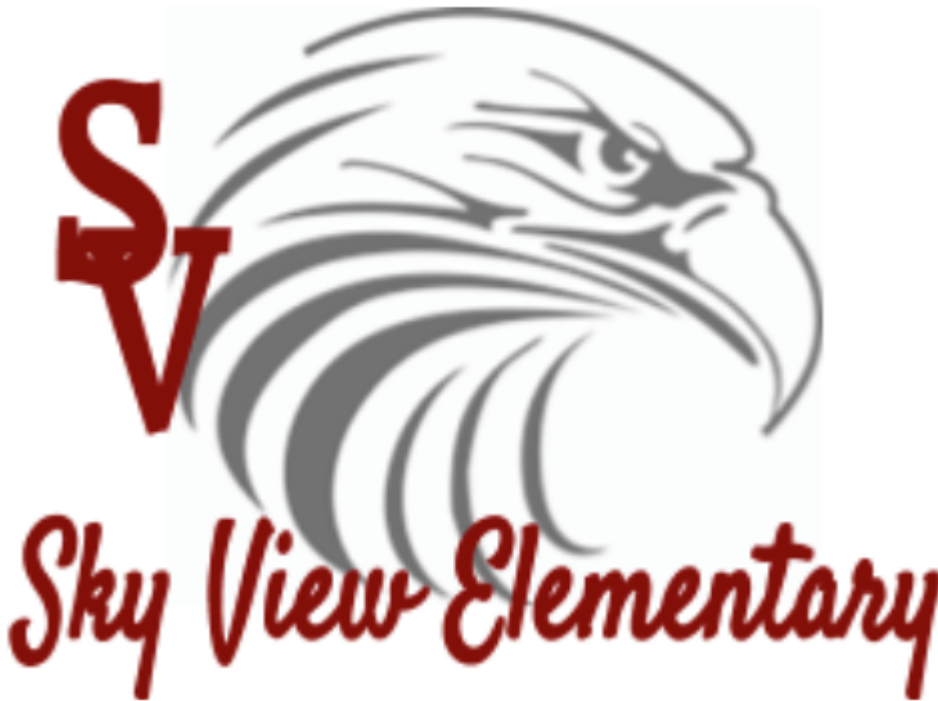


School Year: **2024-25**



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
Skyview Elementary School	336671990110585	December 5, 2024	January 23, 2025

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
Additional Targeted Support and Improvement

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.

In alignment with the Perris Elementary School District's LCAP, this plan was developed with input from Sky View Elementary's School Site Council (SSC), English Language Learner Advisory Committee (ELAC), and the site's MTSS Academic Team members. As a result of a Comprehensive needs assessment, inclusive of a root cause analysis, the plan was created to meet the needs of students most at risk of not meeting standards, which includes African American students, Students with Disabilities (SWD), and English Learners.

Additionally, Sky View Elementary is eligible for ATSI for African American students. Specific actions are included in this plan to address the needs of African American students who are eligible for ATSI, as well as, English Learners focused on redesignation (EL) and SWD.

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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 opportunities for educational partners to give their input and evaluate school programs via surveys. The 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
- Panorama Survey
- MTSS Staff and Student Surveys
- Empathy Surveys for certificated and classified staff and students (grades 3-6)

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 132 responses (as of 4/23/24). Increase of 18 responses from the previous year.

The results of this survey indicate that 93% of parents responded positively to effective parent trainings provided by Sky View Elementary. Parent comments also indicated that there have been more opportunities for parents to be involved but would like more activities. This is decrease of 4 percentage points, as compared to last year's data.

89.9% of parents indicated that there is effective home to school communication regarding ways to help assist their child in doing well at school with home learning activities. This an increase of 4.3 percentage points, as compared to last year.

69.7% of parents positively answered to fulfilling their responsibilities as outlined by the school compact. This is a decrease of 7.8 percentage points, as compared to last year.

The top 3 school activities attended by parents as indicated by the responses from the survey: Open House = attended by 87.9%, Back to School Night = attended by 84.1%, Parent Teacher Conferences= attended by 76.5%

95.5% of parents indicated having an understanding of the objectives of the schoolwide Title I program and the methods used to deliver the program that were explained at the annual Title I Parent Information Meeting. This is a increase of 4 percentage points as compared to last year

STUDENT SURVEY:

The results from the Fall, 2023 Panorama Survey (shown below) indicate a continued need in social/emotional learning supports in all areas, with a particular focus on students in grades K-2 who show decrease in all social/emotional areas (with 7 point decrease in self-management).

- For grades 3-5, the data shows a slight change in all areas, with a flat trend.

89% of 5th grade students feel supported by relationships with friends, family, and adults at school

- For grade 6, the data shows the greatest positive improvement, with an increase of 14 points in the area of self-efficacy

90% of 6th grade students feel supported by relationships with friends, family, and adults at school (increase of 12 points)

In addition, the Panorama data also indicates a continued need for social/emotional support for all students, with a specific focus on African American students (flagged at 52% on track for SEL: 68 Black or African American students enrolled (9%) and students with disabilities (flagged at 51% on track for SEL).

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 motivational activities will help. The data also shows that supports are needed for teachers in grades K-2, in order for staff to effectively address the social/emotional needs of K-2 students, who show a decreasing trend.

MTSS/PBIS

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 in Tier 1 and Tier 2 with overall 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 for staff members with the guidance from the site's MTSS Academics Team (Guiding Coalition) and the MTSS Student Support team. The team includes school staff (certificated and classified), parent, and a student.

College and career readiness assemblies, an increase in parent involvement activities and programs, intervention opportunities, Sky View Eagle Saturday Academy, and other enrichment activities will help to improve the climate and culture and academic progress. The MTSS team continues to work on the areas indicated for improvement to maintain the PBIS rating of platinum awarded for the 23-24 school year.

Based on the 2023-24 CA Dashboard data, Sky View Elementary continues to be eligible for ATSI based on the data for African American students under school climate. AA students need the most support within the student subgroups, particularly in the area of suspensions. Based on the data, there is a continued need for a school counselor, academic coach, teacher training (professional development/collaborations), parent trainings and workshops, after-school intervention as well as materials/supplies and technologies necessary to support initiatives that improve climate and culture, while also addressing academic and intervention needs.

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, best, first instruction, AVID Elementary implementation, intervention instruction/implementation, Integrated/Designated English Language Development and writing 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 best, first instruction and intervention 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, English Language Development (ELD), focused note taking and organization tools (AVID), Inquiry cycle targeting the essential standards, the creation and use of common formative assessments (grade level PLC), targeted intervention strategies, math talks, data analysis, and instructional practices (that are student centered, explorative, and hands on-particularly in math), as areas that need continuous professional development in order to address the needs of instructional staff so that they can provide effective instruction to all students, particularly those students identified in ATSI.

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)

Based on the California School Dashboard for 2023-24, currently Sky View Elementary is in ATSI (Additional Targeted Support and Improvement) for African American Students. Therefore, Sky View Elementary will continue to check in with all students, particularly students identified in ATSI, in order to provide more social emotional and academic support.

CALIFORNIA SCHOOL DASHBOARD Data for 2023-24:

*Note-Foster youth do not show up with an indicator color level due to only having 9 students enrolled.

English Learner Progress Indicator:

- English Learners decreased significantly=RED (-12.9%)

Chronic Absenteeism Indicator:

- Students with Disabilities increased=RED (1.4%)
- Student Groups that Declined Significantly= YELLOW
- English Learners (-7.5%)
- Homeless Youth (-16%)
- Socioeconomically Disadvantaged (-8.6%)
- African American (-12.8%)
- Hispanic (-8.4%)
- White (-5.8%)

School Suspension

- African American increased= RED (11.8%)
- White increased=RED (8.3%)
- Students with Disabilities increased=RED (1.8%)
- Socioeconomically Disadvantaged increased= ORANGE (1%)
- English Learner maintained=YELLOW (0.1%)

English Language Arts/Literacy

- African American decreased= RED (-9 points Distance from Standard-DFS)
- Socioeconomically Disadvantaged decreased=ORANGE (-6.4 points DFS)
- Hispanic decreased=ORANGE (-4.7 points DFS)
- English Learner=maintained/ORANGE (-1.6 points DFS)
- Students with Disabilities increased significantly=ORANGE (17.7 points DFS)

Math

- Students with Disabilities increased significantly= ORANGE (48.9 points DFS)
- African American increases significantly=ORANGE (22.8 points DFS)

English Learner increased=YELLOW (13.1 points DFS)

- Socioeconomically Disadvantaged increased significantly=YELLOW (19 points DFS)
- Hispanic increased significantly=YELLOW (18.9 points DFS)

District Data:

The district is in differentiated assistance for the following subgroups:

African American-in the areas of academics and suspension

Foster youth-in the area of academics and chronic absenteeism

The above data results indicate that there is a need for focus and attention on academic performance, social emotional support and continued supports in chronic absenteeism and suspensions, with a particular focus on African American students, Students with Disabilities, and

Foster Youth. Academic performance indicators show that most students have not met grade-level standards. All sub groups, particularly, African American and students with disabilities, show a great need for intervention in both ELA and math. Academic engagement indicators demonstrate a continued need for focus on chronic absenteeism and suspension.

CAASPP Data and Correlations with Student Groups and ATSI:

2023 CAASPP results in ELA indicated that students in grades 3-6, 30% (82 students) met or exceeded standards in ELA. 70% (194 students) did not meet the achievement standard in ELA. 2023 CAASPP results in ELA: 13% of students exceeded proficiency 16.7% met proficiency, 26.4% standard nearly met, and 43.8% standard not met).

2023 CAASPP results in math indicated that students in grades 3-6, 20% (56 students) met or exceeded standards in math. 80% (224 students) did not meet the achievement standard in math. 2023 CAASPP results in Math indicated that students in grades, 4.3% of students exceeded proficiency 15.7% met proficiency, 35.7%; standard nearly met, and 44.3% scored standard not met.

In the academic year of 2023-24, Sky View Elementary continued to be eligible for Additional Target Support and Improvement (ATSI) based on the data African American students scored very low and are -80.4 distance from standard and are red on the performance indicator. This data, coupled with CA Dashboard data for Black/African American students having an 11.8% increase in suspensions, continues to have this subgroup eligible for ATSI.

In addition, students with disabilities showed a significant increase in ELA and math CAASPP scores, however, this subgroup continues to be over -118 DFS.

The CAASPP data shows that there is a continued need for an academic coach. The academic coach will continue to provide teacher training (professional development) and assist with collaboration for teachers by helping to improve first, best instruction, disaggregation of data, planning effective instruction, and planning for intervention instruction that targets at risk students in all subgroups, with a focus on African American Students and Students with Disabilities, as well as English Learners and foster youth, who show the largest academic gap in English Language Arts and Mathematics.

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 guiding collaborative work.

For the 2023-24 school year, African American students need the most support within Sky View Elementary's student subgroups, particularly in the area of suspensions and academic achievement. The need of the academic coach, teacher training (professional development), collaborations, parent workshops, reading interventions, after-school intervention, materials/supplies, and updated technology is necessary to support core curricular and intervention programs in order to decrease the achievement gap between this student group.

Based on ELPAC data, English Learners, decreased significantly, with a change of -12.9%. This indicates that fewer students are being redesignated based on ELPAC and CAASPP scores.

Therefore, there is a continued need to support reading/literacy skills, writing, speaking and listening skills, and skills targeted at language development provided by a Reading Intervention Teacher and classroom teacher. There is also a continued need for additional student support in the form of intervention provided via tutoring (after-school intervention) and small group/intervention instruction, to include: materials/supplies, technology that supports the core curricular and intervention programs and supplies.

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

Working with the Guiding Coalition (MTSS Academics Team), teacher members of SSC, and school counselor, the team conducted a Root Cause Analysis in regard to the 2023 California Dashboard data and Panorama survey data listed above. The team determined that it is essential to continue to target attendance for Sky View Elementary, with particular focus on African American students and Students with Disabilities. The team identified the following problem and aim statements:

Problem Statement: 27.8% of our Students with Disabilities (SWD) and 36.4% of our African American students are chronically absent.

Aim Statements:

1) Decrease the number of students who are chronically absent, specifically in the following areas, by June, 2025

African American students decreased chronic absenteeism from 36.4% to 27.6% (-8.8% change)/ 66 students to 50 students), with the goal of decreasing by the same factor over a 3 year cycle to attain a green indicator on the CA Dashboard.

Students with Disabilities decreased chronic absenteeism from 53.6% to 39.1% (-14.4%) change/84 students to 61 students), with the goal of decreasing by the same factor over a 3 year cycle to attain a green indicator on the CA Dashboard.

2) By June, 2025, Sky View Elementary will decrease the un-duplicated school suspension rate from 14.9% to 8.9% for African American students and decrease from 7% to 5% for students with disabilities, with the goal of decreasing by the same factor over a 2 year cycle to attain a green indicator on the CA Dashboard.

The plan outlined in this document will address the aim statement in order to support our African American students, as well as, students with disabilities, homeless students, English Learners, and foster youth.

Illuminate is used to monitor student progress regarding Common Core State Standards, ELPAC, and district benchmarks. Teachers have been trained in Universal Design Strategies and learned how to target instruction in regard to the essential standards and supporting standards.

Through formal and summative assessments, teams analyze data and develop instructional plans, to include plans for Universal Access and Targeted Intervention (small group) in order to respond to the needs of students. For the 2024-25 school year, monitoring student progress for all student groups, particularly targeting the subgroup identified for ATSI: AA (African American) students, will remain a top priority.

Working in Professional Learning Communities (PLC), teachers will develop lesson/ targeted intervention plans for ELA and math, during the 2024-2025 school year. Teachers plan for first best instruction of essential standards during collaboration and use formative and summative assessments to monitor, collaborate, and plan for on-going instruction and intervention of these essential standards and foundational skills. Students are then assessed during the next district benchmark to monitor progress towards meeting these essential standards.

Given the status of low performing student groups, particularly AA students, Sky View Elementary's Guiding Coalition have identified chronic absenteeism as the primary factor that is resulting in ATSI (Additional Target Support and Improvement) for the 2024-25 school year.

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. Currently all teachers have received Language Arts and Mathematics training in these SBE-adopted materials. However, with new staff being hired, 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 and supplemental online learning platforms that support target-skill focused instruction. In addition, Sky View Elementary staff receive training in the implementation of new programs such as Box Cars and One-Eyed Jacks (for ELA and math), Nearpod, Step-UP to Writing, and IXL. Support staff receive training in implementing Playworks. Dual Language Instruction teachers, receive additional professional development, planning, and collaboration opportunities to help build capacity as they provide instruction for students in the Dual Language Instruction program.

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: English Learners, Students with Disabilities (SWD) and African American (AA) students identified by the California Dashboard, in order to work toward demonstrating 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 best, first 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 or other district adopted curriculum to help support the social/emotional needs of all student groups, particularly targeting students with the largest gaps: SWD and AA students.

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

There continues to be a need for an Academic Coach to provide on-site support of the instructional program with modeled lessons, co-teaching, whisper coaching, and staff training. In addition, 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 and Sky View Elementary's Dual Language Immersion (DLI) program. 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.

There is a continued need to provide collaboration time in order for teachers to plan "best, first 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, Students with Disabilities students, intervention, African American students, and GATE instruction, and additional subgroups (foster youth and homeless). Lastly, the adoption of new district programs and initiatives require time for teachers to review the new curriculum/initiatives 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, particularly the subgroup identified for ATSI via the California Dashboard (AA students), is monitored and instruction is 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 tutoring, and intervention blocks. Intensive instructional support in reading is provided to students in grades 1-5 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. In addition, English Learners also receive intervention instruction using Lexia English (technology based app) in order to provide leveled support.

There is a continued need for a Reading Intervention teacher who works with students who are 2 or more years below grade level proficiency. Additionally, there is a need or 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 Universal Access blocks and 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. In addition all students receive grade level appropriate AVID supplies to support instruction and organization in the classroom and home to school communication.

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 ELA and math, that include supplemental online platforms such as IXL, supplemental resources (Heggerty), and game-based instruction in ELA and Math.

Opportunity and Equal Educational Access

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

There is a need for a Reading 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. The 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. In addition, supplemental programs, such as Saturday Academy, Mariachi (music program), and afterschool programs are also needed in order to support students academic and social/emotional needs.

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)

Based on results from parent surveys, 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 DLI night, AVID night, math, science and reading nights, R.I.S.E. to Read, Soaring with Math, Parent Workshops (FIAT) on attendance and counseling options, are designed to support families with reinforcing school work at home. Additionally, the school's collaborative intervention process, (SST), and supplemental education supports, (tutoring), target students who are at-risk.

Family workshops to help parents support their students as learners are provided. The SART/SARB process is available for students experiencing attendance challenges, and SST-Student Support Team meetings are held to analyze student needs and arrange support. We traditionally hold a variety of family events such as dances, Friday Flag 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. In addition, Coffee with the Principal and ongoing surveys will provide feedback in regard to the school/student needs (particularly those for our African American students).

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 educational partners. 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), Dual Language Immersion Parent meetings, 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 continue to be accessible on our website. This is another way for our families and community to be involved and informed to build connectedness to our school.

Funding

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

Professional Development and collaboration for staff, Intervention Program (licenses and technology), intervention materials, parent involvement, family workshops, and after school tutoring are services provided by categorical funds that support under performing students to meet standards.

Family involvement (workshops, training, family engagement opportunities), instructional staff training and collaboration, and After School Tutoring/enrichment instruction 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 (including those provided by the Academic Coach, AVID Summer Institute, and other educational conferences) and technology used as an 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. This year, based on the data from the California Dashboard, funds will target our highest group of at-risk students, African American students and students with disabilities, as well as, our group of students with the highest population, English Learners. Funds will also be used to address climate and culture (MTSS), particularly targeting attendance (chronic absenteeism) and social/emotional support. Expenditures include personnel, materials, supplies, copies, professional development and extra duty pay for certificated and classified staff.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Sky View Elementary collaborated with the following partners: School Site Council (SSC) and English Learner Advisory Committee (ELAC), site leadership teams (MTSS Academics/Guiding Coalition and MTSS Student Support Team-culture and climate), and the District Office in order to develop the the school site plan. SSC and ELAC members meet throughout the year to discuss the goals and implementation of activities on the following dates: 8/23/23, 9/20/23, 10/25/23, 12/13/23, 2/21/24, 4/17/24, and 5/22/24.

Based on data from the California Dashboard, actions were reviewed to identify services primarily targeting the needs of African American students and Student with Disabilities, who have the greatest gap/need. Student groups that include unduplicated English learners, Foster, and low-income students will also continue to be addressed by action items in the plan in addition to African American students who are eligible under ATSI.

