



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
Skycrest Elementary School	34-67447-6034912	May 27th, 2021	September 28, 2021

Purpose and Plan Summary

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

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable student outcomes. This document also serves as the Additional Targeted Support and Improvement Plan.

Summarize 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.

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

Goal 1: Connected School Communities

Goal 2: Healthy Environments for Socio-Emotional Growth

Goal 3: Engaging Academic Programs

Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements.

Title I funded activities:

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);
- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
- Are reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);
- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

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Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

In preparation for the writing of the SPSA the following meetings were held to gather input:

Involvement with developing the School Plan began in the winter of school year 2020-2021. Site Leadership Team, School Site Council and our English Learner Advisory Committee evaluated the current SPSA to determine if actions had been effective.

Each group noted the success of the actions that focused on supporting students in academic achievement, attendance, and social emotional connection to the school.

SSC met 5 times to discuss to review and discuss:

- * Comprehensive Needs Assessment
- * Site Budget
- * Resources needed to support Distance and Hybrid Learning
- * How to increase attendance for synchronous and asynchronous learning, to understand why students were not attending, engage students, and meet the social and emotional needs of students.

Site Leadership Team met a minimum of twice monthly August - May to review data, discuss next steps, interventions, and discuss how to best support students during Hybrid learning and how to prepare for learning after a year of distance learning. Leadership spent time discussing the areas of need that student interventions will need to be established for and who can provide intervention groups.

ELAC met 4 times, reviewed data related to the progress of English Learners. Parents asked about support to assist their child and strategies for them so they can support their children, especially around math, and strategies they can use at home.

With the onset of distance learning, in March 2019, stakeholder involvement was done virtually and the discussions shifted to meeting student needs while distance learning and mitigating learning loss.

Parent Groups and staff came together virtually to discuss the needs of students and how to meet the current student needs while distance learning and addressing learning loss since the beginning of Distance Learning(Spring 2019 through May 2021)

Coffee Chats were held in November and January as an opportunity to hear from parents. During our November Coffee Chat we included the Annual Title 1 Parent Meeting. At these meetings discussions around grade / school data was held and how to best meet the needs of students. Parents shared the importance of interventions, including tutoring supports to help their student/s. It was also shared by parents in attendance their concerns around supporting their child with online school work. Due to social distancing parent trainings in person are not available, parents shared it is difficult to go online.

ELAC met virtually four times during the 2020-2021 school year: September, December, April and May. At the September meeting a discussion around the purpose and structure of ELAC and then an election for members was held. The parent need's survey will be going out soon, which will provide information to the committee about topics the parents are interested in and want to learn more about. Information around budgets and supports for students was discussed. The Comprehensive Needs Assessment, along with the site budget and what resources were needed to support student learning were shared. Parents continue to show an interest in having opportunities to learn about how to support their children with homework, especially math homework as it has changed and it is difficult to help their children. Most information around school materials is in English, having directions or information translated in Spanish would also help. Utilizing the SWUN math program supports our Spanish speaking families as curriculum is available in Spanish along with tutorial videos to support both students and parents. Parents are always interested in learning more about grade level expectations for each grade level. This has been shared previously by parents, as well as asking for a training around grade level standards and expectation along with showing what proficient work looks like. When we are in-person parent trainings are normally held, we look forward to being able to support parents in this endeavor.

School Site Council meetings are an opportunity to discuss concerns and needs and how to best meet those needs through the funding the site receives. Even though we have met 5 times this

school year it is difficult to have conversations when not all members can attend virtually or there is difficulty with technology. Conversations center around how to best meet student needs during the distance learning process and provide supports once students return. Interventions will be a major component for next year, 2021-2022, as we work towards mitigating the learning loss many of our students are facing. Interventions may include IA support for TK/Kindergarten, 1st and 2nd grade; along with Before and Afterschool interventions available and utilizing intervention teachers to support students. We will also be looking at providing IA support for 3rd - 5th to assist with small groups.

