities

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000.00	Title I Part A: Collaboration Provide opportunities for teacher collaboration with the grade level team in order to plan, analyze data, and implement best instruction practices with fidelity

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

See attached Goal 1 Title I Funded Program Evaluation

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

See attached Goal 1 Title I Funded Program Evaluation

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.

See attached Goal 1 Title I Funded Program Evaluation

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Math

LEA/LCAP Goal

LCAP Goal 3: PESD will provide all students a high quality, rigorous core instructional program implementing the California Standards in English Language Arts and Mathematical as well as English Language Development Standards and the Next Generation Science Standards.

Goal 2

Increase at a minimum of 15 points in Math as measured by the California School Dashboard.

Identified Need

There is a need for all students to demonstrate an increase in Math proficiency. Specifically, our African American and Students With Disabilities student groups are performing lower than the other student groups. These two student groups are eligible for ATSI. Additional intervention and supports are needed to close the achievement gap for these specific student groups. We will seek to close the achievement gap by ensuring our teachers are guided through the understanding of standards based instruction/PLC process and implementation of targeted skills based instruction through the inquiry teaching cycle.Teachers will use effective, research-based instructional strategies in the classroom during the instructional day as well as during extended learning opportunities such as intervention and enrichment programs that occur during school and/or after school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math CAASPP Data Dashboard Data Dreambox Data	2020/21 Dreambox data showed that 12% of students made progress, performing at or above the End of the Year Benchmark (70% or greater). 2018-19 data in the California School Dashboard for the area of Math, Sky View Elementary was in the ORANGE level, having declined 5.4 points and being 89.4 points away from standard. When looking at the various numerically significant student groups, the Students With Disabilities group, were in the RED level having declined 26.5	Increase at a minimum of 24% of students (approximately 156 students) to score above 70% or greater, as measured by Dreambox data. Increase at a minimum of 15 points in Math as measured by the California School Dashboard. Increase a minimum of 15 point in Math as measured by the California School Dashboard for the African American student group. Increase a minimum of 15 point in Math as measured by the California School Dashboard for the SWD student group.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	points and being 174.9 points away from standard. Although in the ORANGE level, the Hispanic and English Learner student group had significant declines in proficiency measuring 9.2 and 8.7 points respectively. Although in the ORANGE and having increased 8.4 points over the previous year, African American students are 113.8 points below standard.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Academic Coach (see goal 1)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
615	Title I Part A: Professional Development Academic Coach will provide professional development and demonstration lessons to support teachers in implementing school-wide academic programs.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Building Professional Capacity
(i.e. Professional Development/ Collaboration / Conferences…)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
615	Title I Part A: Professional Development Professional Development will be offered to ensure best instruction and best practices. Throughout the school year, professional development opportunities are made available to classified, certificated, and administrative staff.

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students will have access to extended learning opportunities; however a greater emphasis will be placed on ensuring African American students and SWD have an opportunity to participate in extended learning opportunities.

Strategy/Activity

Intervention Program Including materials and supplies, staff (i.e. tutoring…)
Supplemental Instructional Materials and Supplies- Provide materials to implement instructional practices to support instruction for at-promise students, with greater emphasis placed on African American and SWD student groups.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
615	Title I Part A: Intervention Provide extended learning opportunities through an Intervention Program for at-promise students and students struggling academically including materials and supplies, extra duty staff (i.e. tutoring…)

615	Title I Part A: Supplemental Materials and Supplies Supplemental materials and supplies to support best first instruction.

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Technology Software/Apps

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I Part A: Supplemental Technology Purchase Supplemental technology such as software and apps to support the supplemental instruction of students identified as at-promise of not meeting grade level standards in Math.

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent Involvement Activities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Title I Part A: Parent Involvement Provide parent involvement activities to bridge a home to school connection including student populations, such as Low Income, Foster Youth and other student groups. (i.e. FIAT, SSC, Title I meetings, math night, reading night, etc.)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

See attached Goal 2 Title I Funded Program Evaluation

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

See attached Goal 2 Title I Funded Program Evaluation

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.