Educational partner input to help plan and review the SPSA is completed via the following:

- A district-wide survey to gather input available to staff, parents, and community members

- Panorama Survey
- Title I Survey
- Empathy interviews with students, staff, and educational partners
- Parent surveys during family events

In addition, Sky View Elementary gathers input from educational partners via the following forums: site newsletter, Parent Square or similar district communication portal, Aeries Parent Portal, School Website, paper flyers, FIAT Parent Workshops, Parent meetings (ELAC & SSC), online messages, and text messages.

Resource Inequities

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

Through the use of the Resource Equity Diagnostic, Analysis of Dimension 2 revealed that not all students with higher needs have access to effective teaching staff. Additionally, only some students have access to teaching practices that are engaging, culturally relevant and standards aligned. Effective teaching staff consistently include instructional strategies that are engaging to all students, include cultural relevance for all students, and are standards aligned.

Analysis of Dimension 6 also reveals that only some students have access to positive relationships with the adults at school. This may result in behavior issues (suspensions) and may affect chronic absenteeism. Under Dimension 6, a positive and inviting school climate consistently includes that each student experiences a safe school with transparent, culturally sensitive, and consistently enforced rules and discipline policies.

Professional development and leadership coaching is necessary in order to address these barriers and instructional inequities. This will be accomplished through classroom visits and timely feedback. Additional focus will be placed on the African American student group. This may include empathy interviews, data analysis and intentionally assigning adult mentors. This student group remains eligible for ATSI based on suspension data.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.14%	0.14%	0	1	1
African American	8.92%	8.01%	8.12%	58	57	58
Asian	0.77%	0.7%	0.42%	5	5	3
Filipino	0.62%	0.56%	0.56%	4	4	4
Hispanic/Latino	84.15%	86.24%	86.69%	547	614	619
Pacific Islander	0.62%	0.42%	0.28%	4	3	2
White	2.00%	1.54%	2.10%	13	11	15
Multiple/No Response	0.92%	0.56%	0.42%	6	4	3
Total Enrollment				650	712	714

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	124	134	96
Grade 1	115	99	109
Grade 2	102	134	97
Grade 3	85	111	124
Grade 4	78	97	117
Grade 5	66	70	92
Grade 6	80	67	79
Total Enrollment	650	712	714

Conclusions based on this data:

1. The largest student group continues to be our Hispanic student group, with 86.24% of students being Hispanic/Latino.
2. African American Students are the second largest student group, with 8.01% of students being in the African American Student group. The percentage of African American students has continued to decline for 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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	253	280	282	33.3%	38.9%	39.5%
Fluent English Proficient (FEP)	39	46	50	7.8%	6.0%	7.0%
Reclassified Fluent English Proficient (RFEP)	8	11		3.6%	3.2%	

Conclusions based on this data:

1. The number of English Learners has continued to increase over past three years. Currently approximately 40% of the student population at Sky View are English Learners. Strategic instruction during designated and integrated ELD must be planned to support EL Redesignation, which is currently stagnant over the past 3 years.
2. The number of students who are labeled Fluent English Proficient increased slightly in comparison to the previous year, with an increase of .5%.
3. Plans for targeting LTEL redesignation will be included to provide professional development for staff in order to target English Learner Redesignation.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	86	120	127	86	120	124	86	120	124	100.0	100.0	97.6
Grade 4	74	100	113	73	99	113	73	99	113	98.6	99.0	100
Grade 5	68	72	91	68	69	91	68	69	91	100.0	95.8	100
Grade 6	73	64	78	73	64	78	73	64	78	100.0	100.0	100
All Grades	301	356	409	300	352	406	300	352	406	99.7	98.9	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2387.	2376.	2375.	20.93	10.83	12.10	15.12	14.17	16.13	23.26	31.67	25.81	40.70	43.33	45.97
Grade 4	2423.	2421.	2436.	10.96	16.16	16.81	21.92	18.18	18.58	23.29	19.19	23.89	43.84	46.46	40.71
Grade 5	2474.	2448.	2491.	13.24	10.14	13.19	19.12	18.84	30.77	33.82	24.64	25.27	33.82	46.38	30.77
Grade 6	2470.	2484.	2479.	5.48	9.38	6.41	21.92	17.19	23.08	26.03	35.94	26.92	46.58	37.50	43.59
All Grades	N/A	N/A	N/A	13.00	11.93	12.56	19.33	16.76	21.43	26.33	27.56	25.37	41.33	43.75	40.64

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	13.95	7.50	8.87	53.49	63.33	54.03	32.56	29.17	37.10
Grade 4	6.85	13.13	9.73	67.12	57.58	68.14	26.03	29.29	22.12
Grade 5	13.24	8.70	16.48	60.29	62.32	62.64	26.47	28.99	20.88
Grade 6	10.96	7.81	5.13	41.10	51.56	52.56	47.95	40.63	42.31
All Grades	11.33	9.38	10.10	55.33	59.38	59.61	33.33	31.25	30.30

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.79	6.67	5.65	48.84	50.83	49.19	38.37	42.50	45.16
Grade 4	8.22	4.04	9.73	54.79	54.55	53.10	36.99	41.41	37.17
Grade 5	11.76	7.25	10.99	52.94	57.97	69.23	35.29	34.78	19.78
Grade 6	9.59	6.25	6.41	47.95	46.88	52.56	42.47	46.88	41.03
All Grades	10.67	5.97	8.13	51.00	52.56	55.42	38.33	41.48	36.45

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.47	12.50	5.65	70.93	66.67	74.19	18.60	20.83	20.16
Grade 4	6.85	7.07	7.96	69.86	71.72	68.14	23.29	21.21	23.89
Grade 5	8.82	13.04	10.99	73.53	63.77	73.63	17.65	23.19	15.38
Grade 6	8.22	7.81	10.26	64.38	73.44	71.79	27.40	18.75	17.95
All Grades	8.67	10.23	8.37	69.67	68.75	71.92	21.67	21.02	19.70

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.79	5.00	12.10	59.30	66.67	61.29	27.91	28.33	26.61
Grade 4	8.22	8.08	15.93	67.12	67.68	61.95	24.66	24.24	22.12
Grade 5	14.71	8.70	12.09	70.59	60.87	70.33	14.71	30.43	17.58
Grade 6	8.22	12.50	15.38	65.75	59.38	58.97	26.03	28.13	25.64
All Grades	11.00	7.95	13.79	65.33	64.49	63.05	23.67	27.56	23.15

Conclusions based on this data:

1. Overall achievement for all grade levels scored below standard in the area of listening-demonstrating effective communication skills.
2. Students in 6th grade have the highest percentage in the Below Standard category, with over 40% of 6th graders performing below standard in reading and writing.
3. The school must consider how to maximize instruction, training, and professional development to the needs of all students, particularly those in 5th or 6th grade in order to increase the number of students in the Met and Exceed categories.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	86	120	127	85	120	127	85	120	127	98.8	100.0	100
Grade 4	74	100	114	74	100	114	74	100	114	100.0	100.0	100
Grade 5	68	72	91	68	72	91	68	72	91	100.0	100.0	100
Grade 6	73	64	78	73	64	78	73	64	78	100.0	100.0	100
All Grades	301	356	410	300	356	410	300	356	410	99.7	100.0	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2399.	2384.	2387.	11.76	6.67	3.94	23.53	20.00	25.20	28.24	25.00	27.56	36.47	48.33	43.31
Grade 4	2422.	2425.	2448.	4.05	3.00	6.14	20.27	15.00	20.18	33.78	40.00	43.86	41.89	42.00	29.82
Grade 5	2421.	2436.	2453.	4.41	0.00	6.59	4.41	9.72	13.19	19.12	38.89	30.77	72.06	51.39	49.45
Grade 6	2396.	2460.	2455.	0.00	6.25	3.85	4.11	15.63	6.41	17.81	23.44	37.18	78.08	54.69	52.56
All Grades	N/A	N/A	N/A	5.33	4.21	5.12	13.67	15.73	17.56	25.00	31.74	34.63	56.00	48.31	42.68

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	15.29	9.17	7.87	44.71	45.83	44.88	40.00	45.00	47.24
Grade 4	5.41	5.00	6.14	47.30	48.00	55.26	47.30	47.00	38.60
Grade 5	2.94	1.39	2.20	42.65	58.33	47.25	54.41	40.28	50.55
Grade 6	0.00	3.13	1.28	30.14	50.00	48.72	69.86	46.88	50.00
All Grades	6.33	5.34	4.88	41.33	49.72	49.02	52.33	44.94	46.10

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.59	9.17	9.45	67.06	53.33	57.48	22.35	37.50	33.07
Grade 4	6.76	8.00	10.53	54.05	58.00	61.40	39.19	34.00	28.07
Grade 5	5.88	0.00	3.30	39.71	51.39	58.24	54.41	48.61	38.46
Grade 6	4.11	1.56	3.85	41.10	59.38	55.13	54.79	39.06	41.03
All Grades	7.00	5.62	7.32	51.33	55.34	58.29	41.67	39.04	34.39

Conclusions based on this data:

1. 48.31% of all students are below standard in overall achievement in math with the 5th and 6th grade cohorts being the most at risk.
2. 6th grade showed the highest decrease in students in the Standard Not Met category with a decrease of 23.39%.
3. The school must consider how to maximize instruction, training, and professional development to the needs of all students, particularly those in 6th grade in order to increase the number of students in the Met and Exceed categories.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1428.2	1417.8	1424.2	1449.3	1432.4	1441.1	1378.8	1383.3	1384.6	43	62	43
1	1446.1	1446.8	1436.8	1464.5	1457.3	1451.7	1427.2	1435.8	1421.4	40	39	47
2	1471.0	1465.5	1473.5	1480.4	1464.3	1483.7	1461.2	1466.2	1462.8	42	44	40
3	1485.8	1489.7	1486.8	1485.1	1494.0	1482.6	1485.9	1485.0	1490.5	37	47	41
4	1503.4	1498.3	1519.2	1505.1	1495.7	1513.9	1501.1	1500.3	1524.0	28	36	44
5	1522.3	1521.2	1539.0	1522.9	1523.3	1530.2	1521.2	1518.7	1547.2	27	26	32
6	1509.3	1528.4	1533.0	1502.6	1521.1	1528.4	1515.7	1535.3	1537.1	26	24	25
All Grades										243	278	272

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	9.30	11.29	18.60	39.53	37.10	37.21	46.51	32.26	27.91	4.65	19.35	16.28	43	62	43
1	2.50	2.56	6.38	35.00	33.33	23.40	50.00	48.72	46.81	12.50	15.38	23.40	40	39	47
2	2.38	6.82	5.00	54.76	43.18	55.00	38.10	36.36	30.00	4.76	13.64	10.00	42	44	40
3	16.22	10.64	19.51	27.03	40.43	43.90	40.54	38.30	19.51	16.22	10.64	17.07	37	47	41
4	25.00	8.33	20.45	25.00	41.67	52.27	35.71	36.11	25.00	14.29	13.89	2.27	28	36	44
5	18.52	23.08	28.13	44.44	30.77	56.25	25.93	26.92	9.38	11.11	19.23	6.25	27	26	32
6	15.38	25.00	20.00	34.62	45.83	64.00	30.77	12.50	8.00	19.23	16.67	8.00	26	24	25
All Grades	11.52	11.15	16.18	37.86	38.85	45.59	39.51	34.53	25.74	11.11	15.47	12.50	243	278	272

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	30.23	17.74	27.91	27.91	30.65	32.56	34.88	33.87	20.93	6.98	17.74	18.60	43	62	43
1	22.50	15.38	19.15	47.50	38.46	42.55	17.50	38.46	21.28	12.50	7.69	17.02	40	39	47
2	19.05	11.36	30.00	54.76	47.73	42.50	23.81	25.00	22.50	2.38	15.91	5.00	42	44	40
3	21.62	27.66	43.90	40.54	53.19	29.27	24.32	14.89	9.76	13.51	4.26	17.07	37	47	41
4	25.00	30.56	36.36	64.29	36.11	47.73	3.57	22.22	13.64	7.14	11.11	2.27	28	36	44
5	25.93	30.77	46.88	51.85	46.15	40.63	18.52	11.54	6.25	3.70	11.54	6.25	27	26	32
6	23.08	41.67	52.00	46.15	37.50	36.00	15.38	4.17	4.00	15.38	16.67	8.00	26	24	25
All Grades	23.87	23.02	34.93	46.50	41.01	38.97	20.99	23.74	15.07	8.64	12.23	11.03	243	278	272

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	37.21	22.58	34.88	60.47	62.90	46.51	2.33	14.52	18.60	43	62	43
1	42.50	43.59	31.91	52.50	53.85	57.45	5.00	2.56	10.64	40	39	47
2	23.81	13.64	35.00	71.43	75.00	60.00	4.76	11.36	5.00	42	44	40
3	40.54	23.40	43.90	43.24	65.96	41.46	16.22	10.64	14.63	37	47	41
4	60.71	16.67	52.27	32.14	72.22	45.45	7.14	11.11	2.27	28	36	44
5	25.93	26.92	28.13	70.37	50.00	71.88	3.70	23.08	0.00	27	26	32
6	19.23	8.33	20.00	53.85	75.00	68.00	26.92	16.67	12.00	26	24	25
All Grades	35.80	22.66	36.40	55.56	65.11	54.41	8.64	12.23	9.19	243	278	272

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.93	16.13	30.23	65.12	53.23	48.84	13.95	30.65	20.93	43	62	43
1	15.00	5.13	2.13	72.50	69.23	78.72	12.50	25.64	19.15	40	39	47
2	26.19	25.00	25.00	71.43	61.36	70.00	2.38	13.64	5.00	42	44	40
3	27.03	44.68	46.34	54.05	46.81	36.59	18.92	8.51	17.07	37	47	41
4	17.86	44.44	45.45	75.00	41.67	47.73	7.14	13.89	6.82	28	36	44
5	59.26	61.54	65.63	25.93	26.92	21.88	14.81	11.54	12.50	27	26	32
6	34.62	54.17	64.00	53.85	37.50	32.00	11.54	8.33	4.00	26	24	25
All Grades	27.16	32.01	36.76	61.32	50.36	50.37	11.52	17.63	12.87	243	278	272

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	2.33	1.61	2.33	86.05	79.03	83.72	11.63	19.35	13.95	43	62	43
1	17.50	23.08	12.77	37.50	28.21	27.66	45.00	48.72	59.57	40	39	47
2	4.76	15.91	7.50	76.19	50.00	72.50	19.05	34.09	20.00	42	44	40
3	8.11	4.26	12.20	35.14	51.06	56.10	56.76	44.68	31.71	37	47	41
4	21.43	2.78	11.36	28.57	52.78	72.73	50.00	44.44	15.91	28	36	44
5	11.11	11.54	25.00	62.96	50.00	59.38	25.93	38.46	15.63	27	26	32
6	0.00	4.17	4.00	42.31	58.33	64.00	57.69	37.50	32.00	26	24	25
All Grades	9.05	8.63	10.66	54.73	54.68	61.76	36.21	36.69	27.57	243	278	272

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	18.60	30.65	18.60	44.19	45.16	67.44	37.21	24.19	13.95	43	62	43
1	0.00	5.13	4.26	67.50	56.41	55.32	32.50	38.46	40.43	40	39	47
2	4.76	15.91	5.00	73.81	61.36	75.00	21.43	22.73	20.00	42	44	40
3	13.51	6.38	0.00	67.57	80.85	80.49	18.92	12.77	19.51	37	47	41
4	28.57	16.67	25.00	46.43	63.89	70.45	25.00	19.44	4.55	28	36	44
5	14.81	19.23	43.75	70.37	53.85	53.13	14.81	26.92	3.13	27	26	32
6	11.54	41.67	24.00	73.08	50.00	72.00	15.38	8.33	4.00	26	24	25
All Grades	12.35	18.71	15.81	62.96	58.99	67.65	24.69	22.30	16.54	243	278	272

Conclusions based on this data:

1. The overall number of students scoring in the Well Developed/Level 4 category for Overall Language shows a slight decrease from 11.52% to 11.15%, indicating that the number of students being redesignated has remained low and not increased.
2. In Oral Language the number of students scoring in Level 1 has increased by 4.36% in comparison to the previous year.
3. The school must consider how to maximize resources to meet the needs of English Learners in order to increase the number of students redesignated.

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
712	84.4	39.3	0.8
Total Number of Students enrolled in Skyview Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	280	39.3
Foster Youth	6	0.8
Homeless	17	2.4
Socioeconomically Disadvantaged	601	84.4
Students with Disabilities	66	9.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	57	8
American Indian	1	0.1
Asian	5	0.7
Filipino	4	0.6
Hispanic	614	86.2
Two or More Races	4	0.6
Pacific Islander	3	0.4
White	11	1.5

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

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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Yellow	Suspension Rate Orange
Mathematics Yellow		
English Learner Progress Red		

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. The school must consider how to maximize resources to meet the needs of student and improve attendance

3. Conditions and climate are a concern with the suspension rate being at an Orange level. The school must consider how to maximize resources to meet the needs of students in order to decrease suspension rates, particularly African American and SWD.