Teachers and staff have met at staff meetings and during PLCs to discuss concerns around distance learning and student learning. Some concerns have arisen - attendance, student engagement, and completion of work. Small group supports are recommended, with the intervention teachers and IAs providing ongoing interventions. Discussions around interventions that will be needed when we return to in person learning will include offering tutoring supports to students in the area of reading and comprehension, writing, and math number sense and word problems. It is recommended to continue with some of the current actions we were working on last year and to provide resources and support for EL, SPED students, and students who have difficulty with distance learning. We will not have MTSS/AIS support but due to the ELO Grant we will be looking at utilizing intervention teachers to support 3rd - 5th. We will continue to utilize STEAM /Science kits to support and engage students during in-person learning. This was beneficial during Distance Learning and would like to link science to reading and writing. The kits will be used for cross curriculum activities that will support students and encourage participation and engagement, especially using the kits as a source to start and engage in writing. The staff engaged in Social Justice/Equity PD and will continue in our learning as we support and extend our learning around SE, District Social Justice Standards, and Restorative Practices.

Leadership team meets twice a month, reviewing class information teachers are sharing and how we can support both teachers and students in distance learning. We are aware that our students will need tutoring supports during class time and before or afterschool when students return to in person learning. Opportunities for tutoring need to be made available to support the many needs already identified. Intervention teachers will begin providing small group supports to students who are struggling and attending class meetings. Leadership discussed that attendance is a greater concern for 3rd - 5th graders, TK - 2nd students are attending more frequently. K-2nd students are making great gains, but there are still struggles visible. Learning loss is a big concern of staff, they are noticing students are low within the class. Site Leadership Team discussed ways to support student who have dropped in reading and comprehension skills, how to best support teachers through a distance learning model and professional learning opportunities as it applies to distance learning and social justice/anti-bias instruction. Leadership discussed areas tutoring will be need and how can we encourage class teachers to participate in tutoring programs. Some EL tutoring classes were held, parents worked diligently to get their child to tutoring class.

As we move forward to returning to in-person learning we will work to include parent trainings and how to support their children with class work and at home. We will also look at holding meetings to inform both students and parents of High School graduation requirements and ensuring students and parents understand the connection between academics in elementary and how they connect to Middle School and High School. A team will work on a plan to training parents and students about the requirements needed.

Resource Inequities

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

Through the Comprehensive Needs Assessment process with a focus on the current situation of distance learning and uncertainty of student academic progress and social emotion well-being, the focus of this plan is to address resource inequities related to supporting students return to in-person instruction and preparing them to meet grade level standards.

Actions described below are designed to promote academic success and engagement through innovative teaching strategies, intervention, effective communication and support with technology.

1. Interventions: Student learning gaps vary according to each student's circumstance. There is an inequity in the learning gap based on poverty, language proficiency and environmental factors. There is a need for an indicator of learning deficits so that each student's situation can be addressed appropriately. Intervention will be critical to eliminating learning gaps.

2. Effective Communication: During distance learning communication has been difficult in reaching families. Phone calls and Newsletters emailed have had some success but it will be important to use a variety of methods to ensure families receive information. Skycrest News - S'more and hard copy to include translations, parent surveys, phone calls, emails, distribution of materials, website.

3. Technology: While there is a digital divide there is also an inequity in the level of comfort with technology and connectivity. While students have been provided chromebooks, not all families have been provided the training they need in order to use the technology effectively.

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

Connected School Communities

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

Caring staff actively build community relationships, identify assets and needs, and connect with students and families with resources to help parents, which in turn will support students, to help them access the best opportunities our school has to offer.

Annual Review

SPSA Year Reviewed: 2020-21

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.

Up until the Pandemic caused the school closures the site was working to complete the actions we had put into place.

Family Nights were designed to support students and parents in an engaging, fun, yet learning opportunity. Three Family Nights were designed to support students in Reading and Writing; Math problem solving; Science exploration; and Character Development. These events replace the traditional Open House and enable staff and parents to mingle with students and provide a family orientated evening.