See attached Goal 2 Title I Funded Program Evaluation

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Learners

LEA/LCAP Goal

LCAP Goal 3: PESD will provide all students a high quality, rigorous core instructional program implementing the California Standards in English Language Arts and Mathematical as well as English Language Development Standards and the Next Generation Science Standards.

Goal 3

Increase at a minimum of 15 points in ELA and Math as measured by the California Dashboard.

Increase, by 15%, the number of students progressing at least one ELPI level.

Identified Need

There is a need for all English Learner students to demonstrate an increase in English language acquisition, ELA proficiency, and Math proficiency. Our English Learner student groups in grades 3 to 6 are performing lower than the other students in grades Kindergarten to 2. Additional intervention and supports are needed to close the achievement gap for these specific student groups. We will seek to close the achievement gap by ensuring our teachers are guided through the understanding of standards based instruction/PLC process and implementation of targeted skills based instruction through the inquiry teaching cycle.Teachers will use effective, research-based instructional strategies in the classroom during the instructional day as well as during extended learning opportunities such as intervention and enrichment programs that occur during school and/or after school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA and Math CAASPP Data Dashboard Data ELPAC Reclassification Data	When reviewing English Learner data, which includes current EL and RFEPs, on the California School Dashboard for the area of ELA, Sky View Elementary School is currently in the orange level, having declined 13.1 points and being -65.2 away from Standard. Current English Language Learners are performing at -106.9 below standard in ELA, RFEPs are at 30.2 above standard. When reviewing the English Learner data which includes	Increase percentage of English Language Learners meeting and exceeding standards on the ELA assessment by 15 points as measured by the California School Dashboard and CAASPP results. Increase percentage of English Language Learners meeting and exceeding standards on the Math assessment by 15 points as measured by the California School Dashboard and CAASPP results.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	current EL and RFEPs on the California School Dashboard for the area of Math, Sky View Elementary School is currently in the orange level, having declined -8.7 points and being -85.2 awasy from Standard. Current English Language Learners are performing at -117.5 points below Standard in Math, RFEPs are at -11.2 below Standard. When looking at California Schools Dashboard data indicates that only 39.5% of EL students are making progress towards English language proficiency. That includes 35.3% who progressed one ELPI level, 45.5% who maintained ELPI levels, and 19.2 who decreased one ELPI level.	Increase, by 45%, the number of students who progress at least one ELPI level as measured by ELPAC.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Academic Coach
Academic Coach will provide professional development and demonstration lessons to support teachers in implementing school-wide academic programs.
See Goal 1

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I Part A: Professional Development

	Academic Coach provided professional development, demo lessons, and support to school-wide academic programs and initiatives.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Parent Involvement Activities

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
400	LCFF 0702: EL Supplemental Parent opportunities for parent involvement such as ELAC, CABE, Latino Family Literacy Project, Rosetta Stone...)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Building Professional Capacity
(i.e. Professional Development (training/conferences) for staff and training & conferences for parents of EL students, (including childcare, materials and supplies for onsite training).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
16,199	LCFF 0702: EL Supplemental Professional Development/Collaboration time will be offered to ensure best instruction and best practices. Throughout the school year professional opportunities are made available to

| | parents of ELs, classified, certificated, and administrative staff. |

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Supplemental classroom materials and supplies

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 0702: EL Supplemental Provide supplemental materials to implement instructional practices to support instruction for EL students. Items may include: vocabulary cards, graphic organizers/ thinking maps, videos, music, etc.

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Bilingual Instructional Aide Support

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
42,716	LCFF 0702: EL Supplemental Supplemental EL Support

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Dual Language Immersion Program

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
695,144	LCFF 0702: EL Supplemental Supplemental EL Support through a dual language immersion program.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Most activities were implemented at high level. An Academic Coach was on staff to provide staff with support in implementation of best first instruction in relation to English Learner programs and Universal Design strategies. Families of English Learners participated in parent involvement activities to include, ELAC and CABE. Due to the mandated school closure in the Spring, professional development and family activities were moved to a virtual forum. Additionally, those school closures required students to complete the school year through remote/distant learning. Remote/Distance Learning affected the overall effectiveness of the strategies used to achieve this goal.

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

There were no major differences between the intended implementation or the budgeted expenditures to implement the strategies/activities to meet 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.