School and Student Performance Data

Academic Performance English Language Arts

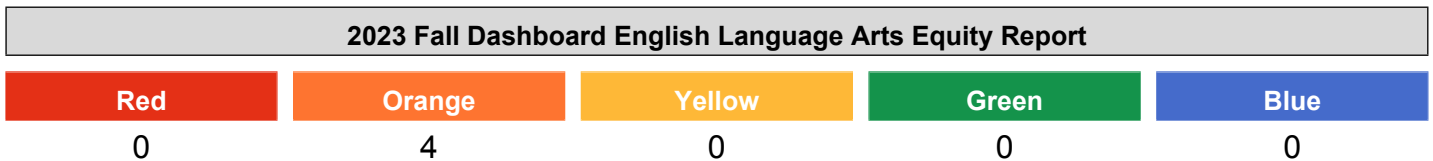
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>49.3 points below standard</p> <p>Decreased -5.9 points</p> <p>327 Students</p>	<p>English Learners</p> <p>Orange</p> <p>64.2 points below standard</p> <p>Maintained -1.6 points</p> <p>143 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>49.6 points below standard</p> <p>Decreased -6.4 points</p> <p>299 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>118.7 points below standard</p> <p>Increased Significantly +17.7 points</p> <p>33 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
80.4 points below standard Decreased -9 points 22 Students	Less than 11 Students 1 Student	Less than 11 Students 4 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 48.5 points below standard Decreased -4.7 points 290 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students	Less than 11 Students 4 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
85.2 points below standard Maintained -1.1 points 120 Students	45.2 points above standard Increased +3.2 points 23 Students	41.5 points below standard Decreased -13.7 points 166 Students

Conclusions based on this data:

- Students with disabilities show the biggest difference from standard from all other student groups. SWD students made the greatest gains as compared to other student groups.
- The African American student group demonstrated an overall increase in student achievement.
- 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

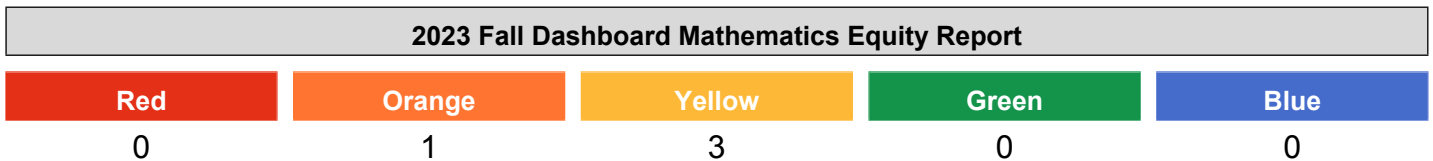
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Yellow 67.2 points below standard Increased Significantly +18.5 points 327 Students	English Learners Yellow 79.2 points below standard Increased +13.1 points 143 Students	Foster Youth Less than 11 Students 3 Students
Homeless Less than 11 Students 7 Students	Socioeconomically Disadvantaged Yellow 67.4 points below standard Increased Significantly +19 points 299 Students	Students with Disabilities Orange 118.6 points below standard Increased Significantly +48.9 points 33 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>105.8 points below standard</p> <p>Increased Significantly +22.8 points</p> <p>22 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<div style="text-align: center;">  Yellow </div> <p>65.3 points below standard</p> <p>Increased Significantly +18.9 points</p> <p>290 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>93 points below standard</p> <p>Increased +10.3 points</p> <p>120 Students</p>	<p>7.5 points below standard</p> <p>Increased Significantly +31.9 points</p> <p>23 Students</p>	<p>59.9 points below standard</p> <p>Increased Significantly +23.5 points</p> <p>166 Students</p>

Conclusions based on this data:

1. The Students With Disabilities student group demonstrated a significant increase of 48.9 points, putting them in the ORANGE band.
2. Currently we have three student groups in the YELLOW band (English Learners, Socioeconomically disadvantaged, and Hispanic).
3. Reclassified English Learners increased by 31.9 points and are 7.5 points from standard; putting them closer to standard than our English Only students.

School and Student Performance Data

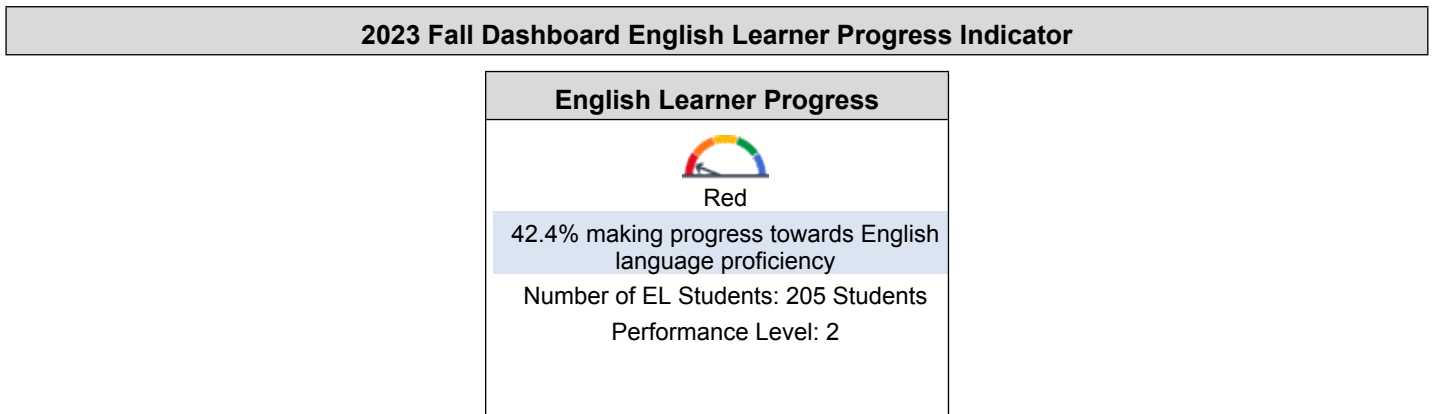
Academic Performance English Learner Progress

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



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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
39	79	4	83

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

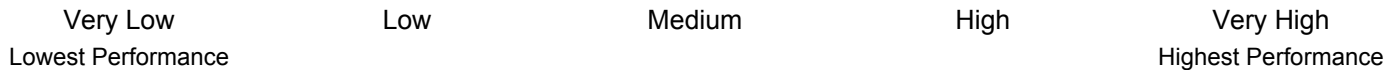
Academic Performance College/Career Report

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

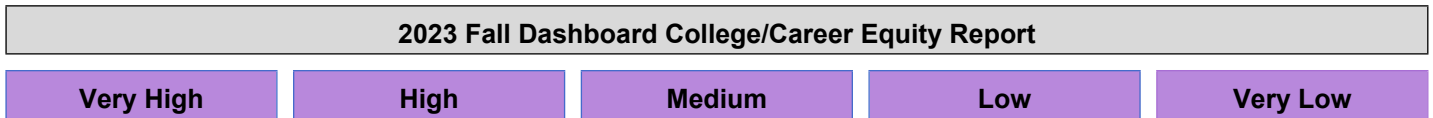
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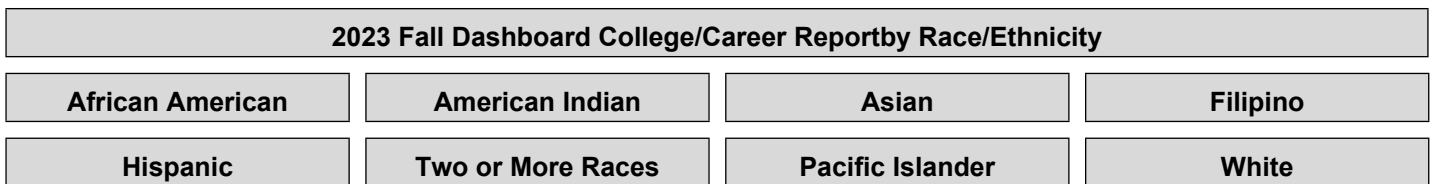
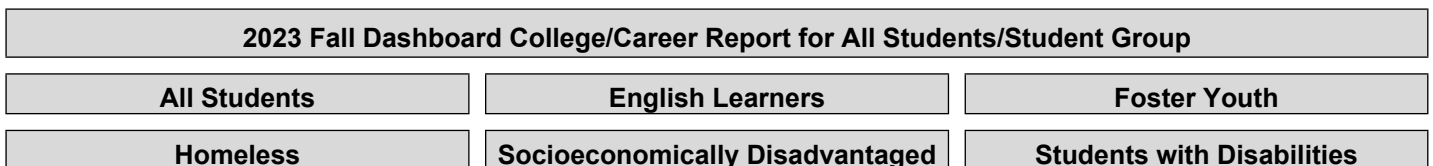
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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.



Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

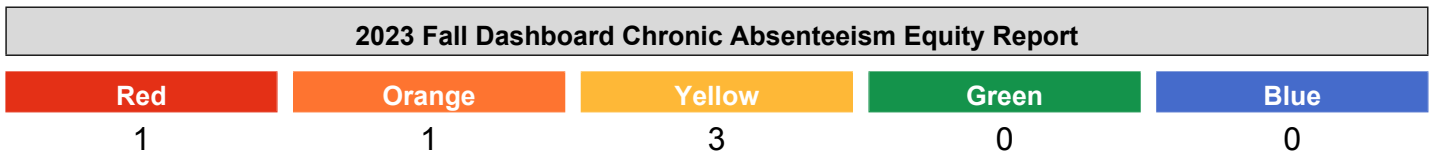
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>33.7% Chronically Absent</p> <p>Declined Significantly -9.9</p> <p>754 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>27.8% Chronically Absent</p> <p>Declined Significantly -7.5</p> <p>295 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>9 Students</p>
<p>Homeless</p> <p>68.2% Chronically Absent</p> <p>Declined -16</p> <p>22 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>34.4% Chronically Absent</p> <p>Declined Significantly -8.6</p> <p>655 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>53.6% Chronically Absent</p> <p>Increased 1.4</p> <p>84 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 36.4% Chronically Absent Declined -12.8 66 Students	Less than 11 Students 1 Student	Less than 11 Students 5 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 34.1% Chronically Absent Declined Significantly -8.4 645 Students	27.8% Chronically Absent Declined -30.1 18 Students	Less than 11 Students 3 Students	25% Chronically Absent Declined -5.8 12 Students

Conclusions based on this data:

1. The Students With Disabilities group shows an increase of 1.4% in the total number of students who are chronically absent. Further root cause analysis and empathy interviews with special education staff and students is a potential next step.
2. Overall chronic absenteeism rates for ALL students decreased by 9.9%. Improving attendance will continue to be priority and area of continued focus.
3. The school must consider how to maximize resources to meet the needs of students who demonstrate challenges in regular school attendance.

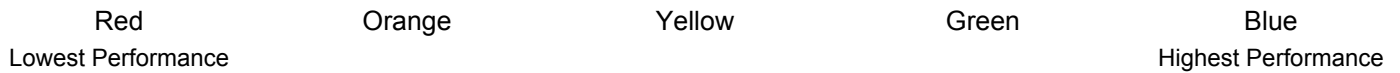
School and Student Performance Data

Academic Engagement Graduation Rate

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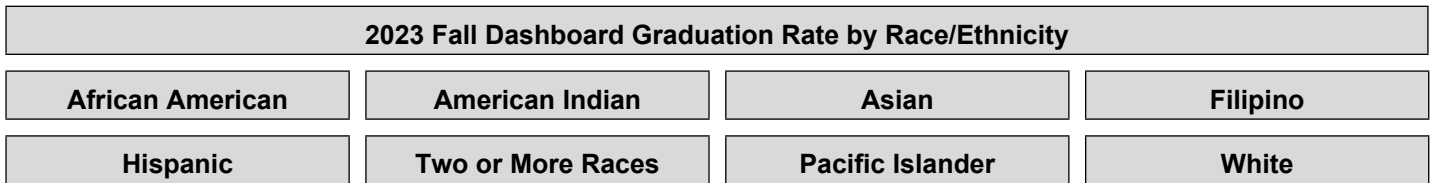
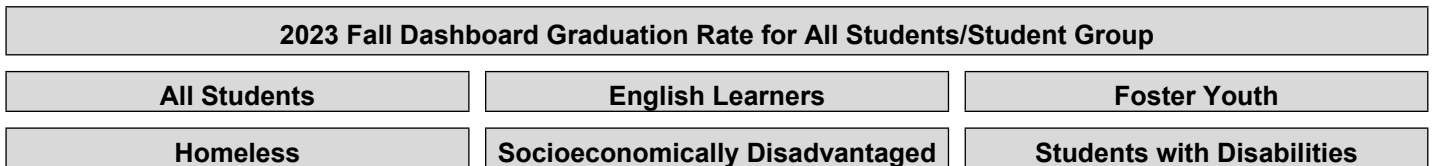
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

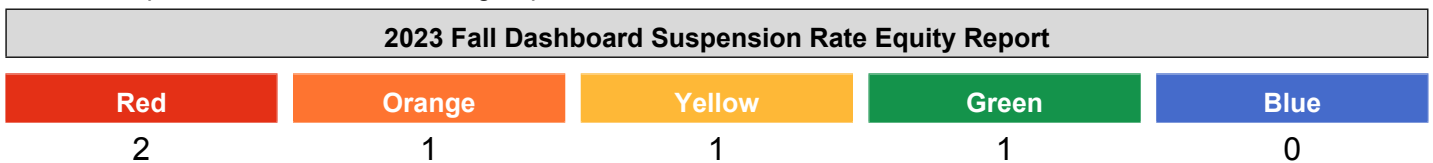
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>2.8% suspended at least one day</p> <p>Increased 0.9 783 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>2.7% suspended at least one day</p> <p>Maintained 0.1 299 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 9 Students</p>
<p>Homeless</p> <p>8% suspended at least one day</p> <p>Increased 3.2 25 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>2.9% suspended at least one day</p> <p>Increased 1 678 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>7% suspended at least one day</p> <p>Increased 1.8 86 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 14.9% suspended at least one day Increased 11.8 67 Students	Less than 11 Students 1 Student	Less than 11 Students 5 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.5% suspended at least one day Declined -0.5 673 Students	0% suspended at least one day Maintained 0 18 Students	Less than 11 Students 3 Students	8.3% suspended at least one day Increased 8.3 12 Students

Conclusions based on this data:

1. Suspension rates show that 2.8% of students have been suspended at least one day.
2. Suspension rates for African American students are significantly higher the other student groups, with 14.9% os students being suspended for at least one day. Further root cause analysis and empathy interviews with African American students and staff is a potential next step.
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

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

Goal 1

Increase at a minimum of 25 points in ELA as measured by the California Dashboard for all students.

Identified Need

Based on data results from the CA Dashboard there is a need for all students to demonstrate an increase in ELA proficiency. Our English Learners, African American students, Foster Youth, Homeless, and Students With Disabilities student groups are performing significantly below standard (Distance From Standard-DFS: -51 points).

Additional intervention and supports are needed to close the achievement gap for specific student groups, specifically for the African American student group, which is eligible for ATSI.

- Sky View Elementary will seek to close the achievement gap by ensuring our teachers are guided through the understanding of planning and providing first best instruction in ELA via the PLC process within the grade level team and site.
- Teachers will be provided with professional development and opportunities to do learning walks to identify effective and research-based instructional strategies. This will also include intervention blocks and Universal Access instruction during core instruction.
- Extended learning opportunities (i.e. after school intervention, Saturday Academy, and enrichment programs) will be offered.
- After school tutoring and additional opportunities for grade level collaboration will also be offered.
- Parents of student groups with the highest need, specifically African American students, English Learners, and Foster Youth, as well as all students groups, will be offered parent workshops and family events that will assist in providing strategies to parents that they can use to help support their child at home.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Data California Dashboard Data	2022-23 CAASPP Data: ELA: 29% of students in grades 3-6 met or exceeded the standards in ELA (decrease of 4%) <ul style="list-style-type: none"> • EL students declined 10 points at 64.2 	Increase a minimum of 25 points in ELA as measured by the California Dashboard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>points DFS (Distance From Standard)</p> <ul style="list-style-type: none"> • Black/African American students showed decrease and remain with a large gap of 80.4 points DFS (difference from standard) • SWD show the largest gap, scoring 118.7 points below/ DFS (difference from standard), an improvement of 17.7 points. 	

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 with a specific focus on African American students, English Learners, and Students with Disabilities

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)

5000.00

Source(s)

Title I Part A: Professional Development

Professional Development will be offered by the academic coach, 1 time per trimester for 90 minutes, to ensure first best instruction and best practices to target the inquiry cycle, intervention strategies, engagement strategies, English Language Development, and planning appropriate assessments through the use of

learning targets and common formative assessments.

Strategy/Activity 2

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 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-risk students, with greater emphasis placed on African American students, English Learners, and Foster Youth.

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)

0

Source(s)

Title I Part A: Intervention

Title I Part A: Intervention

Provide after school tutoring and (ELOP) extended learning opportunities through an Intervention Program for at-risk students and students struggling academically including materials and supplies, extra duty staff (i.e. after school tutoring...)-expenditure paid out of ELOP funds

Tutoring will begin in October, 2024 and run through April, 2025, (up to 2 times per week for 1 hour per session). Tutoring will be staffed by certificated staff and paraprofessionals (for support).

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

3a. 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, specifically targeting students identified in ATSI: African American students

3b. Supplemental Technology: earphones and earphones with microphones, etc.)

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)
9100.00	Title I Part A: Supplemental Technology Title I Part A: Supplemental Technology Use technology to support at-risk students' access to CCSS ELA curriculum through the use of technology (earphones, and earphones with microphones, etc.)
5652.00	Title I Part A: Supplemental Technology Software License for Nearpod; used to make content more accessible and incorporate visuals and interactive technology to increase engagement for all students, particularly African American students.
15000.00	Title I Part A: Supplemental Technology IXL- The software is used provide real time diagnostic, personalized guidance and instruction in ELA. Both teacher and students receive feedback (analytics) to inform small group instruction and extra practice. The data that is collected is analyzed during grade level PLC in order to determine which students are making continual academic growth or which students required more intervention and in which targeted area of the essential standards. This program also helps to increase the home to school communication by emailing and providing parents updates on their child's progress. The feedback provides parents and families with current/up to date information on how their child is performing on foundational skills needed for reading. It is also available in Spanish for our Dual Language Immersion students and English Learners.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students with a specific focus on African American students (ATSI), English Learners, and Foster Youth

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)

8000.00

Source(s)

Title I Part A: Parent Involvement

Provide parent involvement activities to bridge a home to school connection for all student populations, specifically, African American students, English Learners, Low Income, Foster Youth and other student groups. Activities include: FIAT, Parent workshops, Family Nights, RISE to read activities, etc., that have an emphasis on English Language Arts

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a specific focus on African American students (ATSI), English Learners, and Foster Youth

Strategy/Activity

Collaboration: 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)

10075.00

Source(s)

Title I Part A: Collaboration

Provide 5 opportunities for teacher collaboration per year with the grade level team in order to plan, analyze data, and implement best instruction practices, assessment, and intervention targeted at English Language Arts

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be 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: 2023-24 SPSA Monitoring and Evaluation document

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: 2023-24 SPSA Monitoring and Evaluation document

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: 2023-24 SPSA Monitoring and Evaluation document

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 25 points in Math as measured by the California School Dashboard.

Identified Need

Based on data results from the CA Dashboard, there is a need for all students to demonstrate an increase in Math proficiency.

All student groups are performing -67.2 DFS points. Although all student groups increased or increased significantly, African American students (eligible for ATSI) and Students With Disabilities are the student groups with the highest need based on their DFS (AA=-105.8 DFS points, SWD=-118.6 DFS points).

Additional intervention and supports are needed to close the achievement gap for all student groups, specifically for the African American student group.

- Sky View Elementary will seek to close the achievement gap by ensuring our teachers are guided through the understanding of planning and providing first best instruction in math via the PLC process within the grade level team and site.
- Teachers will be provided with professional development and opportunities to do learning walks to identify effective and research-based instructional strategies. This will also include intervention blocks and Universal Access instruction during core instruction.

Extended learning opportunities (i.e. after school intervention, Saturday Academy, and enrichment programs) will be offered

- After school tutoring and additional opportunities for grade level collaboration will also be offered.
- Parents of student groups with the highest need, specifically African American students, English Learners, and Foster Youth, as well as all students groups, will be offered parent workshops and family events that will assist in providing strategies to parents that they can use to help support their child at home.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math CAASPP Data California Dashboard Data	CAASSP Results in Math indicated that students in grades 3-6, 20% of students exceeded proficiency or met proficiency.	Increase at a minimum of 25 points in Math for all student groups, as measured by the California School Dashboard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>All students are -67.2 DFS points increasing significantly from the previous year by 18.5 DFS points</p> <ul style="list-style-type: none"> • EL students showed an increase of 13.1 DFS; -79.2 DFS points • African American students increased in score by 22.8 points, at -105.8 DFS points • SWD showed the largest growth, with an increase of 48.9 points and at -118.6 DFS points. 	