Parent lunches are held each month with parents attending the school to lunch with their student. Opportunities are provided for teachers and administrators to interact with parents. Parent Lunches are always popular, as this is a relaxed event for parents to

come out to the school and enjoy time with their children and to become acquainted with school staff. Parent lunches were not held during the 2020-2021 due to Distance Learning and not being able to gather.

Our Parent Liaison worked with staff and parents in supporting school events and how to support families, as well as connecting and building positive relations with families. She took an active role in supporting families with needs, such as working with the community to collect turkeys for the holidays and distribute holiday meals to families in need and working with staff for our Holiday Giving Tree for families in need. The Parent Liaison attended various site meetings, especially Parent Lunch and networked with parents and hearing what they needed. She also attended all district meeting being a connection between the site and the district. The parent liaison was a voice at parent meetings such as SSC, ELAC and PTO and networking with families at school / family events such as Parent Lunch. When we had distribution of chromebooks and supplies the parent liaison actively supported and assisted in ensuring supplies were ready for distribution. The Parent Liaison resigned prior to the end of the first trimester.

Parent Meetings were held virtually and attendance was minimal. Parents who attended parent meetings such as trainings and ELAC shared their concerns and needs which provided the site to ensure parent voice was heard and we were able to address parent needs such as intervention both after school and during the day.

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

The difference between intended and actual expenditures resulted from starting the school year in Distance Learning and then converting to a Hybrid Learning model two-thirds through the school year. Many of the actions described we were unable to provide due to the pandemic. Resources were re-allocated to support students and families throughout Distance Learning and as they transitioned to Hybrid Learning. We had started the year with the intention of utilizing the Parent Liaison to assist in supporting families at Skycrest during Distance Learning. Our Parent Liaison resigned and we were unsuccessful in filling the position. Funds were then re-allocated to support students and families.

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.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss, and moving toward a hybrid model of instruction. Changes to this goal will include creating family events that are virtual. The Parent Liaison will adjust their role to making more contacts with families regarding attendance, meals, picking up supplies and checking in to see what needs of families are.

Parent trainings will be held virtually during distance learning and then scheduled when in person meetings are allowed to support parents with strategies to support their child in reading, math, grade level expectations, and other requested areas. Surveys will be

provided to parents during parents teacher conference, ELAC, SSC, parent meetings and included in the STAR Newsletter asking what specific needs parents need. Communication will be sent via email, S'more newsletter, google surveys and phone calls.

2020-21

Identified Need

Welcoming school environment that value all students and families that provides a foundation for effective learning through the identification of needs and support. As we work from distance learning to hybrid to full return, the caring staff will work together to coordinate and connect students and families to targeted resources that will support their need and help families to access the best opportunities our school has to offer.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
District School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.	Spring 2021 School Survey Parent Involvement - 80% strongly agree/agree	We expect Parent Involvement to increase 10% by end of Trimester 2.
District School Survey - Overall rating of questions in the School Decision Making section. Percent strongly agree/agree.	Spring 2021 School Survey Parent School Decision making - 81% strongly agree / agree	We expect School Decision Making involvement by parents to increase 5% by end of Trimester 2.
Distance Learning Attendance Students expected to return to in-person learning.	Baseline Attendance - December 2020 was 92.5% This does not necessarily reflect students attending all zoom classes, but attending at least 1 Zoom meeting per day and or turning in work for the day.	We expect attendance (students in school attendance, in seats) to increase 5% by trimester 2.