There were no changes that will be made to this goal, annual outcomes, metrics, or strategies/activities to achieve this goal. The expectation is that we will not complete the year through remote/distance Learning.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate and Culture

LEA/LCAP Goal

LCAP Goal 4: PESD is committed to providing a comprehensive engaging and relevant instructional program for students, thereby creating an educational environment and culture where they feel safe and are motivated to come to school; and parents feel welcome and are encourage to actively participate in their child's education.

Goal 4

Improve School Climate and culture measured by reducing the chronic absenteeism rate by 3% over the 2019-2020 school year. Additionally, Sky View Elementary will decrease the un-duplicated school suspension rate from 4.9% to 3% for the current school year.

Identified Need

There is a need for all Students to demonstrate an increase in school attendance and engagement. Most of our students groups demonstrate a high chronic absenteeism rate. Likewise, most of our student groups demonstrate a high or very high suspension rate. Specifically, our African American and Students With Disabilities student groups are performing higher than the other student groups. These two student groups are eligible for ATSI. We will seek to increase students' academic engagement by ensuring our teachers are guided through the understanding of Multi-Tiered System of Supports (MTSS) with a specific focus on strategies that increase attendance rate for all students as well as increase program engagement and participation among all students. Sky View Elementary School Staff will use effective, research-based school engagement strategies in the classroom during the instructional day as well as during extended learning opportunities such as intervention and enrichment programs that occur during school and/or after school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard data- Chronic Absenteeism California School Dashboard data- Suspension Rate Illuminate Data on chronic absenteeism and suspension rate. TFI Data	Upon reviewing the data in the California School Dashboard, Sky View Elementary School is currently in the ORANGE level for student absenteeism. The schools absenteeism rate is 18.9 This represents and increase of 1.7 over 2018. When looking at the numerically significant student groups, we have two student groups in the RED level, Students With Disabilities and Hispanics, who increased the by 8.3 and 3.3 percent; and are 27 and 19.9 percent, respectively. Although	Reduce the absenteeism rate by 3% (from 18.9 to 15.9) over the 2019 school year Reduce the suspension rate from 4.9% to 3.0% over the 2019 school year. African American student group will decline chronic absenteeism rates by 3%. African American student group will decline suspension rates by 1.9%. SWD student group will decline chronic absenteeism rates by 3%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	inORANGE, the African American student group demonstrates a 23.7% chronic absenteeism. Upon reviewing the data in the California School Dashboard, Sky View Elementary School is currently in the ORANGE level for student suspension rate. The schools suspension rate is 4.9% This represents and increase of 0.5% over 2018. When looking at the numerically significant student groups, we have two student groups in the RED level, Students With Disabilities with a 11.5% rate and African American students with a 9.3% rate Although in ORANGE Hispanic students demonstrate a 4% rate. Upon review of the Mid-Year TFI data significant improvements in Tier 1 PBIS practices were implemented. There was a 37% increase from the previous TFI score.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent Involvement Activities
(enrichment)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
400	LCFF 0707: Supplemental Concentration Provide parent involvement activities to bridge a home to school connection including student populations, such as Low Income, Foster Youth and other student groups. (i.e. AVID, STEM, STEAM, Art night, PE night, etc.)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Counseling Program

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
111,500	LCFF 0707: Supplemental Concentration Counseling Program- Provide an educational counseling to students and small groups of students, including classroom presentations; assist students in understanding and seeking solutions to social, emotional, or academic problems and issues; serve as a resource pertaining to student behavior management strategies and welfare and attendance problem and concerns; and other related functions as required, including at promise students, and targeted groups (i.e.Foster, African America) and targeted needs (i.e. suspensions, chronic absenteeism). Including salary, professional development and resources (materials/supplies)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Art Program

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
99,000	LCFF 0707: Supplemental Concentration An art program for all students inclusive of an art teacher salary, professional development, materials/supplies, etc.

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Physical Education Program

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
117,500	LCFF 0707: Supplemental Concentration A physical education program for all students inclusive of a PE teacher salary, professional development, materials/supplies, etc.