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

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 math, specifically targeting students identified in ATSI: African American

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)

0.00

Source(s)

Title I Part A: Supplemental Technology

IXL- The software is used provide real time diagnostic, personalized guidance and instruction in math. Both teacher and students receive feedback (analytics) to inform small

group instruction and extra practice. The data that is collected is analyzed during grade level PLC in order to determine which students are making continual academic growth or which students required more intervention and in which targeted area of the essential standards. This program also helps to increase the home to school communication by emailing and providing parents updates on their child's progress. The feedback provides parents and families with current/up to date information on how their child is performing on foundational skills needed for math. It is also available in Spanish for our Dual Language Immersion students and English Learners. Funded under Goal 1, Activity 3

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, with specific targeted focus on students identified for ATSI: African American students, English Learners, Foster youth, and students with disabilities

Strategy/Activity

Building Professional Capacity through Professional Development for staff

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)

1500.00

Source(s)

Title I Part A: Professional Development

Professional Development will be offered to ensure first/best instruction, data analysis, assessment, and intervention by using the Inquiry Cycle and meeting with the grade level team. Throughout the school year, 2 professional development opportunities will be offered to 12 staff members per 1 hour session, specifically focused on increasing engagement in math through game based learning.

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 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-risk students, with greater emphasis placed on African American students, Students with Disabilities, Foster Youth, and English Learners.

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)

0

Source(s)

Title I Part A: Intervention

Provide extended learning opportunities through an Intervention Program for at-risk students and students struggling academically including materials and supplies, extra duty staff (i.e. tutoring...) currently paid out of ELOP. Priority enrollment will be given to foster youth and African American students.

Tutoring will begin in October, 2024 and run through April, 2025, (up to 2 times per week for 1 hour per session). Tutoring will be staffed by certificated staff and paraprofessionals (for support).

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

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)

500.00

Source(s)

Title I Part A: Parent Involvement

Provide parent involvement activities to bridge a home to school connection with student populations, such as African American students, English Learners, SWD, and Foster Youth. Parent involvement activities include: FIAT, Title I meetings, math family nights, parent workshops, and Soaring with Math activities.

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

Collaboration: 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)

9749.00

Source(s)

Title I Part A: Collaboration

Provide 5 opportunities for teacher collaboration per year with the grade level team in order to plan, analyze data, and implement best instruction practices, assessment, and intervention targeted at Math

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, with specific targeted focus on students identified for ATSI: African American students, English Learners, Foster youth, and students with disabilities

Strategy/Activity

Attend California Mathematics Council (Conference) to build capacity in math instruction

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)

2900.00

Source(s)

Title I Part A: Professional Development

Provide professional development to support math instructional strategies via the following:

- 1) Provide 3 staff members and 1 administrator a Professional Development opportunity to attend the California Math Conference, focused on math instructional strategies, building thinking classrooms, and hands-on learning.
- 2) Provide 2 staff members and 1 administrator a Professional Development opportunity to attend RCOE: Building Thinking Classrooms, focused on math instructional strategies, building thinking classrooms, and hands-on learning.
- 3) Provide 1 staff member a Professional Development opportunity to attend AI: Unconference for Educators, focused on gaining valuable insights on integrating Ai into teaching practices, specifically in the area of math instruction
- 4) Provide 3 staff members a Professional Development opportunity to attend C-STEM Symposium: focused on best teaching practices, implementation of robotics and hands-on instructional practices.

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be 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: 2023-24 SPSA Monitoring and Evaluation document

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: 2023-24 SPSA Monitoring and Evaluation document

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: 2023-24 SPSA Monitoring and Evaluation document

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 18 points in ELA and Math as measured by the California Dashboard. Increase by 45% 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 Learners (long term English Learners and newly identified) also need to demonstrate proficiency on the ELPAC and CAASPP in order to be reclassified fluent English proficient (RFEP).

- 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 during designated and integrated ELD.
- Teachers and paraprofessionals need professional development and training to learn how to provide effective instruction based on ELPAC data in order to target skills for redesignation, during the instructional day during extended learning opportunities. Additional resources and supports will also be offered to parents and families in order for them to support their child in English language acquisition.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA and Math CAASPP Data California Dashboard Data ELPAC Data Reclassification Data	2023 CAASPP Data: 11% of English Learners met or exceeded standards in ELA with a distance from standard of -64.2 (decrease of 2.6) 8% of English Learners met or exceeded standards in Math with a distance from standard of -79.2.(increase of 13.1) English Learners continue performing lower than Sky View Elementary's overall score for all students: -49.3 in ELA and -67.2 in Math.	Increase percentage of English Language Learners meeting and exceeding standards on the ELA assessment by 25 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 25 points as measured by the California School Dashboard and CAASPP results.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>The CA School Dashboard data shows Reclassified English Learners performing 45.2 points above standard in ELA and 7.5 points below standard in Math.</p> <p>When looking at California Schools Dashboard data for English Language Acquisition Results: 42.4% of students progressed one or more ELPI levels 38.5% of students maintained ELPI levels and 19% of students decreased by one ELPI level.</p>	<p>Increase, by 45%, the number of students who progress at least one ELPI level as measured by ELPAC.</p>

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 (long term English Learners and Newly Identified)

Strategy/Activity

Professional Development: Academic Coach will provide professional development and demonstration lessons to support teachers in implementing lessons during integrated and designated English Language Development.
 Professional Development for support staff (paraprofessionals) that provide instruction for English Learners in the classroom.

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)
110.00	LCFF 0702: EL Supplemental RCOE DLI Conference for new DLI TK Teacher
400.00	LCFF 0702: EL Supplemental

CABE 1 day conference for bilingual instructional aides

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 (long term English Learners and Newly Identified)

Strategy/Activity

Parent Involvement Activities to increase parent engagement/involvement, build capacity within staff and parents, and provide resources to parents in order to academically support students. Professional Development and/or collaboration (to include 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)

700.00

LCFF 0702: EL Supplemental

Meeting supplies; Parent opportunities for parent involvement such as ELAC, CABE, Parent Workshops, Project2Inspire, etc...

12440.00

LCFF 0702: EL Supplemental

Parent Involvement: Project 2 Inspire consultant (CABE) to provide workshops for parents of EL students on topics such as the purpose and roles and responsibilities of ELAC, and how to support their EL student at home.

1700.00

LCFF 0702: EL Supplemental

CABE 1 day conference for 8 parents to include conference fees and mileage

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 (long term English Learners and Newly Identified)

Strategy/Activity

Supplemental materials and supplies to include testing supplies for ELPAC, instructional materials to support EL instruction, incentive materials, etc.
Services and operating expenses (ie. travel and conferences for parents and staff)

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)
713.00	LCFF 0702: EL Supplemental Provide supplemental materials to implement instructional practices to support instruction for EL students. Items may include: vocabulary cards, sequencing cards, graphic organizers/ thinking maps, and materials and supplies
925.00	LCFF 0702: EL Supplemental Instructional and testing supplies for ELPAC and bilingual aide instruction

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners (long term English Learners and Newly Identified)

Strategy/Activity

Intervention through expanded learning opportunities focused on long term English Learners and Newly Identified English Learners.

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	LCFF 0702: EL Supplemental After school tutoring to support EL, Newcomers, LTELs in the areas of reading, writing, speaking, and listening. There is no cost associated with this action as it will be paid through an alternate funding source-ELOP

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be 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 3 EL LCFF: 2023-24 SPSA Monitoring and Evaluation document

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 3 EL LCFF: 2023-24 SPSA Monitoring and Evaluation document

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 3 EL LCFF: 2023-24 SPSA Monitoring and Evaluation document

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 overall chronic absenteeism rate by 23.5% overall (at the site level), specifically targeting the following areas:

1) By June, 2025, decrease the number of students who are chronically absent, specifically in the following areas (as identified by the data from the California Dashboard:

- African American students decreased chronic absenteeism from 36.4% to 26.4% (-10%)
- Students with Disabilities decreased chronic absenteeism from 53.6% to 33.6% (-21%)

2) By June, 2025, Sky View Elementary will decrease the un-duplicated school suspension rate from 14.9% to 3% for African American students and decrease from 7% to 2% for students with disabilities (based on data from the CA Dashboard in 22-23). African American students are eligible for ATSI.

Identified Need

There is a need for all students to demonstrate an increase in school attendance and engagement. Although Sky View Elementary's absenteeism rate has decreased, students continue to demonstrate a high chronic absenteeism rate, based on data from the California Dashboard.

Specifically, the data in these areas with respect to African American (ATSI) and Students With Disabilities, these student groups are higher than the other student groups.

There is a continued need 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 reduce behaviors that result in suspensions, specifically for African American students. There is also a continued need to increase attendance rates for all students as well as increase instruction that focuses on engagement and instruction that is student centered

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 afterschool. Sky View Elementary will focus on reducing chronic absenteeism rates by targeting student support systems through evidence-based interventions focused on parent education and student/parent connectedness to school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>California School Dashboard data- Chronic Absenteeism California School Dashboard data-Suspension Rate Aeries and RaaWee Data on chronic absenteeism and suspension rate Tiered Fidelity Inventory (TFI) Data</p>	<p>Based on data from the California School Dashboard, Sky View Elementary School is currently showing indicators of 33.7% of students (YELLOW) chronically absent. This is a decline of 9.9%, as compared to the previous year.</p> <p>36.4% of African American students are chronically absent (ORANGE) and 53.6% of Students with Disabilities are chronically absent (RED). These two student groups are the highest in the school.</p> <p>Upon reviewing the data in the California School Dashboard, Sky View Elementary School is currently showing overall indicators of a 2.8% for the student suspension rate. This is an increase of 0.9% with regard to the previous year's data.</p> <p>Upon review of the end of school year data: the following has been planned for the following year:</p> <ul style="list-style-type: none"> • continue to maintain TFI score platinum for PBIS and MTSS systems • create an evidence based attendance intervention team to increase parent education, involvement, and increase school connectedness to our school. • improvements in Tier 1 PBIS/MTSS student & staff recognitions 	<p>Reduce the overall absenteeism rate by 23.5% (from 33.7% to 10.2%). Decrease chronic absenteeism for:</p> <ul style="list-style-type: none"> • African American students from 36.4% to 18.4% (-18%) • Students with Disabilities from 53.6% to 32.6% (-21%) <p>Reduce the suspension rate from 14.9% to 3% for African American students and decrease from 7% to 2% for students with disabilities (based on data from the CA Dashboard).</p>

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, specifically targeting students identified for ATSI: African American students, as well as a focus on English Learners, Students with Disabilities, and Foster Youth.

Strategy/Activity

Parent Involvement Activities/enrichment
(i.e. Counselor parent classes, AVID, Science, STEM, 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)

6000.00

LCFF 0707: Supplemental Concentration

materials and supplies for parent involvement events

Provide parent involvement activities to bridge a home to school connection targeting student populations, such as African American students, students with disabilities, low Income, homeless youth, and foster Youth.

Parent involvement events include parent/family nights: AVID Night, DLI Night, Science Night, Art Night, Community and family events, and parent workshops, counselor led parent support classes (Loving Solutions), STEM night, College and Career Day, Multi-cultural & Diversity Day, awards assemblies, Friday Flag, etc.

1000.00

LCFF 0707: Supplemental Concentration

Parent Workshop After School (4 teachers x 3 hours per teacher for prep and presentation)-extra duty and materials and supplies for the event

Provide parent involvement activities to bridge a home to school connection specific to AVID, Science, STEM, Art, 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, specifically targeting students identified for ATSI: African American students, as well as a focus on English Learners, Students with Disabilities, and Foster Youth.

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)

0	LCFF 0707: Supplemental Concentration Counseling Program- Provide 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 American, and students with disabilities) and targeted needs (i.e. suspensions, chronic absenteeism). This activity is funded by the central office.
540.00	LCFF 0707: Supplemental Concentration Teacher allocation materials and 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, specifically targeting students identified for ATSI: African American students, as well as a focus on English Learners, Students with Disabilities, and Foster Youth.

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)

2000.00

Source(s)

LCFF 0707: Supplemental Concentration

This activity is for an art program for all students that includes STEAM activities. The listed amount is for materials/supplies. The salary for the art teacher is funded at the central office.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, specifically targeting students identified for ATSI: African American students, as well as a focus on English Learners, Students with Disabilities, and Foster Youth.

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)

2000.00

Source(s)

LCFF 0707: Supplemental Concentration

This activity is for a physical education program for all students. The listed amount is for materials/supplies. The salary for the P.E. teacher is funded at the central office.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, specifically targeting students identified for ATSI: African American students, as well as a focus on English Learners, Students with Disabilities, and Foster Youth.

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)

0

Source(s)

LCFF 0707: Supplemental Concentration

Support student academic engagement, increase parent involvement, attendance improvement, and behavior success through the administration of supplemental programs to include salary and resources. Supplemental programs will encompass interventions for African American students, Students with Disabilities, foster youth, at-promise students and students struggling academically. The administrator will collaborate with counselors and other staff to meet student success goals, including interventions from Tier 1, 2, and 3. The salary for this activity is funded at the central office.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, specifically targeting students identified for ATSI: African American students, as well as a focus on English Learners, Students with Disabilities, and Foster Youth.

Strategy/Activity

Media Clerk and Health Aide: 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)

1000.00

Source(s)

LCFF 0707: Supplemental Concentration
administrative materials and supplies

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, specifically targeting students identified for ATSI: African American students, as well as a focus on English Learners, Students with Disabilities, and Foster Youth.

Strategy/Activity

College and Career Readiness Program: AVID
Materials and supplies-AVID supplies
Building Professional Capacity-AVID Summer Institute
AVID Professional Development (provided by Academic Coach and/or RCOE)-extra duty
(i.e. Professional Development/ Collaboration / Conferences, team meetings...)
Collaboration

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)
17000.00	LCFF 0707: Supplemental Concentration AVID Supplies 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.
548.00	LCFF 0707: Supplemental Concentration Mileage for conference-staff
200.00	LCFF 0707: Supplemental Concentration Mileage for conference-admin
14000.00	LCFF 0707: Supplemental Concentration 1) AVID Summer Institute Conference (staff): fees, meals, and hotel 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. 2) AVID Pathways training/certification via RCOE Professional development (for staff unable to attend Summer Institute)-mileage and subs 3) AVID site team conference via RCOE professional development (for AVID site team support in goal implementation)-mileage and subs
2000.00	LCFF 0707: Supplemental Concentration

	<p>AVID Summer Institute Conference (admin): fees, meals, and hotel</p> <p>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.</p>
1000.00	<p>LCFF 0707: Supplemental Concentration</p> <p>Collaboration to support instruction with site AVID goals and implementation across all content areas, including art, physical education, and beginning of the year parent orientations or TK/K boot camp</p>

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, specifically targeting students identified for ATSI: African American students, as well as a focus on English Learners, Students with Disabilities, and Foster Youth.

Strategy/Activity

MTSS/PBIS-development of multi-tiered systems of support to promote a positive climate and culture that improves academics, social/emotional supports, and attendance for all students, targeting those students identified by the California Dashboard: African American students, as well as Foster Youth, English Learners, and Students with Disabilities

- Creating a positive school culture by providing a system of support and expectations that encourages positive behavior by including students, staff, parents, and community members

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)
2275.00	<p>LCFF 0707: Supplemental Concentration</p> <p>Extra duty for MTSS team-planning committee for development of climate and culture and TFI (teachers/certificated staff)</p>
240.00	LCFF 0707: Supplemental Concentration

	Extra duty for MTSS team-planning committee for development of climate and culture and TFI (media clerk)
240.00	LCFF 0707: Supplemental Concentration Extra duty for MTSS team-planning committee for development of climate and culture and TFI (supervision aide)
2000.00	LCFF 0707: Supplemental Concentration <ul style="list-style-type: none"> • Replacement of MTSS Materials and supplies to increase positive climate and culture with staff, students, and parent engagement/involvement • MTSS student store-student incentives to support R.I.S.E. expectations • materials & supplies for certificates and activities
1000.00	LCFF 0707: Supplemental Concentration Extra duty to support development of climate and culture for family engagement activities: I.E. Trunk or Treat, Winter Performance, and/or similar events

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, specifically targeting students identified for ATSI: African American students, as well as a focus on English Learners, Students with Disabilities, and Foster Youth.

Strategy/Activity

Supplemental Materials and Supplies
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, etc.).

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)

8000.00

Source(s)

LCFF 0707: Supplemental Concentration

Supplemental materials and supplies to support First Best Instruction and application of High Leverage Instructional Strategies.

- materials and supplies: (i.e. light bulbs, replacement of laminator, and poster maker, lamination, ink, poster maker supplies, etc...)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, specifically targeting students identified for ATSI: African American students, as well as a focus on English Learners, Students with Disabilities, and Foster Youth.

Strategy/Activity

MTSS-Social/emotional learning enrichment

Provide MTSS / SEL materials and supplies for student recognition and 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)

1000.00

LCFF 0707: Supplemental Concentration

Books and Reference Materials to support MTSS (SEL) Materials-use MTSS code 1603-behavior and 1604 academic

1000.00

LCFF 0707: Supplemental Concentration

MTSS (SEL)
postcards/envelopes/certificates/etc.

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, specifically targeting students identified for ATSI: African American students, as well as a focus on English Learners, Students with Disabilities, and Foster Youth.

Strategy/Activity

Chronic Attendance improvement-particularly focused on students identified as ATSI-African American and students with disabilities

- planning and preparing resource materials, including mailing postage
- attendance conference for administration/staff: focused on attendance improvement
- Software for attendance management

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)
1500.00	LCFF 0707: Supplemental Concentration materials and supplies: including attendance resources such as pamphlets and bulk mailing (postage)
5700.00	LCFF 0707: Supplemental Concentration RaaWee-software license for attendance management

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, specifically targeting students identified for ATSI: African American students, as well as a focus on English Learners, Students with Disabilities, and Foster Youth.

Strategy/Activity

Student activities that support social/emotional support and student leadership roles that support student efficacy and self-confidence:

- Student leadership team/student council
- Junior Coaches for "Robust Recess"
- Materials and supplies for "robust recess" program
- Supervision aide meeting to support "robust recess"

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)
5093.00	LCFF 0707: Supplemental Concentration Materials and supplies to support student leadership teams and "robust recess": including playground equipment and administrative supplies and materials
700.00	LCFF 0707: Supplemental Concentration Collaboration with supervision aide to support students during "robust recess".