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Funding will be used to support parents at site	All Students X English Learners Low-Income Students	Administration and teaching staff	Title I Part A Site Allocation	150	School year 2021-22

meetings by utilizing BIAs to translate at various events and to translate communication sent home. This includes Back to School Night, Parent Teacher Conferences for Fall and Spring, ELAC meetings, and other parent meetings at the school site where translation is needed. School Newsletters and other material going home will also be translated in parent's native language to keep parents informed of school information. Site to renew membership in S'more to send newsletters, flyers, and other important

Foster Youth
Other

	information to parents, has the ability to translate to needed language.					
1.2	Family Night activities and school celebrations will be planned to encourage families to come together with students, parents, and staff. Family Nights will be planned in lieu of Open House if the site is open to allow students and families back on campus. Family celebrations and school activities will be planned to encourage and invite parent participation. To include but not limited to Literacy Night to encourage	X All Students English Learners Low-Income Students Foster Youth Other	administrator, parent liaison	Title I Part A Parent Involvement	1,500	School year 2021-22

and support parents in working with their child/ren in how to read and work around literacy; to increase student achievement, both at school and at home; support parents in how to read and interact with children in Literacy, and make available reading resources to parents; Math / Science Night - to increase student achievement in math problem solving, engage in games and activities parents can utilize at home. To encourage Science through exploration, linking STEM

skills and activities and bring parents and students together in an engaging, academic evening; and Sami's Circuit to increase and motivate students in their learning by building positive self esteem and character development. Talent Show to involve parents in students activities, celebrations and assemblies that encourage parents to celebrate class, grade level, or school wide success.

Due to the pandemic if social gatherings are not permitted

	<p>staff will work together to plan activities that students and parents can engage together around literacy, math and character building that are held virtually.</p>					
1.3	<p>Parent Liaison - to support ongoing positive relations between the school, parents, and the community; as well as support communication between parents, the site, and district. The Parent Liaison will attend all district meetings, meet regularly with the administrator,</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>administrator</p>	<p>Title I Part A Parent Involvement</p>	<p>2244</p>	<p>School year 2021-22</p>

have an active role in SSC - being the voice for parents, participate in PTO and ELAC meetings, and any other school function networking to build positive relations. This will also include contacting parents to ensure parents are aware of upcoming events, see what school supports are needed during Distance Learning, and support families that they are aware of resources that are needed. Parent Liaison will work with families to navigate and engage in distance learning, hybrid

	model and return to site based instruction.					
1.4	<p>Provide parent training and support through parent meetings. Meetings will be established to support and train parents in providing homework and academic support for and with their child/ren. A focus will be placed on writing, reading, and math training; working with parents to understand grade level standards and expectations. Specific parent meetings and trainings will be established from surveys by parents.</p>	<p>X All Students X English Learners Low-Income Students X Foster Youth Other</p>	Administration	Title I Part A Parent Involvement	280	School year 2021-22

	<p>Purchase materials needed for trainings as well as to inform parents of meetings. Parent trainings will be especially important during Distance Learning, to provide strategies and supports for parents to use as we continue with Distance Learning and then move to Hybrid.</p>					
1.5	<p>Materials and supplies to support parent communication , parent interactions and parent involvement. This will include postcards for teachers to send home to families to keep</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>		<p>Title I Part A Parent Involvement</p>	500	<p>School year 2021-22</p>

	<p>lines of communication regarding students up to date with families. To include ways to support and encourage parent attendance. Materials for working and training parents how to work with their child/ren.</p>					
1.6	<p>If in person trainings and meetings are allowed, provide childcare for parents to attend school trainings and parent meetings such as ELAC, Parent Community Meetings, SSC.</p>	<p>All Students X English Learners Low-Income Students Foster Youth Other</p>		<p>Title I Part A Site Allocation</p>	75	<p>School year 2021-22</p>

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

Healthy Environments for Socio-Emotional Growth

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success; and support and develop the social/emotional well-being of each student by utilizing the Skycrest Character Traits, effective Social Emotional Strategies, applying the District Social Justice Standards, and engaging families as valued partners in the educational process and the development of the whole child.

Annual Review

SPSA Year Reviewed: 2020-21

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.

The implementation of some actions described in the 2020-2021 plan were cut short due to the COVID Pandemic and the implementation of distance and hybrid learning.