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Assistant Principal

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
71,283	LCFF 0707: Supplemental Concentration

Support student academic engagement (attendance) and behavior success through the administration of supplemental programs to include salary and resources. Supplemental programs will encompass interventions for foster youth, at-promise students and students struggling academically. Administrator will collaborate with counselors and other staff to meet student success goals.

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Media Clerk Salary
Health Aide Salary
Categorical Program Clerk Salary

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
126,500	LCFF 0707: Supplemental Concentration Supplemental School Program Support

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

College and Career Readiness Program AVID-Everything!
Except parent involvement
Materials and supplies
Building Professional Capacity
(i.e. Professional Development/ Collaboration / Conferences, team meetings…)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
35,000	LCFF 0707: Supplemental Concentration Alignment of instruction and content standards will be Implemented through the integration of AVID- WICOR (Writing, Inquiry, collaboration, organization and reading) to support the development of students academic skills and competency. Including Professional Development, Collaboration, Conferences, team meetings, materials and supplies, etc.

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent Involvement Activities
(i.e. Counselor parent classes, AVID, Science, STEAM, ART Night) …)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF 0707: Supplemental Concentration Provide parent involvement activities to bridge a home to school connection specific to AVID, Science, STEAM, ART, etc.

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Building Professional Capacity MTSS / SEL/PBL,PLTW, PLC, PBIS Climate and Culture, Leader in Me.
(i.e. Professional Development/ Collaboration / Conferences-meetings/trainings)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
70,556	LCFF 0707: Supplemental Concentration Professional Development and collaboration time will be offered/available to ensure best social emotional and school culture practices. Throughout the school year professional opportunities are made available to classified, certificated, and administrative staff to include materials/supplies.

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Academic and/or SEL Enrichment

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
30,000	LCFF 0707: Supplemental Concentration Implement assemblies, educational study trips, GATE, STEM, art, PE, PBL,PLTW, Leader in Me. Provide MTSS / SEL materials and supplies (such as incentives, recognition)

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Supplemental Instructional Materials and Supplies- Provide materials to implement instructional practices to support instruction for at-risk students, (chart paper, markers, sentence frames, white boards).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
13,930	LCFF 0707: Supplemental Concentration Supplemental materials and supplies to support Best First Instruction and application of High Leverage Instructional Strategies.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Activity 1- Parent nights specifically targeting foster youth and 'homeless' students were held with a low turnout of these targeted groups.

Activity 2- A School Counselor was hired to counsel students on social emotional health. The School Counselor met with students demonstrating chronic absenteeism, behavioral challenges, and under-developed social emotional coping skills. The School Counselor met with and demonstrated a positive increase in students adjustment and adaptability to school life.

Activity 3- An Art Teacher was hired to implement an Art Program. All students received a minimum of 40 minutes/week of standards based Art instruction.

Activity 4- A Physical Education Teacher was hired to implement a Physical Education Program. All students received a minimum of 40 minutes/week of standards based Physical Education instruction.

Activity 5- An Assistant Principal was hired to oversee the school's academic engagement program. All students' attendance and behavioral data was monitored on a monthly basis. Response to academic engagement data was implemented at least once a month.

Activity 6- Support staff was hired to ensure student access to media resources, health services, and program participation. All students visited the media center at least once a week. All students had access to a health aide and services on a continuous basis. All students were monitored for access and participation in school programs.

Activity 7- Alignment of instruction and content standards was Implemented through the integration of AVID- WICOR (Writing, Inquiry, collaboration, organization and reading) to support the development of students academic skills and competency. Including Professional Development, Collaboration, Conferences, team meetings, materials and supplies, etc. All students participated in AVID activities implemented by staff trained on AVID strategies.

Activity 8-Parent nights for all students were held with a low participation rate for all groups.

Activity 9- Professional Development and Collaboration was planned for all staff members. The MTSS Team met throughout the year and Sky View Elementary received Gold recognition for its TFI score.

Activity 10- Supplemental student activities were planned to increase attendance rates and academic engagement. Student attendance was impacted due to the continuing COVID 19 pandemic.

Activity 11- Materials and supplies were purchased to supplement the regular school programs. Staff was able to supplement most of the schools academic engagement programs.

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

Activities were completed. Most parent nights were held virtually, impacting participation.