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be 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 4 S/C LCFF: 2023-24 SPSA Monitoring and Evaluation document

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 4 S/C LCFF: 2023-24 SPSA Monitoring and Evaluation document

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 4 S/C LCFF: 2023-24 SPSA Monitoring and Evaluation document

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 the subject areas of English Language Arts, Mathematics, and
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	July 1, 2024 - June 30, 2025	Claudia Velez Marie Cancel	Professional Development for Coaches to provide site based co-teaching, demo lessons, data analysis and collaboration.		Centralized Services	127,532
Reading Intervention Teacher	July 1, 2024 - June 30, 2025	Claudia Velez Jenni McHale	Reading intervention will be provided to those students meeting program criteria. Intervention will be provided at students instructional and independent reading level.		Centralized Services	141,264

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	\$67,476
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	\$67,476

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: \$67,476

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: \$93,024

Total of federal, state, and/or local funds for this school: \$160,500

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	675	-7,825.00
LCFF 0707: Supplemental Concentration	76,036	0.00
LCFF 0702: EL Supplemental	16988	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF 0702: EL Supplemental	16,988.00
LCFF 0707: Supplemental Concentration	76,036.00
Title I Part A: Collaboration	19,824.00
Title I Part A: Intervention	0.00
Title I Part A: Parent Involvement	8,500.00
Title I Part A: Professional Development	9,400.00
Title I Part A: Supplemental Technology	29,752.00

Expenditures by Budget Reference

Budget Reference	Amount
	90,735.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF 0702: EL Supplemental	16,988.00
	LCFF 0707: Supplemental Concentration	76,036.00
	Title I Part A: Collaboration	19,824.00
	Title I Part A: Intervention	0.00

	Title I Part A: Parent Involvement	8,500.00
	Title I Part A: Professional Development	9,400.00
	Title I Part A: Supplemental Technology	29,752.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	52,827.00
Goal 2	14,649.00
Goal 3	16,988.00
Goal 4	76,036.00

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	67,476	0
Title I Part A: Parent Involvement	675	-7,825.00
LCFF 0707: Supplemental Concentration	76,036	0.00
LCFF 0702: EL Supplemental	16988	0.00

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	16,988.00
LCFF 0707: Supplemental Concentration	76,036.00
Title I Part A: Collaboration	19,824.00
Title I Part A: Intervention	0.00
Title I Part A: Parent Involvement	8,500.00
Title I Part A: Professional Development	9,400.00
Title I Part A: Supplemental Technology	29,752.00

Centralized Services: Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Centralized Services	268,796.00

Total Title I Part A Allocation	
Funding Source	Total Amount Expended
Title I Part A : Parent Involvement	8,500.00
Title I Part A : Professional Development	9,400.00
Title I Part A : Intervention	0.00
Title Part A : Collaboration	19,824.00
Title I Part A : Supplemental Technology	29,752.00
Title I Part A: Supplemental Materials and Supplies	
Total Title I Part A : Allocation (Expended)	67,476
Total Title I Part A Allocation Amount Specified in Form	67,476

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 12/5/24.

Attested:



Principal, Catalina Chrest on 12/5/24



SSC Chairperson, Nancy Gabriel on 12/5/24



What is a School-Parent Compact?

A *School-Parent Compact for Achievement* is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all our students reach or exceed grade-level essential standards. It contains the following:

- A link to goals of the school improvement plan
- A focus on student learning skills
- Describes how teachers will help students develop those skills using high-quality instruction
- Shares strategies parents can use at home
- Explains how teachers and parents will communicate about student progress
- Describes opportunities for parents to volunteer, observe, and participate in the classroom

Jointly Developed

The parents, students and staff of Sky View Elementary School developed this School-Parent Compact for Achievement. Teachers suggested home learning strategies, parents added ideas to make them more specific, and students told us what would help them learn. Meetings are held each year to review the Compact and make changes based on student needs.

Do you have questions about your child's progress? Contact your child's teacher by phone at (951) 657-4214.

Building Partnership Events

- Back to School Night
- Title I Meeting
- AVID Parent Night
- DLI Parent Night 1
- Trunk or Treat
- Parent Conferences
- Winter Program
- DLI Parent Night 2
- AVID Parent Night 2
- Father Daughter Dance
- Math Night
- Reading Night
- Open House
- Science Night
- Mother/Son Dance
- College and Career Day
- Volunteer Tea
- Kinder Promotion
- 6th Grade Promotion

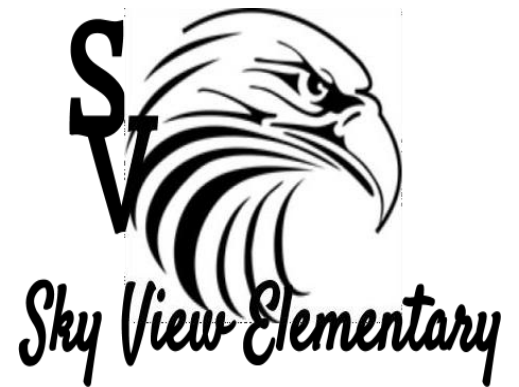
Regularly Scheduled Events

- Friday Flag Assemblies/School Spirit Days
- FIAT-Family Engagement Events: "R.I.S.E. to Read"
- English Learner Advisory Committee Meetings (ELAC)
- School Site Council Meetings (SSC)
- Award Assemblies at the end of each Trimester

Communication about Student Learning

Sky View Elementary School is committed to frequent two-way communication with families about children's learning. Some of the ways you can expect us to reach you are:

- AVID Student Planner
- Parent Square
- Updates on the school web site
- Parent Portal (online/app)
- Parent-Teacher Conferences



Sky View Elementary School

HOME OF THE EAGLES

2024-2025

School-Parent Compact for Achievement

Sky View Elementary School

625 Mildred Street
Perris, CA 92570
(951) 657-4214

Catalina Chrest, Principal

<https://www.perrisesd.org/Domain/>

15

Our Goals for Student Achievement

Perris Elementary School District Goals

Beginning in the 2024/25 school year, increase at a minimum of 15 points in ELA & Math as measured by the CA School Dashboard.

Sky View Elementary School Goals

By the end of 2025, all Sky View Elementary students will show academic and social-emotional growth. Sky View Elementary staff are committed to achieving the following targets:

ELA: Increase student proficiency by 25 pts.

Math: Increase student proficiency by 25 pts. as measured by CA School Dashboard.

EL: Increase academic proficiency among ELs by 18 pts. as measured by CA School Dashboard.

Culture: Create a safe and welcoming environment for all students and families.



It is important that families and schools work together to help students achieve high academic standards. Through a process that includes teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.



Staff Pledge

I agree to carry out the following responsibilities:

- Provide high-quality curriculum & instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child develop a love of learning.
- Communicate regularly with families about student progress.
- Provide meaningful, daily homework assignments to reinforce and extend learning.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and community.
- Actively participate in collaborative decision-making.
- Consistently work with families and my school colleagues to make school accessible and welcoming places for families, which help each student, achieve the school's high academic standards.
- Respect the school, students, staff, and families.

Staff Member _____



Family Parent Pledge

I agree to carry out the following responsibilities:

- Provide a quiet time and place for homework and monitor screen time.
- Read to my child or encourage my child to read to me every day.
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent/teacher conferences, Back-to-School Night, Open House, and Family Nights.
- Communicate the importance of education and learning to my child.
- Respect the school staff, students, and families.

Parent/Guardian Signature _____

Student Pledge

I agree to carry out the following responsibilities:

- Know and follow our school's R.I.S.E expectations: **R**espect All, **I**nspire Others, **S**how Kindness, **E**ngage in Learning
- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my screen time and instead study or read every day after school.
- Respect my school, fellow students, teachers and other staff.



Student Signature _____



¿Qué es un Contrato entre la Escuela y los Padres?

Un *Contrato entre la Escuela y los Padres* es un acuerdo que padres, alumnos y maestros desarrollan juntos. Explica cómo los padres y los maestros trabajarán juntos para asegurarse de que todos nuestros alumnos alcancen o excedan los estándares del nivel de grado. Contiene lo siguiente:

- Enlazar las metas con el Plan para el Mejoramiento Escolar
- Enfoque en las habilidades de aprendizaje de los estudiantes
- Describe cómo los maestros ayudarán a los alumnos a desarrollar esas habilidades usando una enseñanza de alta calidad
- Compartir estrategias que padres pueden usar en casa
- Explica cómo los maestros y los padres se comunicarán sobre el progreso del alumno
- Describe oportunidades para que padres se ofrezcan como ayuda voluntaria, observen y participen en el salón de clases

Desarrollado de forma Conjunta

Los padres, alumnos y personal de Sky View Elementary desarrollaron este Contrato entre la Escuela y los Padres para obtener éxito. Los maestros sugirieron estrategias de aprendizaje en el hogar, los padres añadieron ideas para especificarlas más y los alumnos dijeron lo que les ayudaría aprender. Cada año se llevan a cabo reuniones para revisar el contrato y hacer cambios basados en las necesidades de los alumnos.

Establecer la Colaboración

- Noche de Orientación Familiar
- Reunión de Título I
- Noche de AVID
- Noche de DLI para Padres #1
- Noche de Trunk or Treat
- Conferencias de Padres
- Programa de Invierno
- Noche de DLI para Padres #2
- Noche de AVID #2
- Baile de Padre/Hija
- Noche Familiar de Matemáticas
- Noche Familiar de Lectura
- Noche de Casa Abierta
- Noche de la Ciencia
- Baile de Día de las Madres/Hijos
- Día de Universitario y Carrera
- Te de Voluntarios
- Promoción de Kinder
- Promoción del Grado 6

Eventos Programados

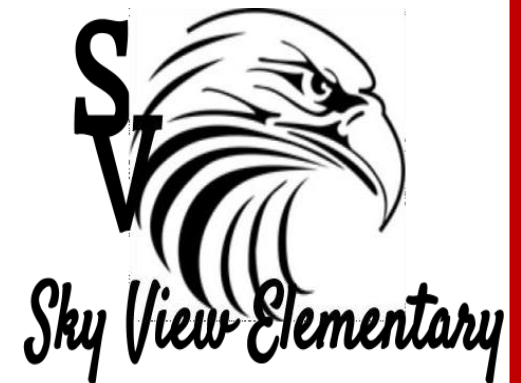
- Viernes de bandera/ Días de espíritu estudiantil
- FIAT-Eventos de involucración familiar: "R.I.S.E to Read"
- Comité Asesor para la Educación de Alumnos que Aprenden el inglés
- Consejo del Sitio Escolar
- Reconocimientos cada trimestre

Comunicación sobre el aprendizaje del alumno

Sky View Elementary está dedicada a una continua comunicación con las familias sobre el aprendizaje de los niños. Algunas de las formas en las que nos comunicaremos con usted son:

- La agenda de AVID
- Parent Square
- Actualizaciones en el sitio web de la escuela
- Portal de Padres (por internet/app)
- Conferencias con Padre y maestro

¿Tiene preguntas sobre el progreso de su alumno? Comuníquese con el maestro de su alumno al **(951) 657-4214**



Escuela Primaria Sky View

HOGAR DE LAS ÁGUILAS
2024-2025

Contrato de Escuela y los Padres para Obtener Éxito

Sky View Elementary School

625 Mildred Street

Perris, CA 92570

(951) 657-4214

Catalina Chrest, Directora

<https://www.perrisesd.org/Domain/1>

[5](#)

Nuestra meta para Rendimiento Estudiantil

Metas de las escuelas primarias del distrito de Perris

Comenzando en el año escolar 2024-25- aumenta a un mínimo de 15 puntos en ELA y matemáticas medido por CA School Dashboard.

Metas de Sky View Elementary School

Para 2024-25, todos los alumnos de Sky View mostrarán un crecimiento académico y socio-emocional. El personal de Sky View está comprometido a lograr los siguientes objetivos:

ELA: Aumentar la aptitud del alumno 25 puntos.

Matemáticas: Aumentar la aptitud del alumno 25 puntos a medida de CA School Dashboard.

EL: Aumentar la aptitud de aprendices del idioma del inglés 18 puntos a medida de CA School Dashboard.

Cultura: Crear un ambiente seguro y acogedor para todos los alumnos y familias.



Es importante que las familias y las escuelas trabajen juntas para ayudar a los estudiantes alcanzar altos estándares académicos. A través de un proceso que incluye a maestros, familias, estudiantes y representantes de la comunidad, se acordará los siguientes deberes y responsabilidades que nosotros como socios, llevaremos a cabo para apoyar el éxito estudiantil en la escuela y en la vida.



La Promesa del Plantel

Estoy de acuerdo llevar acabo las siguientes responsabilidades:

- Proporcionar un currículo e instrucción de alta calidad.
- Esforzarme a motivar mis alumnos a aprender.
- Tener altas expectativas y ayudar a cada niño desarrollar un amor al aprendizaje.
- Comunicarme regularmente con familias sobre el progreso del estudiante.
- Proporcionar tareas diarias significativas para reforzar y extender aprendizaje.
- Participar en oportunidades de desarrollo profesional que mejoren la enseñanza y el aprendizaje y apoyen la formación de asociaciones con las familias y comunidad.
- Trabajar consistentemente con las familias y mis colegas de la escuela para hacer que la escuela sea accesible y acogedora para las familias, lo cual ayuda a cada estudiante a alcanzar los altos estándares académicos de la escuela.
- Respetar a la escuela, los alumnos, al personal y alas familias.

Miembro del plantel _____



La Promesa de los Padres de Familias

Estoy de acuerdo llevar acabo las siguientes responsabilidades:

- Proporcionar un lugar y momento silencioso para hacer la tarea y monitorear el tiempo que pasan en frente del televisor.
- Leerle a mi hijo/a o animarlo/a que me lea todos los días.
- Comunicarme con el maestro o la escuela cuando tenga una inquietud.
- Asegurarme de que mi hijo/a asista la escuela todos los días, duerma lo suficiente, reciba la atención médica regularmente y una nutrición adecuada.
- Monitorear regularmente el avance de mi hijo/a en la escuela.
- Participar en actividades escolares como tomar decisiones, y ser voluntario en la escuela y asistir las conferencias de padres y maestros, noche de orientación para padres, recepción escolar para padres y estudiantes y noches familiares.
- Comunicarle la importancia de la educación y aprendizaje a mi hijo/a.
- Respetar al plantel de la escuela, los alumnos y a las familias.

Firma del Padre/tutor _____

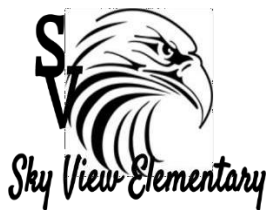
Promesa del Estudiante

Estoy de acuerdo llevar acabo las siguientes responsabilidades:



- Conocer y seguir las expectativas R.I.S.E de nuestra escuela: Respetar a todos, inspirar a otros, mostrar amabilidad, comprometerse con el aprendizaje
- Venir a la escuela listo para aprender y trabajar arduamente.
- Traer los materiales necesarios, las asignaturas completadas y la tarea.
- Conocer y cumplir las expectativas de la escuela y del aula.
- Solicitar ayuda cuando la necesite.
- Comunicarme regularmente con mis padres y maestros sobre las experiencias escolares para que puedan ayudarme tener éxito en la escuela.
- Limitar mi tiempo frente a la pantalla y en su lugar estudiar o leer todos los días o después de escuela.
- Respetar mi escuela, a los compañeros, a los maestros y al resto del personal

Firma del estudiante _____



Sky View Elementary School

625 Mildred Street
Perris, CA 92570
(951) 657-4214
Mrs. Chrest, Principal

2024-2025

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

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

- We will jointly develop and distribute to families, a school Family Engagement Policy that the school and families agree upon.
- We will notify parents about the school Family Engagement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents/guardians can understand.
- We will make the school Family Engagement Policy available to the community by posting on the school website.
- We will annually update the school Family Engagement Policy to meet the changing needs of parents and the school in accordance with Ed. Code 64001.
- We will adopt and incorporate our School- Parent Compact as a component of our school Family Engagement Policy.
- We will review the annual LCAP Family Engagement goals.

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

- Coordinate scheduling of parent-teacher conferences.
- Conduct parent input meetings and/or surveys to collect input from parents with the required response rate.
- Conduct parent surveys or use other local methods to measure school climate.

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

The school principal or designee will convene annual meetings to inform families of the:

- Site Family Engagement Policy
- Title I Family Engagement Policy Survey results
- Family engagement opportunities
- Provide strategies to support academic achievement

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

- The school principal will hold a flexible number of meetings at varying times and provide translations and childcare, paid for with Title I funding, as long as the services relate to family involvement.

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

The school principal will:

- Invite input on the school plan from English Learner Advisory Committee and the School Site Council.
- Provide families the opportunity for input through the Title I Family Engagement Policy Survey, Annual Title I Meetings, and Family Involvement Action Team (FIAT) Meetings.
- Provide copies of working drafts of the school Family Engagement Plan to families in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand.
- Ensure that there is an opportunity at a public meeting for families to provide input on the school plan prior to the approval of the plan or revisions to the plan.

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

The school principal will provide information about Title I programs to families in a timely manner by:

- Posting workshops, meetings and/or activities on the school website, school office and/or school marquee.
- Sending home/email notices.
- Sending messages through the automated messaging system.

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

Methods of sharing this will include:

- Providing trainings and resources to families on content standards, Proficiency Levels, Family Engagement requirements
- Back to School Nights
- Standards Brochures
- Standards Based Progress Reports
- Standardized Testing and Reporting (CAASPP) Reports
- English Language Proficiency Assessment for California (ELPAC) Reports
- Family Involvement Action Team (FIAT) Meetings/Workshops

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

With assistance from the district, the school site will accomplish this by:

- Providing professional development opportunities addressing the role of families as participants of school governance and decision making process.
- Addressing parent concerns noted on the Title I Family Engagement Policy Survey.
- Providing training during staff meetings on ways to work with parents.
- Fostering welcoming and responsive environments for parents.
- Ensuring accountability of the staff in working with parents and families as partners.

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

The school principal will form partnerships with community-based organizations and other public agencies to:

- Collaborate with other agencies to provide services to families to support family engagement.
- Disseminate resources and information on an ongoing basis.
- Provide trainings and workshops throughout the year for families.

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

The school principal will ensure to develop and disseminate critical school and student information to families:

- In the home language when required
- In a timeframe that reasonably allows for family follow up response, if needed.
 - Family Engagement Policy
 - Inform parents of English learners how they can be involved in the education of their children
 - All required parent/family notifications

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

- To the extent practicable, provide adequate space for family involvement activities, equipment, and/or supplies.
- Encourage families to enhance the involvement of other families.
- Provide other reasonable support for family involvement activities.