During the 2020-2021 school year classrooms continued the process of incorporating a positive and responsive classrooms. Class meeting and building of community were established through sharing in morning meetings and having established routines. This helped create a positive atmosphere within class meetings, created positive engagement amongst students and teachers, and a sense of connectedness for many students. We did notice that despite teacher efforts some students struggled with the class, other students, and teacher via Distance Learning.

To support Goal 2 teacher utilized the supports of our site counselor and social worker for friendship groups, lunch bunch and other virtual activities to support students. One positive virtual support was the counselor social emotional room that provided a variety of sensory activities that students could use to support them during times of emotional stress.

Virtual Monthly Character Education Assemblies continued with a specific character trait presented to the student body. A virtual incentive wheel was used for students to earn a grade level prize.

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

The difference between intended and actual expenditures resulted from converting from a distance learning model to a hybrid learning model two-thirds through the school year. Many of the actions described were changed due to the pandemic. Resources were re-allocated to supporting students and families through distance learning, this included working to find ways to encourage students to participate and engage in class and school activities virtually.

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.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward a hybrid model of instruction.

The Character Ed program was originated to have a writing component included but this year we did not incorporate this. Leadership will work to establish a schoolwide writing component with the character ed program that will be combined with grade level standards. As we continue with Distance Learning, move to Hybrid, then return to in person learning it will be important that we incorporate our Character Ed traits but also ensure the District Social Justice Standards are implemented and taught to reinforce social skills with all students.

Continue to work with Tier 1 and Tier 2 groups to focus on establishing school wide boosters to support character ed skills and social justice standards along with incentives for students to internalize and demonstrate these traits. Tier 2 will continue to work to support students who have behavioral concerns.

2020-21 Identified Need

Develop a healthy environment that is welcoming and values all students and families and providing a foundation for effective learning. All district stakeholders will cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social emotional learning and including the district Social Justice and Equity Standards.

As a staff, work to establish supports for the classroom to encourage students to attend daily, be engaged and participating in learning.

Continue to reinforce positive Character Education and attendance and participation.

Establish positive incentives for students and positive alternatives to keeping students in the classroom and engaged.

Continue to work with Tier 1 and Tier 2 groups to establish ways to support the social emotional needs of students. SEL is especially needed as students, parents, and staff begin to adjust to the return of being back in school. Boosters, incentives and engaging activities are one way to work towards to encourage students to be active participants in school.

Encourage parent attendance in activities, finding ways to ensure parents are included, their voice is heard, and that parents attend workshops and trainings that will be a support for them and their child.

Creating ways that parents can take an active role in the school - be helpers by using skills parents have.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Attendance Chronic Absenteeism	<p>Attendance - August 2020 - December 2020</p> <p>All: 92.5%</p> <p>Low Income: 90.7%</p> <p>ELL 94.5%</p> <p>Hispanic. 91.6%</p> <p>Distance Learning Attendance - 3rd trimester</p> <p>Chronic Absenteeism - August 2020 - December 2020</p> <p>All: 18.9%</p> <p>Low Income: 22.9%</p> <p>ELL 15.1%</p> <p>Hispanic. 24.5%</p>	<p>Attendance: By end of Tri. 2 - We expect attendance to increase: All - 5%</p> <p>Low Income 5%</p> <p>ELL - 2%</p> <p>Hispanic 4%</p> <p>Chronic Absenteeism: By end of Tri 2 (Spring 2022) - We expect Chronic Absenteeism to decrease by: All - decrease by 10%</p> <p>Low Income - decrease by 10%</p> <p>ELL - decrease by 5%</p> <p>Hispanic - decrease by 10%</p>