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.

No changes will be made to this goal. Continued implementation of this plan is needed to assess full effectiveness.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Academic Instructional Coaching Support	August 11, 2022 - June 13, 2023	Patty Hernandez Rosa Farfan Marie Cancel	Professional Development for Coaches to provide site based co-teaching, demo lessons, data analysis and collaboration.		Centralized Services	70640

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$358,590
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$358,590

Other Federal State and Local Funds
List the **additional Federal programs** that the school is including in the schoolwide program. Adjust the tables as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of **additional Federal Funds** included for this school: $

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

State or Local Programs	Allocation ($)

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

Total of federal, state, and/or local funds for this school: $358,590

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Parent Involvement	4255	-4,345.00
Title I Part A: Professional Development	30760	-46,589.00
LCFF 0707: Supplemental Concentration	704201	28,032.00
LCFF 0702: EL Supplemental	1,087,633	332,174.00

Expenditures by Funding Source

Funding Source	Amount
LCFF 0702: EL Supplemental	755,459.00
LCFF 0707: Supplemental Concentration	676,169.00
Title I Part A: Collaboration	5,000.00
Title I Part A: Intervention	125,562.13
Title I Part A: Parent Involvement	8,600.00
Title I Part A: Professional Development	77,349.00
Title I Part A: Supplemental Materials and Supplies	1,230.00
Title I Part A: Supplemental Technology	140,848.87

Expenditures by Budget Reference

Budget Reference	Amount
	935,142.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF 0702: EL Supplemental	738,860.00
	LCFF 0702: EL Supplemental	16,599.00

	LCFF 0707: Supplemental Concentration	114,986.00
	LCFF 0707: Supplemental Concentration	561,183.00
	Title I Part A: Collaboration	5,000.00
	Title I Part A: Intervention	125,562.13
	Title I Part A: Parent Involvement	8,600.00
	Title I Part A: Professional Development	77,349.00
	Title I Part A: Supplemental Materials and Supplies	1,230.00
	Title I Part A: Supplemental Technology	140,848.87

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	351,130.00
Goal 2	7,460.00
Goal 3	755,459.00
Goal 4	676,169.00

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Total Title I Part A Allocation Amount Specified in Form C	358590	5,000
Title I Part A: Parent Involvement	4255	-4,345.00
Title I Part A: Professional Development	30760	-46,589.00
LCFF 0707: Supplemental Concentration	704201	28,032.00
LCFF 0702: EL Supplemental	1,087,633	332,174.00

Centralized Services: Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF 0702: EL Supplemental	755,459.00
LCFF 0707: Supplemental Concentration	676,169.00
Title I Part A: Collaboration	5,000.00
Title I Part A: Intervention	125,562.13
Title I Part A: Parent Involvement	8,600.00
Title I Part A: Professional Development	77,349.00
Title I Part A: Supplemental Materials and Supplies	1,230.00
Title I Part A: Supplemental Technology	140,848.87

Centralized Services: Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Centralized Services	70,640.00

Total Title I Part A Allocation	
Funding Source	**Total Amount Expended**
Title I Part A : Parent Involvement	8,600.00
Title I Part A : Professional Development	77,349.00
Title I Part A : Intervention	125,562.13
Title Part A : Collaboration	5,000.00
Title I Part A : Supplemental Technology	140,848.87
Title I Part A: Supplemental Materials and Supplies	1230.00
Total Title I Part A : Allocation (Expended)	358,590
Total Title I Part A Allocation Amount Specified in Form	358,590

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
Catalina Chrest	Principal
Nancy Gabriel	Classroom Teacher
Lupe Burns	Classroom Teacher
Carola Galvez	Classroom Teacher
Victoria Ramos	Other School Staff
Linda Alferez	Parent or Community Member
Laura Salcido	Parent or Community Member
Erika Solarte	Parent or Community Member
Isabel Lopez	Parent or Community Member
Mercedes Garcia	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

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 9/19/2022.

Attested:

Catalina Chrest	Principal, Catalina Chrest on 9/19/22
[signature]	SSC Chairperson, Ericka Solarte on 9/19/22

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i. strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

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

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

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

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

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

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

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019