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

- Back to School Night
- Title I Meeting
- AVID Parent Night
- DLI Parent Night 1
- Trunk or Treat
- Parent Conferences
- Winter Program
- DLI Parent Night 2
- AVID Parent Night 2
- Father/Daughter Dance
- Math Night
- Reading Night
- Open House
- Science Night
- Mother/Son Dance
- College and Career Day
- Volunteer Tea
- Kinder Promotion
- 6th Grade Promotion


Regularly Scheduled Events

- Friday Flag Assemblies/School Spirit Days
- FIAT-Family Engagement Events: “R.I.S.E. to Read”
- English Learner Advisory Committee Meetings (ELAC)
- School Site Council Meetings (SSC)
- Award Assemblies at the end of each Trimester

The School-Parent Compact is attached to this document.

This policy was adopted by the Sky View Elementary School on May 22, 2024 and will be in effect for the period of August 1, 2024 – June 30, 2025.

The school will distribute the policy to all parents of students participating in the Title I.



Catalina Chrest, Principal
Part A program on, or before: May 22, 2024

California Department of Education



Sky View Elementary School

625 Mildred Street
Perris, CA 92570
(951) 657-4214
Mrs. Chrest, Principal

2024-2025

Título I, Parte A - Póliza de Participación de Padres y Familias a Nivel Escolar

Esta póliza describe los medios para llevar a cabo los requisitos designados del Título I, Parte A para la participación de los padres y la familia de acuerdo con la Sección 1116(c) de ESSA.

- Desarrollaremos conjuntamente con las familias, y distribuiremos a las familias, una Póliza de participación familiar de la escuela que las familias y la escuela acuerden.
- Notificaremos a los padres sobre la Póliza de participación familiar de la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuiremos esta póliza a los padres en un idioma que los padres puedan entender.
- Pondremos a disposición de la comunidad la Póliza de participación familiar de la escuela mediante su publicación en el sitio web de la escuela.
- Anualmente actualizaremos la Póliza de participación familiar de la escuela para satisfacer las necesidades cambiantes de los padres y de la escuela de acuerdo con la ley código de educación 64001.
- Adoptaremos e incorporaremos nuestro Pacto escolar de padres como un componente de nuestra Póliza de participación familiar de la escuela.
- Revisaremos las metas anuales sobre la participación familiar del LCAP

Para involucrar a los padres sobre los programas del Título I, Parte A, se han establecido las siguientes prácticas:

- Coordinar la programación de las conferencias de padres y maestros.
- Llevar a cabo reuniones de aportación de los padres y/o encuestas para recoger las aportaciones de los padres con el porcentaje de encuestas requeridas.
- Llevar a cabo encuestas entre los padres o utilizar otros métodos locales para medir el ambiente escolar.

La escuela convoca una reunión anual para informar a los padres sobre los requisitos del Título I, Parte A y sobre el derecho de los padres a participar en el programa del Título I, Parte A (ESSA Sección 1116[c][1]).

El director de la escuela o la persona que éste designe convocará reuniones anuales para informar a las familias sobre:

- La Póliza de participación familiar de la escuela
- Los resultados de la Encuesta título I sobre la Póliza de participación familiar de la escuela
- Oportunidades para la participación familiar
- Estrategias para apoyar el logro académico

- El director de la escuela tendrá un número flexible de reuniones a diferentes horas y proveerá traducciones y cuidado de niños, pagados con fondos del Título I, siempre y cuando los servicios estén relacionados con la participación de la familia.

La escuela involucra a los padres de los estudiantes del Título I, Parte A de una manera organizada, continua y oportuna, en la planificación, revisión y mejora de los programas del Título I, Parte A y la Póliza de participación de los padres del Título I, Parte A de la escuela (Sección 1116[c][3] de ESSA).

El director de la escuela:

- Invitar al Comité asesor del aprendizaje del inglés y al Consejo del plantel escolar a que hagan sus comentarios sobre el plan de la escuela.
- Proporcionar a las familias la oportunidad de hacer aportes a través de la Encuesta título I sobre la Póliza de participación familiar de la escuela, las reuniones anuales del Título I y las reuniones del Equipo de acción para la participación de familias (FIAT).
- Proporcionar copias de los anteproyectos del Plan de Participación Familiar de la Escuela a las familias en una forma comprensible y uniforme y, en la medida de lo posible, en un idioma que los padres/tutores puedan entender.
- Asegurara de que haya una oportunidad en una reunión pública para que las familias den su opinión sobre el plan escolar antes de la aprobación del plan o de las revisiones del plan.

La escuela proporciona a los padres de los estudiantes de Título I, Parte A, información oportuna sobre los programas de Título I, Parte A (ESSA Sección 1116[c](4)[A]).

El director de la escuela proporcionará información sobre los programas de Título I a las familias de manera oportuna:

- Publicar talleres, reuniones y/o actividades en el sitio web de la escuela, en la oficina de la escuela y/o en anuncio electrónico afuera de la escuela.
- Envío de notificaciones por correo electrónico o mandar al hogar
- Envío de mensajes a través del sistema de mensajería automatizado

La escuela proporciona a los padres de los estudiantes de Título I, Parte A con una explicación del plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el programa (ESSA Sección 1116[c][4] [B]).

Los métodos para compartir esto incluirán:

- Proporcionar capacitación y recursos a las familias sobre estándares de contenido, niveles de competencia y requisitos de participación familiar.
- Noches de regreso a la escuela
- Folletos de los estándares de contenido
- Boletas de calificaciones basados en estándares
- Reportes de Pruebas y Reportes Estandarizados (CAASPP)
- Reportes de Evaluación del Dominio del Idioma Inglés para California (ELPAC)
- Reuniones/talleres del Equipo de acción para la participación de familias (FIAT)

Con la ayuda de los padres del Título 1, Parte A, la escuela educa a los miembros del personal en el valor de las contribuciones de los padres, y como trabajar con los padres como socios iguales (ESSA Sección 1116[e][3]).

La escuela ofrece un número flexible de reuniones para los padres de Título I, Parte A, como reuniones en la mañana o en el atardecer (ESSA Sección 1116[c][2]).

Con la ayuda del distrito, la escuela logrará esto por medio de:

- Proporcionar oportunidades de desarrollo profesional que hablen del papel de las familias como participantes del gobierno de la escuela y del proceso de toma de decisiones.
- Abordar las preocupaciones de los padres anotadas en la Encuesta título I sobre la Póliza de participación familiar de la escuela
- Proporcionar capacitación durante las reuniones del personal sobre las maneras de trabajar con los padres.
- Fomentar ambientes acogedores y receptivos para los padres
- Asegurar la obligación del personal en trabajar con los padres y las familias como socios.

La escuela coordina e integra el Título I, Parte A del programa de participación de los padres con otros programas, y lleva a cabo otras actividades, tales como centros de recursos para padres, para animar y apoyar a los padres a participar más plenamente en la educación de sus hijos (ESSA Sección 1116[e][4]).

El director de la escuela formará asociaciones con organizaciones comunitarias y otras agencias públicas para:

- Colaborar con otras agencias para proporcionar servicios a las familias para apoyar la participación familiar.
- Diseminar recursos e información de manera continua.
- Proveer entrenamientos y talleres durante todo el año para las familias.

La escuela distribuye información relacionada con la escuela y los programas de padres, reuniones y otras actividades a los padres del Título I, Parte A en un formato y lenguaje que los padres entiendan (ESSA Sección 1116[e][5]).

El director de la escuela se asegurará de desarrollar y diseminar información crítica de la escuela y del estudiante a las familias.

- En el idioma que se usa en el hogar cuando sea necesario
- En un tiempo razonable que permita la respuesta de la familia, si es necesario.
 - Póliza de participación familiar en la escuela
 - Informar a los padres de los estudiantes de inglés cómo pueden participar en la educación de sus hijos
 - Todas las notificaciones requeridas a los padres/familias

La escuela proporciona apoyo para las actividades de participación de los padres solicitadas por los padres del Título I, Parte A (ESSA Sección 1116[e][14]).

- En la medida de lo posible, proporcionar un espacio adecuado para las actividades de participación de la familia, el equipo y / o materiales.
- Animar a las familias a mejorar la participación de otras familias.
- Proporcionar otro apoyo razonable para las actividades de participación familiar.

La escuela provee oportunidades para la participación de todos los padres del Título I, Parte A, incluyendo padres con dominio limitado del inglés, padres con discapacidades y padres de estudiantes migratorios. La información y los informes escolares se proporcionan en un formato y lenguaje que los padres entiendan (Sección 1116[f] de ESSA).

- Noche de Orientación Familiar
- Reunión de Título I
- Noche de AVID
- Noche de DLI para Padres #1
- Noche de Trunk or Treat
- Conferencias de Padres
- Programa de Invierno
- Noche de DLI para Padres #2
- Noche de AVID #2
- Baile de Padre/Hija
- Noche Familiar de Matemáticas
- Noche Familiar de Lectura
- Noche de Casa Abierta
- Noche de la Ciencia
- Baile de Día de las Madre/Hijos
- Día de Universitario y Carrera
- Te de Voluntarios
- Promoción de Kinder
- Promoción del Grado 6

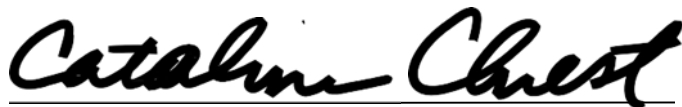
Eventos Programados

- Viernes de bandera/ Días de espíritu estudiantil
- FIAT-Eventos de involucración familiar: "R.I.S.E to Read"
- Comité Asesor para la Educación de Alumnos que Aprenden el inglés
- Consejo del Sitio Escolar
- Reconocimientos cada trimestre

Por favor, adjunte el Pacto de padres de familia escolar a este documento.

Esta póliza fue adoptada por Sky View Elementary School el 22 de mayo del 2024 y estará en efecto durante el período del 1 de agosto del 2024 al 30 de junio del 2025.

La escuela distribuirá la política a todos los padres de los estudiantes que participan en el programa del Título I, Parte A en, o antes de octubre del 2024.



Catalina Chrest, Directora

22 de mayo del 2024

Departamento de Educación de California

Sky View SPSA Monitoring and Evaluation: Goal 1 2023-24

Goal	Budgeted Amount	Actions funded with site budget(s) <small>*do not include district funded actions, unless CSI*</small>	Expenditures to Date	Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators	Evaluation Modification(s) based on monitoring results
From SPSA	From SPSA - include funding source	Actions from your SPSA	From Galaxy	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?

Goal 1	<p style="text-align: center;">Title 1 \$125128.00 (Funding source: 3010)</p> <p style="text-align: center;">\$660 (Funding source: 3010)</p>	<p>Activity 1</p> <p>Intervention: Reading intervention teacher will provide intensive reading support to "at promise" students through the READ 180 program and Wonders Intervention materials.</p> <p>Professional Development: Reading Intervention teacher will provide PD to staff to ensure best instruction and support instructional practices in reading.</p>	<p style="text-align: center;">\$0</p> <p style="text-align: center;">* expenditure to be centralized</p>	<p style="text-align: center;">What is working and why?</p> <p><u>Quantitative Data</u> *76 Title I students receive instruction from Intervention Specialists in grades 3-6 as part of our Tier 3 intervention (using the READ 180 program) 25 Title I students receive instruction from Intervention Specialists in grades 1 & 2 as part of our Tier 3 intervention (using Wonders Intervention materials) *Students met or exceeded yearly growth goal (expected growth in Lexiles based on grade level and initial Lexile score)</p> <ul style="list-style-type: none"> ○ Overall (grades 3-6): 6 students ○ Students who met exit criteria: 3 (as of 1/2/24) <p><u>Qualitative Data:</u> *Having a consistent intervention program and teacher that students participate in has been a factor in the effectiveness of the program *The Reading Intervention Teacher participates in ongoing professional development to ensure first best instruction practices</p> <p style="text-align: center;">What is not working and why?</p> <p><u>Quantitative Data</u> *Students who have not yet met yearly growth goal (expected growth in Lexiles based on grade level and initial Lexile score)</p> <ul style="list-style-type: none"> ○ Additional students require intervention and are on waitlist (14 students) ○ Overall (grades 3-6): 73 students 	<p>Intervention: This action will continue as a centralized service. This activity ensures a permanent Reading Intervention teacher is staffed in order to maintain an effective and consistent program.</p> <p>Discontinue: Professional Development will be offered through the staff development office.</p>
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Sky View SPSA Monitoring and Evaluation: Goal 1 2023-24

Goal	Budgeted Amount	Actions funded with site budget(s) <small>*do not include district funded actions, unless CSI*</small>	Expenditures to Date	Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators	Evaluation Modification(s) based on monitoring results
From SPSA	From SPSA - include funding source	Actions from your SPSA	From Galaxy	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?

				<ul style="list-style-type: none"> ○ 2 students were exited (but did not meet the criteria due to qualifying for an IEP) <p>Qualitative Data Although the program is effective, student progress and growth is slow. Staff support is limited as compared to the number of students requiring intervention.</p>	
Goal 1	Title 1: \$10, 900.69 (funding source 3010)	Activity 2 Building Professional Capacity: 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.	The budgeted amount was spent for this activity.	<p style="text-align: center;">What is working and why?</p> <p>Quantitative Data For professional development offered by the academic coach: approx 12 teachers participated in each session. 7 professional development opportunities offered</p> <p>Qualitative Data *The professional development provided primarily was done by the Academic coach. *Grade level teams had embedded collaboration at a minimum of 3 times per week for 50 minutes within the instructional day, limiting the need for grade-levels to collaborate after hours. *Teachers were receptive to all professional development and attempted to implement strategies learned *Grade level teams were guided through the inquiry cycle by the academic coach to improve instructional practice.</p> <p style="text-align: center;">What is not working and why?</p> <p>Quantitative Data * ICA score indicators show ELA scores not meeting proficiencies in ELA; indicating possibility of goal not being met.</p> <p>Qualitative Data</p>	Continue this activity; the benefit of ongoing professional developments continues to support first best instruction in order to promote student academic success. - Provide list of calendared Professional Development in order for staff to plan -Ongoing PD has been calendared.

Sky View SPSA Monitoring and Evaluation: Goal 1 2023-24

Goal	Budgeted Amount	Actions funded with site budget(s) <small>*do not include district funded actions, unless CSI*</small>	Expenditures to Date	Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators	Evaluation Modification(s) based on monitoring results
From SPSA	From SPSA - include funding source	Actions from your SPSA	From Galaxy	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?

				Staff desiring to attend Professional development opportunities had time conflicts due to tutoring commitments, district provided professional developments, and new teacher induction obligations	
Goal 1	Title 1: \$0.00	<p style="text-align: center;">Activity 3</p> <p>Intervention Program Including materials and supplies and staff (i.e. tutoring...)</p> <p>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 (ATSI identified student groups).</p>	No impact to the budget: currently paid out of ELOP funds	<p style="text-align: center;">What is working and why?</p> <p>Quantitative Data 10 Teachers providing after school intervention (tutoring) 2 teachers providing enrichment-focus on Engineering with ELA integrated An average of 8-10 students per session attend; with the exception of the enrichment program that has approx. 22+ students</p> <p>Qualitative Data *Students showing improvement in basic skills and essential standards in ELA *Teachers providing small group intervention 2 times per week</p> <p style="text-align: center;">What is not working and why?</p> <p>Quantitative Data *40% of teachers on staff started to provide intervention. Due to teacher union negotiations, teachers have reduced their availability in providing after school intervention</p> <p>Qualitative Data *Site based intervention competes with TIP tutoring (district provided) *Student numbers fluctuate throughout the year providing inconsistent intervention sessions</p>	Continue this activity: benefits student achievement by targeting learning gaps

Sky View SPSA Monitoring and Evaluation: Goal 1 2023-24

Goal	Budgeted Amount	Actions funded with site budget(s) <small>*do not include district funded actions, unless CSI*</small>	Expenditures to Date	Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators	Evaluation Modification(s) based on monitoring results
From SPSA	From SPSA - include funding source	Actions from your SPSA	From Galaxy	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?

1	<p>Title 1: \$35766 (funding source 3010)</p> <p>\$4000 (funding source 3010)</p>	<p style="text-align: center;">Activity 4</p> <p>*Supplemental Technology 20% replacement of technology for the 22/23 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</p> <p>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. *Purchase computer software for Primary and Upper Elementary Grade with specific focus on foundational skills, reading fluency, comprehension and expository text. (Nearpod)</p>	<p>The budgeted amount for this activity has been spent: \$1305.93 (supplemental technology) Nearpod= \$5652.00 (supplemental technology software) has been spent.</p>	<p style="text-align: center;">What is working and why?</p> <p><u>Quantitative Data</u> * Site-based ELA data (formative/summative assessments) show that ELA proficiency level was maintained. *Replacement of 2 headsets a year. *Teachers report an increased use of devices to supplement intervention programs (Lexia & Dreambox)</p> <p><u>Qualitative Data</u> *Students use technology throughout the instructional day and during the intervention block to access supplemental materials and instructional platforms (Google Class) *Students using the supplemental materials are required to use a headset to minimize distraction and disruption and access microphones needed for Lexia English and IStation</p> <p style="text-align: center;">What is not working and why?</p> <p><u>Quantitative Data</u> *Site-based ELA scores show that the ELA goal was not met *Although gains are being made, growth is slow and minimal</p> <p><u>Qualitative Data</u> *Replacement of headsets were needed throughout the year not due to normal wear but due to:</p> <ul style="list-style-type: none"> ● poor connection with devices (ports not working over time) 	<p>Continue this activity with following modifications:</p> <ul style="list-style-type: none"> ● Replace all devices that are 3 years or older. ● Research more durable headsets that can withstand typical school children wear and tear use. ● More funds budgeted for this activity ● adjust SPSA to reflect addition of new apps: IXL and Step up to writing to support student intervention during small group ● *Step Up to Writing: New program updated in SPSA: \$1427 to focus on writing in all genres ● IXL: site license \$18995.00
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Sky View SPSA Monitoring and Evaluation: Goal 1 2023-24

Goal	Budgeted Amount	Actions funded with site budget(s) <small>*do not include district funded actions, unless CSI*</small>	Expenditures to Date	Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators	Evaluation Modification(s) based on monitoring results
From SPSA	From SPSA - include funding source	Actions from your SPSA	From Galaxy	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?

Goal 1	Title 1:	Activity 4 continued		<ul style="list-style-type: none"> • inappropriate use by students causing damage to the device or headphones <p style="text-align: center;">What is working and why?</p> <p>Quantitative Data *All 7 grade levels consistently using Software (Nearpod)</p> <p>Qualitative Data *Increase of interactive lessons by using interactive response *Ability to support student learning by uploading lessons via Google class *Software support provided by company and Academic coach *Teachers able to administer assessments or check for understanding and provide immediate feedback *Assists in providing first, best instruction *Increased engagement & motivation in students due to various resources provided by the program</p> <p style="text-align: center;">What is not working and why?</p> <p>Quantitative Data *Even though overall percent of students proficient in ELA maintained, it is difficult to attribute this to the program. *Quantitative data difficult to determine</p> <p>Qualitative Data *Although all grade levels using; not all teachers use the app consistently</p>	Nearpod: Continue this activity; increase of student engagement and improves first, best instruction delivered by teacher
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Sky View SPSA Monitoring and Evaluation: Goal 1 2023-24

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From SPSA	From SPSA - include funding source	Actions from your SPSA	From Galaxy	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?