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
<p>Suspensions School Wide Behaviors / Referrals</p>	<p>1st and 2nd Trimester All: Due to Distance Learning and modified in-person day there were no suspensions, no referrals for 2020-2021</p>	<p>We expect for suspensions to be minimal as a site we will work on Social Justice, decrease by the end of Tri. 2 by 50% - with students returning from distance learning we will be focusing on supporting students to adjust back to the classroom and social skills with others. Data is reflecting last data collected from 2019-2020:</p> <p>All - decrease by 50% to 30% Low Income - decrease by 50% to 25% ELL - decrease by 50% to 27% Hispanic - decrease by 50% to 27%</p> <p>PASS decrease by 50% All - decrease to 30% Low Income - decrease to 27% ELL and Hispanic maintain and keep at 0%</p>
<p>District Survey - School Culture Staff. Percent strongly agree/agree overall.</p>	<p>Spring 2021 School Survey School Culture - Staff 95.1% strongly agree / agree overall.</p>	<p>We expect School Culture % for staff to increase by 2%.</p>
<p>District Survey - School Culture Parents. Percent strongly agree/agree overall.</p>	<p>Spring 2021 School Survey School Culture - Parents 66.7% strongly agree / agree overall. Total number of parents participating in the spring 2021 survey was 21 (5% of parents)</p>	<p>We expect School Culture % for parents to increase by 10%.</p>
<p>District Survey - School Culture Students. Percent strongly agree/agree overall.</p>	<p>Spring 2021 School Survey School Culture - Students 73.7% strongly agree / agree overall. Total number of students participating in the spring 2021 survey was 19 (28% of 5th graders)</p>	<p>We expect School Culture % for students to increase by 5%.</p>

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
District Survey- Safety (Parents) Percent strongly agree/agree overall.	Spring 2021 School Survey Safety - Parents 66.7% strongly agree / agree overall.	We expect overall safety % for parents to increase by 20%.
District Survey- Safety (staff) Percent strongly agree/agree overall.	Spring 2021 School Survey Safety - Staff 97.6% strongly agree / agree overall.	We expect to increase overall safety % for staff by 2.4% to reach 100%.
District Survey- Safety (students) Percent strongly agree/agree overall.	Spring 2021 School Survey Safety - Students 84.2% strongly agree / agree overall.	We expect overall safety % for students to increase by 6%.

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Purchase of classroom materials to teach and support the monthly character ed trait, District Social Justice Standards, and encourage school attendance. Mentor Texts to be purchased for the classroom, used by teachers to support Character	X All Students English Learners Low-Income Students Foster Youth Other	Administration, classroom teachers, support staff, classified staff	Title I Part A Site Allocation	600	School year 2021-22

Education, Social Justice, Successful Practices and social emotional learning. A Monthly assembly to introduce the trait along with materials to support the trait. The school will hold monthly virtual character education assemblies during distance learning and until sites are cleared to hold assemblies, to kick off the monthly character education trait. Teachers will teach the trait in classroom each week. PBIS team and the Site Leadership Team will look at mentor text

	to support the monthly traits and other support materials for the classroom. Items to include incentives to support Character education (bands, pencils, booster supports/prizes), Red Ribbon Week activities and incentives, school attendance incentives - i.e attendance dog tags, certificates as some suggestions.					
2.2	Centrally funded 1 hour of extra rec aide time	X All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Centralized Services (District Only)	3000	School year 2021-22

2.3	<p>Professional services may be provided to support student learning in the areas of Character Dev., from stories in history. Services will be provided as enrichments virtually , or in person if allowed, throughout the school day and Family Nights. Examples include but not limited to authors selected to share with students, Drama Productions, and Sami's Circuit.</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Administrators , class teachers, support staff</p>	<p>Title I Part A Site Allocation</p>	<p>1,500</p>	<p>School year 2020-2021</p>

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

Engaging Academic Programs

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective innovative instructional strategies to increase student achievement.

Annual Review

SPSA Year Reviewed: 2020-21

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.

The implementation of the actions described in the 2020-2021 were mostly interrupted due to the conversion to distance learning in response to COVID 19. Prior to Distance Learning, student were making gains and performance was making progress.

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

The difference between intended and actual expenditures resulted from converting to a distance and hybrid learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning.

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.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward a hybrid model of instruction.