Goal 1	Title 1: \$89304 (funded by 3010)	<p style="text-align: center;">Activity 5</p> <p>Salary 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.</p>	\$0 expenditure to be centralized	<p style="text-align: center;">What is working and why?</p> <p><u>Quantitative Data</u> *On average, the Academic Coach met with grade-level teams approximately 10-12 times per month. *The Academic Coach provided 7 site based professional Development trainings; additionally the Academic Coach provided additional trainings offered by the Staff Development Office. * Site-based ELA scores/data show that ELA proficiency level was maintained.</p> <p><u>Qualitative Data</u> *Teachers have been very receptive to working with the academic coach, as a result of having access to the coach, more classrooms are implementing site initiatives after a PD, and are utilizing more research based strategies. *Provided whisper coaching, conducted Individualized teacher non-formal classroom observations and coaching with demonstration lessons and planning for next-steps for support *Planned with grade-level teams to assist in analyzing data from formative assessments and utilizing it to plan targeted instruction for students not meeting grade-level standards, specifically for the following student groups: African American Students, English Learners and Students with Disabilities.</p> <p style="text-align: center;">What is not working and why?</p> <p><u>Quantitative Data</u> * Site-based ELA scores/data show that the ELA goal was not met, rather proficiency level was maintained.</p>	This action will continue as a centralized service. This activity provides support to teachers and continues to positively impact first, best instruction and student achievement
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Sky View SPSA Monitoring and Evaluation: Goal 1 2023-24

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From SPSA	From SPSA - include funding source	Actions from your SPSA	From Galaxy	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?

				<p>Qualitative Data</p> <p>*Teachers were very receptive to all PD and coach support at the site level; as a result, we have seen an increase in the number of teachers using the Wonders leveled readers curriculum for small group instruction to implement the CLOSE reading strategies. However, there are still teachers who need additional academic coach support.</p> <p>*Coach worked with grade level teams focused on standards, common formative assessments, lesson planning and review of grade level data. However, more time and individual support to teachers is needed to target focused needs.</p> <p>*Teachers would benefit from more modeling of best teaching practices and individual support.</p> <p>*More collaboration opportunities are needed to support the delivery of best instructional practice.</p> <p>*Access to academic coach is cut short throughout the year due to Academic Coach's planning at the district level; teachers report having limited access to the Academic coach and resources that she provides.</p>	
Goal 1	Title 1 \$13000	Activity 5 updated/SSC approved Intervention Program Including professional development, materials and supplies for student instruction (manipulatives and printable resources, etc. Supplemental Instructional Materials and Supplies- Provide materials to implement instructional practices to support instruction for at-promise students, with	New Activity The full budgeted amount was spent for this activity.	<p style="text-align: center;">Monitoring</p> <p style="text-align: center;">What is/is not working and why?</p> <p>N/A: Currently no additional information due to being a new program</p>	Continue this activity

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From SPSA	From SPSA - include funding source	Actions from your SPSA	From Galaxy	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?

		greater emphasis placed on African American and SWD student groups.			
Goal 1	Title 1: \$10600 (funded by 3010)	Activity 6 Parent Involvement: Provide parent involvement activities to bridge a home to school connection including student populations, such as English Learners, Low Income, Foster Youth and other student groups. (i.e. FIAT, SSC, Title I meetings, math night, reading night, etc.). Title I parent workshop	The full budgeted amount was spent for this activity.	<p>Quantitative Data *Participation rates of parents of students in grades 4th -6th are typically significantly lower than the participation rates of students in the primary grades</p> <p>Qualitative Data *Limited parent feedback provided during the event.</p>	Continue this activity: parent involvement continues to rise and be successful
Goal 1	Title 1: \$30230.13	Activity 7 Collaboration: Provide opportunities for teacher collaboration with the grade level team in order to plan, analyze data, and implement best instruction practices with fidelity *Building Professional Capacity through Professional Learning Communities	The full budgeted amount was spent for this activity.	<p style="text-align: center;">What is working and why?</p> <p>Quantitative Data * 6 out of 7 grade levels or 86% participated in after school collaboration in order to analyze data and plan first, best instruction and intervention</p> <p>Qualitative Data * Grade levels reported being able to effectively plan via the Inquiry Cycle in order to share instructional strategies, review and analyze data, and plan intervention</p> <p style="text-align: center;">What is not working and why?</p> <p>Quantitative Data * Not all grade levels participated</p> <p>Qualitative Data * conflict in after school obligations: tutoring, new teacher induction, and site/district professional development conflict with opportunities for teachers to collaborate</p>	Continue this activity using the following modifications: * provide strategic time periods to offer collaboration such as near ICA, IAB, and screener administration * Include increased collaboration time at the beginning of the year in order to give grade levels time to plan instructional units and assessments for the year.

Sky View SPSA Monitoring and Evaluation: Goal 2 2023-24

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Goal 2	Title 1: \$0.00	<p style="text-align: center;">Activity 1</p> Academic Coach will provide professional development and demonstration lessons to support teachers in implementing school-wide academic programs.	\$0 expenditure to be centralized	<p style="text-align: center;">What is working and why?</p> <p>Quantitative Data *On average, the Academic Coach met with grade-level teams approximately 10-12 times per month. *The Academic Coach provided 7 site based professional Development trainings; additionally the Academic Coach provided additional trainings offered by the Staff Development Office. * Site-based math scores/data show that math proficiency level was maintained.</p> <p>Qualitative Data *Teachers have been very receptive to working with the academic coach, as a result of having access to the coach, more classrooms are implementing site initiatives after a PD, and are utilizing more research based strategies. *Provided whisper coaching, conducted Individualized teacher non-formal classroom observations and coaching with demonstration lessons and planning for next-steps for support *Planned with grade-level teams to assist in analyzing data from formative assessments and utilizing it to plan targeted instruction for students not meeting grade-level standards, specifically for the following student groups: African American Students, English Learners and Students with Disabilities.</p> <p style="text-align: center;">What is not working and why?</p> <p>Quantitative Data</p>	This action will continue as a centralized service. This activity provides support to teachers and continues to positively impact first, best instruction and student achievement
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Sky View SPSA Monitoring and Evaluation: Goal 2 2023-24

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				<p>* Site-based math scores/data show that the math goal was not met, rather proficiency level was maintained.</p> <p>Qualitative Data</p> <p>*Teachers were very receptive to all PD and coach support at the site level. However, there are still teachers who need additional academic coach support.</p> <p>*Coach worked with grade level teams focused on standards, common formative assessments, lesson planning and review of grade level data. However, more time and individual support to teachers is needed to target focused needs.</p> <p>*Teachers would benefit from more modeling of best teaching practices and individual support.</p> <p>*More collaboration opportunities are needed to support the delivery of best instructional practice.</p> <p>*Access to academic coach is cut short throughout the year due to Academic Coach's planning at the district level; teachers report having limited access to the Academic coach and resources that she provides</p>	
Goal 2	Title 1 \$0	<p>updated Activity 1-per SSC approval Supplemental Technology- (chromebook, keyboards, earphones, earphones with microphones, etc.)</p> <p>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 math, specifically</p>	new activity funded under Goal 1	<p>What is working and why? What is not working and why? Quantitative & Qualitative Data Unknown at this time; new program</p> <p>IXL- The software is used provide real time diagnostic, personalized guidance and instruction in math. Both teacher and students receive feedback (analytics) to inform small group instruction and extra practice. The data that is collected can be analyzed and discussed during grade level PLC in order to determine which students are making continual academic growth or</p>	New program-continue

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		targeting students identified in ATSI: African American and Students with Disabilities.		which students required more intervention and in which targeted area of the essential standards. This program also helps to increase the home to school communication by emailing and providing parents updates on their child's progress. The feedback provides parents and families with current/up to date information on how their child is performing on foundational skills needed for reading (additionally, it can also be used in ELA, science, social studies, and Spanish).Funded under Title 1: Goal	
Goal 2	Title 1: \$3259.78	Activity 2 Building Professional Capacity: 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. Provide opportunities for teacher collaboration with the grade level team in order to plan, analyze data, and implement best instruction practices with fidelity	The full budgeted amount was spent for this activity.	<p style="text-align: center;">What is working and why?</p> <p>Quantitative Data Teachers did not participate in conferences with a focus on math paid for by Title I due to shortage of subs *When able, teachers collaborated after school with a focus on math</p> <p>Qualitative Data *The professional development provided primarily was done by the Academic coach. *Grade level teams had embedded collaboration at a minimum of 2 times per week for 50 minutes within the instructional day, limiting the need for grade-levels to collaborate after hours. *Teachers were receptive to all professional development and attempted to implement strategies learned *Grade level teams were guided through the inquiry cycle by the academic coach to improve instructional practice.</p> <p style="text-align: center;">What is not working and why?</p> <p>Quantitative Data * Overall site math scores (Formative/Summative Assessments) show that the math goal was not met by the end of the school year.</p>	Continue this activity

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Goal 2	Title 1: \$0.00	<p style="text-align: center;">Activity 3</p> <p>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.</p>	No impact to the budget: currently paid out of ELOP funds	<p>Qualitative Data *In person conferences have been difficult to arrange due to the low number of substitutes available to cover teachers. *Grade level teams attempted to collaborate, after the instructional day but conflicting programs such as tutoring, new teacher induction hours and district/site PD hindered opportunities to collaborate</p> <p style="text-align: center;">What is working and why?</p> <p>Quantitative Data 10 Teachers providing after school intervention (tutoring) 2 teachers providing enrichment-focus on Engineering with math integrated An average of 8-10 students per session attend; with the exception of the enrichment program that has approx. 22+ students</p> <p>Qualitative Data *Students showing improvement in basic skills and essential standards in math *Teachers providing small group intervention 2 times per week</p> <p style="text-align: center;">What is not working and why?</p> <p>Quantitative Data *32% of teachers on staff started to provide intervention which was reduced to 25% due to change in teachers' availability</p> <p>Qualitative Data *Site based intervention competes with TIP tutoring (district provided) *Student numbers fluctuate throughout the year providing inconsistent intervention sessions</p>	Continue this activity: benefits student achievement by targeting learning gaps. However, no budget will be set aside as it will be paid with ELOP funds
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Goal 2	Title 1: \$500	<p style="text-align: center;">Activity 4</p> <p>Parent Involvement Activities Provide parent involvement activities to bridge a home to school connection including student populations, such as Low Income, Foster Youth, African American students, Students with Disabilities and other student groups. (i.e. FIAT, SSC, Title I meetings, math night, etc.)</p>	The full budgeted amount was spent for this activity.	<p style="text-align: center;">What is working and why?</p> <p>*The following parent involvement activities were provided: awards assemblies, Family/Parent Nights, Back to School Night, Open House, Math Night ELAC, SSC, and Title I meetings. These events were held in person (with the exception of School Site Council, which was held virtually, based on parents' request)</p> <p>*College Success LLC guest speakers: Jaime Carias and Demontea Thompson provide parent engagement event</p> <p><u>Quantitative Data</u></p> <p>*Marked increase of parent participation; approximately 100-200 participants for parent/family events (such as Math Night, Back to School Night, etc.)</p> <p><u>Qualitative Data</u></p> <p>*Parent feedback is positive and requests for more activities have been made by parents</p> <p style="text-align: center;">What is not working and why?</p> <p><u>Quantitative Data</u></p> <p>*Participation rates of parents of students in grades 4th -6th are typically significantly lower than the participation rates of students in the primary grades</p> <p><u>Qualitative Data</u></p> <p>*Limited parent feedback provided during the event.</p>	<p>Continue this activity: parent involvement participation continues to rise and be successful</p> <p>In order to increase attendance for upper grade students the following will continue to be implemented:</p> <ul style="list-style-type: none"> -Invite students from these grade levels to present projects during the event -incorporate students from 6 grade leadership to be student "ambassadors" to help with directing parents -incorporate students from grades 5/6 to assist in running some of the activities
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Goal 2	Title 1 \$10970	Activity 5 Collaboration: Provide opportunities for teacher collaboration with the grade level team in order to plan, analyze data, and implement best instruction practices with fidelity <i>*Building Professional Capacity through Professional Learning Communities</i>	The full budgeted amount was spent for this activity.	<p align="center">What is working and why?</p> <p><u>Quantitative Data</u> * 6 out of 7 grade levels or 86% participated in after school collaboration in order to analyze data and plan first, best instruction and intervention</p> <p><u>Qualitative Data</u> * Grade levels reported being able to effectively plan via the Inquiry Cycle in order to share instructional strategies, review and analyze data, and plan intervention</p> <p align="center">What is not working and why?</p> <p><u>Quantitative Data</u> * Not all grade levels participated</p> <p><u>Qualitative Data</u> * conflict in after school obligations: tutoring, new teacher induction, and site/district professional development conflict with opportunities for teachers to collaborate</p>	Continue this activity using the following modifications: * provide strategic time periods to offer collaboration such as near ICA, IAB, and screener administration * Include increased collaboration time at the beginning of the year in order to give grade levels time to plan instructional units and assessments for the year.
Goal 2	Title 1: \$6810.01 \$500	Activity 6 (new; SSC approved) Supplemental Instructional Materials: "Boxcars and One-eyed Jacks" (to also include supplies needed for supplemental program) - Provide materials to implement instructional practices to support instruction for at-risk students, with greater emphasis placed on African American and SWD student groups. Professional Development: "Boxcars and One-eyed Jacks" (to also include supplies needed for staff professional development and training)	The full budgeted amount was spent for this activity.	<p align="center">Monitoring</p> <p align="center">What is/is not working and why?</p> <p>N/A: Currently no additional information due to being a new program</p>	Continue this activity

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		- Provide professional development to staff, including materials, to implement instructional practices to support instruction for at-promise students, with greater emphasis placed on African American and SWD student groups.			
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Sky View SPSA Monitoring and Evaluation: Goal 3 2023-24

Goal	Budgeted Amount	Actions funded with site budget(s) <small>*do not include district funded actions, unless CSI*</small>	Expenditures to Date	Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators	Evaluation Modification(s) based on monitoring results
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Goal 3	Title 1 Part A: Professional Development: \$0.00	Activity 1 Academic Coach will provide professional development and demonstration lessons to support teachers in implementing school-wide academic programs. See Goal 1	The full budgeted amount was spent for this activity.	<p style="text-align: center;">What is working and why?</p> <p>Quantitative Data *On average, the Academic Coach met with grade-level teams approximately 10-12 times per month *The Academic Coach provided professional development and 7 site based professional Development trainings; additionally the Academic Coach provided additional trainings offered by the Staff Development Office. * During professional development and collaboration, the academic coach provided resources and strategies to support the instruction and learning for English Learners.</p> <p>Qualitative Data *Teachers have been very receptive to working with the academic coach, as a result of having access to the coach, more classrooms are implementing site initiatives after a PD, and are utilizing more research based strategies in regard to English Language Development. *The Academic Coach assisted in planning targeted instruction for students not meeting grade-level standards, specifically for the following student groups: English Learners, African American Students, and Students with Disabilities.</p> <p style="text-align: center;">What is not working and why?</p> <p>Quantitative Data * Site-based ELPAC scores/data show that there is still a significant number of Long Term English</p>	Continue this activity; the support provided to teachers continues to positively impact first, best instruction and student achievement
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				<p>Learners who have not been redesignated based on ELPAC and CAASPP data.</p> <p>Qualitative Data</p> <p>*Teachers were very receptive to all PD and coach support at the site level. However, there are still teachers who need additional academic coach support.</p> <p>*Coach worked with grade level teams focused on instructional strategies for EL students.</p>	
Goal 3	LCFF 0702: EL Supplemental: \$12700	<p style="text-align: center;">Activity 2</p> <p>Parent Involvement Parent opportunities for parent involvement such as ELAC, CABE, Latino Family Literacy Project, Project2Inspire, etc...)</p>	The full budgeted amount was spent for this activity.	<p style="text-align: center;">What is working and why?</p> <p>*The following parent involvement activities were provided: Project2Inspire, awards assemblies, Family/Parent Nights, Back to School Night, Open House, FIAT, RISE to READ, DLI Night, AVID Night, etc, ELAC, SSC, and Title I meetings. These events were held in person and translated in Spanish for parents of English Learners.</p> <p>Quantitative Data</p> <p>*Marked increase of parent participation; approximately 100-200 participants for parent/family events that were coordinated with student events (such as award assemblies or Friday Flag)</p> <p>Qualitative Data</p> <p>*Parent feedback is positive and requests for more activities have been made by parents.</p> <p style="text-align: center;">What is not working and why?</p> <p>Quantitative Data</p> <p>*Participation rates of parents of students in upper grades are typically significantly lower than the participation rates of students in the primary grades.</p>	Continue this activity: parent involvement continues to rise and be successful. Change the event times and include opportunities that are coupled with student events to increase participation.

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				<p>Qualitative Data *Limited parent involvement for guest speaker held during the day that when not coordinated with a student event (R.I.S.E. to Read or award assemblies)</p>	
Goal 3	LCFF 0702: EL Supplemental: \$4451	<p style="text-align: center;">Activity 3</p> <p>Building Professional Capacity (i.e. Professional Development (training/conferences) for staff and training & conferences for parents of EL students); to also include materials and supplies for PD, ELAC, and CAFE (Project2Inspire)</p>	The full budgeted amount is on track to be spent.	<p style="text-align: center;">What is working and why?</p> <p>Quantitative Data *When able, teachers attended district PD for Lexia English and EL instruction in Wonders/ Maravillas and TWIG. *ELAC and CAFE parent attendance continues to increase with approx 10-12 parent attending ELAC on average and 5 parents for CAFE</p> <p>Qualitative Data *The professional development provided was primarily done by the Academic coach during embedded collaboration at a minimum of 2 times per week during the instructional day.</p> <p style="text-align: center;">What is not working and why?</p> <p>Quantitative Data *5 parents attend CAFE due to being on cycle #3. The goal is to increase participation when the new cohort begins in the Fall of 2024. Qualitative Data *Teacher interest to attend professional development opportunities after the instructional day had conflicting schedules with after school activities that included: tutoring, new teacher induction hours and district/site PD hindered opportunities to collaborate</p>	Continue to provide opportunities for professional development
Goal 3	LCFF 0702: EL Supplemental: \$2055	<p style="text-align: center;">Activity 4</p> <p>Supplemental classroom materials and supplies Provide supplemental materials to implement instructional practices to support instruction for EL students. Items may include: vocabulary cards, graphic</p>	The full budgeted amount is on track to be spent.	<p style="text-align: center;">What is working and why?</p> <p>Quantitative Data *55.4% of English Learners are making progress towards English Language proficiency based on ELPAC data as reported on the CA Dashboard. Qualitative Data</p>	Continue this activity. The funds used for this activity effectively support instruction for EL students (newly arrived and long term).

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		organizers/ thinking maps, videos, music, etc.		<p>*All teachers were provided classroom materials to support first/best instruction for English Learners during ELD and core instruction.</p> <p style="text-align: center;">What is not working and why?</p> <p>N/A</p>	
Goal 3	LCFF 0702: EL Supplemental: \$42,716	<p style="text-align: center;">Activity 5</p> <p>Supplemental EL Support Bilingual Instructional Aide Support</p>	\$0 expenditure to be centralized	<p style="text-align: center;">What is working and why?</p> <p>Quantitative Data *The bilingual aides provide support for all EL students based on a weekly schedule. *Bilingual aides assist with ELPAC test administration and scoring for all EL students.</p> <p>Qualitative Data *Focused support is provided for newly arrived students. *Bilingual aides, working with the direction of the general education teacher, assist in providing instructional support</p> <p style="text-align: center;">What is not working and why?</p> <p>N/A</p>	This action will continue as a centralized service. This activity provides support to teachers and continues to positively impact first, best instruction and student achievement for English Learners
Goal 3	LCFF 0702: EL Supplemental: \$695144	<p style="text-align: center;">Activity 6</p> <p>Supplemental EL Support through a dual language immersion program. Dual Language Immersion Program</p>	The full budgeted amount was spent for this activity. *expenditure is centralized	<p style="text-align: center;">What is working and why?</p> <p>Quantitative Data *The DLI program is in its 6th year (K-5th grade) with 2 full classes at each grade level. The DLI program continues to grow; including having a waitlist for Kinder DLI (21-22, 22-23, & 23-24)</p> <p>Qualitative Data *In 22-23, students in the DLI program, out performed students in the EO classroom on the CAASPP assessment.</p> <p style="text-align: center;">What is not working and why?</p> <p>Quantitative Data *limited intervention resources/staff to help support intervention for DLI students (in Spanish)</p>	<p>*Continue this activity with an increase of PD opportunities to support new-research based instructional strategies for DLI</p> <p>*Increased PD opportunities for teachers with opportunities for teachers to have a collaborative agenda, increased collaboration and planning time, and opportunities to attend conferences such as CABE.</p>

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From SPSA	From SPSA - include funding source	Actions from your SPSA	From Galaxy	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?

Goal 3	LCFF 0702 EL Supplemental: \$0	<p style="text-align: center;">Activity 7</p> <p>Intervention through expanded learning opportunities focused on long term English Learners and Newly Identified English Learners.</p> <p>After school tutoring to support EL, Newcomers, LTELs in the areas of reading, writing, speaking, and listening. There is no cost associated with this action as it will be paid through an alternate funding source.</p>	The full budgeted amount was spent for this activity.	<p>Qualitative Data *Feedback from teachers indicated current PDs offered do not reflect DLI teacher needs. *Lack of collaboration and planning time with the whole grade level (EO and DLI)</p> <p style="text-align: center;">What is working and why?</p> <p>Quantitative Data 10 Teachers providing after school intervention (tutoring) 2 teachers providing enrichment-focus on Engineering with math integrated An average of 8-10 students per session attend; with the exception of the enrichment program that has approx. 22+ students</p> <p>Qualitative Data *Students showing improvement in basic skills and essential standards in ELA and math *Teachers providing small group intervention 2 times per week</p> <p style="text-align: center;">What is not working and why?</p> <p>Quantitative Data *32% of teachers on staff started to provide intervention which was reduced to 25% due to change in teachers' availability</p> <p>Qualitative Data *Site based intervention competes with TIP tutoring (district provided) *Student numbers fluctuate throughout the year providing inconsistent intervention sessions</p>	Continue this activity
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Sky View SPSA Monitoring and Evaluation: Goal 4 2023-24

Goal	Budgeted Amount	Actions funded with site budget(s) <small>*do not include district funded actions, unless CSI*</small>	Expenditures to Date	Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators	Evaluation Modification(s) based on monitoring results
From SPSA	From SPSA - include funding source	Actions from your SPSA	From Galaxy	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?

Goal 4	LCFF 0707: Supplemental Concentration \$5333	Activity 1 Parent Involvement Activities 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.)	The full budgeted amount is on target to be spent.	<p style="text-align: center;">What is working and why?</p> <p>Quantitative Data *Increased attendance for family/parent events (approx 100+ individuals in attendance as compared to approx. 30 in previous years). *Increased responses to surveys to get parent feedback.</p> <p>Qualitative Data *Positive feedback provided by parents to increased/new parent involvement activities. *New activities being created and supported by staff and parents.</p> <p style="text-align: center;">What is not working and why?</p> <p>Quantitative Data *Parents of African American students show the lowest attendance numbers for parent workshops/family activities. *Parent Connect shows increased data that indicates parents block home to school communication via email and text.</p> <p>Qualitative Data *When elicited, limited feedback given from parents regarding possible meeting times. *Poor attendance to newly formed AAPAC group due to parents' working schedule.</p>	Continue this activity with an increase of funds to support additional parent activities and increase parent involvement.
Goal 4	LCFF 0707: Supplemental Concentration \$111,500 (salary)	Activity 2 Counseling Program- Provide 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	Salary for counselor will be an expenditure that is centralized The full budgeted amount was spent for this activity.	<p style="text-align: center;">What is working and why?</p> <p>Quantitative Data *School counselor continues to support all students to provide social/emotional support. *Weekly schedule developed to support students one-on-one or in small group.</p> <p>Qualitative Data *Positive feedback provided by staff, students, and parents to the effectiveness of the support provided by</p>	Continue this activity with a focus on developing a clear system for scheduling and providing support to students.

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From SPSA	From SPSA - include funding source	Actions from your SPSA	From Galaxy	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?

	\$1815	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 American) and targeted needs (i.e. suspensions, chronic absenteeism). Including salary, professional development and resources (materials/supplies) LCFF 0707: Supplemental Concentration Counselor provides parent workshop: activity to include extra duty and supplies		the school counselor. increased/new parent involvement activities. *School counselor provides support to improve attendance for all students, particularly high risk students, African American students, and Students with disabilities. What is not working and why? <u>Quantitative Data</u> *Number of students needing assistance continues to increase, making it difficult for the school counselor to provide adequate support. <u>Qualitative Data</u> *School site admin not the direct evaluator of counselor *Lack of scheduling options for students seeking assistance.	
Goal 4	LCFF 0707: Supplemental Concentration \$99,900 (salary) Supplies: \$2000	Activity 3 LCFF 0707: Supplemental Concentration An art program for all students inclusive of an art teacher salary, professional development, materials/supplies, etc.	The full budgeted amount was spent for this activity. Salary will be an expenditure that is centralized	What is working and why? <u>Quantitative Data</u> *All students in grades K-6 have a 50 minute art class on a weekly basis. <u>Qualitative Data</u> *Art sessions are guided by art unit of study with art standards. What is not working and why? <u>Quantitative Data</u> *Lack of opportunities for art teacher to attend art professional development. <u>Qualitative Data</u> *Lack of teacher training to engage younger students.	Continue this activity with a focus on developing a clear schedule to include all grade levels.
Goal 4	LCFF 0707: Supplemental Concentration \$117,500 Supplies: \$2000	Activity 4 LCFF 0707: Supplemental Concentration A physical education program for all students inclusive of a PE teacher salary, professional development, materials/supplies, etc.	The full budgeted amount was spent for this activity. Salary will be an expenditure that is centralized	What is working and why? <u>Quantitative Data</u> *All students in grades K-6 have 2 (50 minute) P.E. classes on a weekly basis. <u>Qualitative Data</u> *P.E. classes are guided by P.E. standards. What is not working and why? <u>Quantitative Data</u>	Continue this activity with a focus on developing a clear schedule to include all grade levels.

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From SPSA	From SPSA - include funding source	Actions from your SPSA	From Galaxy	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?

				<p>*Lack of opportunities for P.E. teacher to attend P.E. conferences and/or professional development.</p> <p>*Qualitative Data</p> <p>*Lack of teacher training to engage younger students.</p> <p>*Due to a lack of subs, P.E. teacher has had to cover general education classes.</p>	
Goal 4	LCFF 0707: Supplemental Concentration \$1000- administrative materials and supplies	<p style="text-align: center;">Activity 5</p> <p>LCFF 0707: Supplemental Concentration Assistant Principal 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-risk students and students struggling academically. Administrator will collaborate with counselors and other staff to meet student success goals.</p>	<p>The full budgeted amount was spent for this activity.</p> <p>Salary will be an expenditure that is centralized</p>	<p style="text-align: center;">What is working and why?</p> <p>Quantitative Data N/A</p> <p>Qualitative Data Position currently filled by permanent staff</p> <p style="text-align: center;">What is not working and why?</p> <p>Quantitative Data N/A</p> <p>*Qualitative Data N/A</p>	Continue this activity Salary expenditure that is centralized
Goal 4	LCFF 0707: Supplemental Concentration \$126,500 Materials & Supplies: \$1000	<p style="text-align: center;">Activity 6</p> <p>LCFF 0707: Supplemental Concentration Media Clerk Salary Health Aide Salary Categorical Program Clerk Salary</p> <p>Materials and Supplies</p> <p>-to provide supplemental school support</p>	<p>Salary will be an expenditure that is centralized</p> <p>Materials and Supplies: budgeted amount spent for this activity.</p>	<p style="text-align: center;">What is working and why?</p> <p>Quantitative Data *All 3 positions have been filled by highly qualified staff</p> <p>Qualitative Data *Staff members in these positions continue to show growth and provide support for parents, students, and staff</p> <p style="text-align: center;">What is not working and why?</p> <p>Quantitative Data *None: sufficient coverage provided</p> <p>Qualitative Data * staff in new positions have limited or no training for responsibilities in the position</p>	Continue this activity in order to retain current staff Salary expenditure that is centralized

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From SPSA	From SPSA - include funding source	Actions from your SPSA	From Galaxy	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?

Goal 4	LCFF 0707: Supplemental Concentration \$33,358	<p style="text-align: center;">Activity 7</p> <p>LCFF 0707: Supplemental Concentration College and Career Readiness Program: AVID</p> <ul style="list-style-type: none"> -Materials and supplies -Building Professional Capacity (i.e. -Professional Development/ Collaboration / Conferences, team meetings...) -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. 	The full budgeted amount was spent for this activity.	<p style="text-align: center;">What is working and why?</p> <p>Quantitative Data *All AVID supplies given out 2 x per year (beginning and mid year for replenishment) *10 teachers attended AVID Summer Institute in 23-24 order to provide training in regard to implementing AVID/AVID elementary</p> <p>Qualitative Data *Staff members in these positions continue to show growth and provide support for parents, students, and staff</p> <p style="text-align: center;">What is not working and why?</p> <p>Quantitative Data *Increase interest with more staff to attend AVID summer institute. (approx. 3 additional teachers)</p> <p>Qualitative Data * staff in new positions have limited or no training in regard to AVID expectations/instruction and implementation.</p>	<p>Continue this activity in order to retain and train current staff.</p> <p>Provide PD and training as needed to new and veteran teachers</p>
Goal 4	LCFF 0707: Supplemental Concentration \$3900	<p style="text-align: center;">Activity 8</p> <p>LCFF 0707: Supplemental Concentration: MTSS team planning to increase positive climate and culture and provide parent involvement activities to bridge a home to school connection specific to AVID, Science, STEAM, ART, etc.</p>	The full budgeted amount is on track to be spent for this activity.	<p style="text-align: center;">What is working and why?</p> <p>Quantitative Data *Increased number of parent involvement activities to include AVID, family nights, Friday Flag, etc.</p> <p>Qualitative Data *All staff members from multiple employee classifications are part of the MTSS team (including parent representative)</p> <p style="text-align: center;">What is not working and why?</p> <p>Quantitative Data *Lack of parent communication from those parents/students/ and families in greatest need.</p> <p>Qualitative Data *Difficulty determining time that parents are available to attend family events</p>	<p>Continue this activity in order to provide more opportunities to increase parent involvement, particularly parents of EL students, African American and Students with Disabilities</p>

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From SPSA	From SPSA - include funding source	Actions from your SPSA	From Galaxy	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?

Goal 4	LCFF 0707: Supplemental Concentration \$5000	<p style="text-align: center;">Activity 9</p> <p>LCFF 0707: Supplemental Concentration Professional Development and Collaboration Building Professional Capacity (MTSS / PBIS Climate and Culture) by offering time 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</p>	The full budgeted amount is on track to be spent for this activity.	<p style="text-align: center;">What is working and why?</p> <p>Quantitative Data *MTSS meetings consistency held with MTSS team to build climate and culture with staff *score of Platinum for 23-24, based on TFI score</p> <p>Qualitative Data *PD provided to staff by MTSS team to ensure staff fulfill the site goals of MTSS team</p> <p style="text-align: center;">What is not working and why?</p> <p>Quantitative Data *100% of all staff are not consistently teaching the expectations as provided by the MTSS team</p> <p>Qualitative Data *Limited interest for extra duty by some staff that have limited training or exposure to the goals of the MTSS team and school site</p>	Continue this activity to include more PD opportunities for staff to maintain ongoing growth in regard to climate and culture and social/emotional support for all students and staff
Goal 4	LCFF 0707: Supplemental Concentration \$2000	<p style="text-align: center;">Activity 10</p> <p>LCFF 0707: Supplemental Concentration to Implement assemblies, educational study trips, GATE, STEM, art, PE, PBL, and MTSS</p> <p>-GATE/AAPAC-collaboration and professional development to develop instructional activities and resources for parents of GATE, African American Students Supplies, materials, and consultant targeting African American parents and students (identified under ATSI)</p>	The full budgeted amount is on target to be spent for this activity.	<p style="text-align: center;">What is working and why?</p> <p>Quantitative Data *Increase interest of students by over 80% collecting R.I.S.E. tickets *Status of Platinum per Tier Fidelity score</p> <p>Qualitative Data *Team used feedback from survey data from educational partners to make effective changes in regard to incentives and activity</p> <p style="text-align: center;">What is not working and why?</p> <p>Quantitative Data *Lack of participation by some staff who do the minimum in regard to building climate and culture.</p> <p>Qualitative Data *Limited interest for extra duty by some staff to help provide additional activities such as assemblies, field trips, etc.</p>	Continue this activity to maintain ongoing growth in regard to climate and culture and social/emotional support for all students and staff

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From SPSA	From SPSA - include funding source	Actions from your SPSA	From Galaxy	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?

Goal 4	LCFF 0707: Supplemental Concentration \$8497	<p style="text-align: center;">Activity 11</p> <p>LCFF 0707: Supplemental Concentration Supplemental materials and supplies to support First/Best Instruction and application of High Leverage Instructional Strategies.</p> <p>Student incentives targeted at attendance (focused on students identified for ATSI)</p>	The full budgeted amount is on target to be spent for this activity.	<p style="text-align: center;">What is working and why?</p> <p>Quantitative Data *Materials that support high leverage instruction are ordered and consistently maintained to ensure longevity.</p> <p>Qualitative Data *Staff input is elicited to maintain records of staff needs in order to support high leverage instructional strategies</p> <p style="text-align: center;">What is not working and why?</p> <p>Quantitative Data *Inefficient use of supplies by staff, needing constant monitoring to avoid waste</p> <p>Qualitative Data *Out of stock items or slow response time</p>	Continue this activity to maintain ongoing growth in regard to climate and culture and social/emotional support for all students and staff
Goal 4	LCFF 0707: Supplemental Concentration \$11,235	<p style="text-align: center;">Activity 12</p> <p>LCFF 0707: Supplemental Concentration Supplemental materials and supplies to support:</p> <p>Chronic Attendance improvement-particularly focused on students identified as ATSI-African American and students with disabilities -planning and preparing incentives; including mailing postage -attendance conference for administration/staff: focused on attendance improvement -Software for attendance management -extra duty school counselor</p> <p>Student incentives targeted at attendance (focused on students identified for ATSI)</p>	The full budgeted amount is on target to be spent for this activity.	<p style="text-align: center;">What is working and why?</p> <p>Quantitative Data *Materials and incentives that support improvement in student attendance continue to consistently increase student attendance.</p> <p>Qualitative Data *Student, family, and staff input is elicited to maintain records of staff needs in order to support attendance incentives</p> <p style="text-align: center;">What is not working and why?</p> <p>Quantitative Data *Inefficient use of supplies by staff, needing constant monitoring to avoid waste</p> <p>Qualitative Data *Parents continue to struggle with personal issues that affect student outcomes in attending school</p>	Continue this activity to maintain ongoing growth in regard to climate and culture-focused on attendance

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Goal 4	LCFF 0707: Supplemental Concentration \$6000	<p style="text-align: center;">Activity 13</p> <p>Building Professional Capacity: Building Professional Capacity MTSS / SEL/PBL,PLTW, PLC, and PBIS Climate and Culture (i.e. Professional Development/ Collaboration / Conferences-meetings/trainings) 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.</p>	The full budgeted amount is on target to be spent for this activity.	<p style="text-align: center;">What is working and why?</p> <p><u>Quantitative Data</u> *Certificated and classified staff are participating in professional development opportunities *PBIS-platinum score</p> <p><u>Qualitative Data</u> *Climate and culture continues to grow positively among students, families, and staff</p> <p>What is not working and why?</p> <p><u>Quantitative Data</u> *not all staff participating in opportunities offered</p> <p><u>Qualitative Data</u> *Parents continue to struggle with personal issues that are obstacles in attending staff let activities a</p>	Continue this activity to maintain ongoing growth in regard to climate and culture improvement
Goal 4	LCFF 0707: Supplemental Concentration \$4000	<p style="text-align: center;">Activity 14</p> <p>LCFF 0707: Supplemental Concentration Supplemental materials and supplies to support: Supplemental Materials and Supplies 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).</p>	The full budgeted amount is on target to be spent for this activity.	<p style="text-align: center;">What is working and why?</p> <p><u>Quantitative Data</u> *Materials that support high leverage instruction are ordered and consistently maintained to ensure longevity.</p> <p><u>Qualitative Data</u> *Staff input is elicited to maintain records of staff needs in order to support high leverage instructional strategies</p> <p>What is not working and why?</p> <p><u>Quantitative Data</u> *Inefficient use of supplies by staff, needing constant monitoring to avoid waste</p> <p><u>Qualitative Data</u> *Out of stock items or slow response time</p>	Continue this activity to maintain ongoing growth in regard to climate and culture

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