2020-21

Identified Need

Connected communities and personal relationships are foundational for learning. We will ensure each student is engaged and supported in a challenging and broad course of study that builds skills, knowledge and experiences preparing students to be critical thinkers who communicate effectively, collaborate and civic minded.

Data is showing that from Distance Learning students have demonstrated difficulty in academics. This has been evident in reading, writing and math, specifically problem solving and basic number sense.

1. Conceptual and procedural understanding of math, including problem solving and critical thinking.
2. Student understanding of grade level text and writing. Students are demonstrating an understanding of their reading, increasing in grade level text level but writing is not aligned with the text students are reading at.

In looking at data within the school we have found that interventions and supports will be needed for all grade levels. To support this need we will be looking at funding for an intervention teacher and IAs for grade levels. This will allow specific strategies and skills be provided to the grade levels

Planning, collaboration and analyzing class/school data has proven to be beneficial. To support teachers in adjusting midyear planning and pacing additional release time will be included.

An emphasis will be made to support early literacy phonemic awareness. Instructional Materials will be purchased and training planned for TK, K, 1st and 2nd grade with academic coaches and intervention teachers participating. Additional funding will be included to support before and after school tutoring allotting time for thoughtful and strategic planning.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Text Level - Running Records and text levels will be used as indicators of student grade level proficiency. Text level data will	March 3/2021 (end of 2nd tri) EOY 2020 - 2021 Text Level: Text Level	November 2021 (end of 1st tri) EOY 2021 - 2022 Text Level: Text Level

Metric/Indicator

Baseline 2020-21

Expected Outcome 2021-22

be collected every 9 weeks with information collected.

Writing Level: Grade levels will each have a writing assessment given each trimester to determine student proficiency - narrative, informational, and persuasive. Writing assessments will be aligned with writing standards for the grade and the use of rubrics that are shared with students. Data to be collected each trimester.

Kinder - 40%		
40%		
1st gr - 45%		42%
2nd gr - 50%		45%
3rd gr - 65%	50%	
4th gr - 60%	50%	
5th gr - 60%	45%	

March 3/2021.
EOY 2020-2021
Writing Level:
Writing Level:

40% of students K-5 writing at proficiency or above

40% of Kindergarten.
45%
35% of 1st grade.
40%
35% of 2nd grade
45%
40% of 3rd grade
45%
40% of 4th grade
50%
40% of 5th grade
50%

Kinder - 40%		
65%		
1st gr - 50%		70%
2nd gr - 50%		70%
3rd gr - 55%	77%	
4th gr - 60%	80%	
5th gr - 50%	75%	

November 2021.
EOY 2021-2022
Writing Level:
Writing Level:

40% of students K-5
75% of students K-5 expected to be writing at proficiency or above.
writing at proficiency or above

50% of Kindergarten.
75%
40% of 1st grade.
65%
40% of 2nd grade
65%
40% of 3rd grade
65%
45% of 4th grade
70%
45% of 5th grade
70%

Metric/Indicator

Baseline 2020-21

Expected Outcome 2021-22

<p>SWUN Online Assessments - Grades TK - 1st; 3rd - 5th will utilize SWUN assessments that are aligned with grade level standards.</p> <p>Performance Tasks- PTs are incorporated within the SWUN and Envision program. PTs will be used by all grade levels and have been scheduled within each grade level year long plan.</p> <p>i-Ready Assessments - i-Ready assessments for Math and Reading are scheduled for 1st - 5th for all students for the Fall 2021 (August -September) and Winter (January 2022).</p>	<p>TK/K, 3rd - 5th grade were not consistent in obtaining data during Distance Learning as not alls students participated or came to zoom meetings to take the assessment. We will start collecting data when students return during the 2021-20222 school year.</p> <p>Teachers will look at data at the end of the 1st Trimester.</p>	<p>SWUN on line assessments will be the common school wide assessment used through out grade levels. With students being in person for learning end of 1st trimester assessments will used to determine baseline.</p>
<p>i-Ready data: Spring 2021 (20.21) Winter 2022 (21.22)</p>	<p>i-Ready Spring 2021 Scores: Reading: 1st grade - 39% on level or exceeds 2nd grade - 34% on level or exceeds 3rd grade - 39% on level or exceeds 4th grade - 30% on level or exceeds 5th grade - 22% on level or exceeds</p> <p>Math: 1st grade - 34% on level or exceeds 2nd grade - 22% on level or exceeds 3rd grade - 20% on level or exceeds 4th grade - 38% on level or exceeds 5th grade - 30% on level or exceeds</p> <p>All-5.2% Black or African American - 15.8%</p>	<p>i-Ready Winter 21.22 scores Expected increase in Reading: 1st grade - 45% on level or exceeds 2nd grade - 45% on level or exceeds 3rd grade - 45% on level or exceeds 4th grade - 40% on level or exceeds 5th grade - 30% on level or exceeds</p> <p>Math: 1st grade - 35%on level or exceeds 2nd grade - 38% on level or exceeds 3rd grade - 37% on level or exceeds 4th grade - 30% on level or exceeds 5th grade - 45% on level or exceeds</p> <p>All-30% Black or African American - 25%</p>

Metric/Indicator

Baseline 2020-21

Expected Outcome 2021-22

Hispanic or Latino - 4.8%
White - 3.9%
EL - 3.9%
SPED - 4.3%
Low SES - 5.9%
Homeless - 7.4%

Final Diagnostic i-Ready data:
14% of students did not test for Reading
16% of students did not test for Math

Schoolwide Data 1st - 5th grade:
Ready - 28% on level or exceeds
Math - 25% on level or exceeds

i-Ready Final Diagnostic May 2021
Scores:
Reading:
1st grade - 39% on level or exceeds
2nd grade - 32% on level or exceeds
3rd grade - 38% on level or exceeds
4th grade - 32% on level or exceeds
5th grade - 22% on level or exceeds

Math:
1st grade - 34% on level or exceeds
2nd grade - 33% on level or exceeds
3rd grade - 18% on level or exceeds
4th grade - 36% on level or exceeds
5th grade - 29% on level or exceeds

Hispanic or Latino - 25%
White - 25%
EL - 20%
SPED - 15%
Low SES - 30%
Homeless - 725%

Final Diagnostic - 2022
Expected increase:
100% of students to participate (providing we continue with in person learning)

Schoolwide Data 1st - 5th grade:
Ready - 75% on level or exceeds
Math - 80% on level or exceeds

i-Ready Final Diagnostic May 2022
Scores:
Reading:
1st grade - 60% on level or exceeds
2nd grade - 65% on level or exceeds
3rd grade - 65% on level or exceeds
4th grade - 65% on level or exceeds
5th grade - 50% on level or exceeds

Math:
1st grade - 60% on level or exceeds
2nd grade - 60% on level or exceeds
3rd grade - 50% on level or exceeds
4th grade - 65% on level or exceeds
5th grade - 55% on level or exceeds

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
SBAC ELA Scores Overall 2020 CA School Dashboard	SBAC was not given during Spring 2021 school year due to the pandemic. 3rd -5th students took the Spring i-Ready diagnostic	maintain or increase % of at or above standard from 2019
SBAC Math Scores Overall 2020 CA School Dashboard	SBAC was not given during Spring 2021 school year due to the pandemic. 3rd - 5th students took the Spring i-Ready diagnostic	maintain or increase % of at or above standard from 2019

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Grade Level Collaboration/Release days will be planned teachers, 2X per year. 2 full days per year per grade level 2nd - 5th; K and 1st will have 1 - half day release days and 1 Full day release in the Spring. Grade level teams will meet with administration, academic coach/intervent	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Vice Principal, Academic Coach, Support Staff, all Certificated Teaching Staff	Title I Part A Site Allocation	2,500	School year 2021-22

ion teacher, and support staff to analyze student data for ELA / Literacy/Writing and Math/Problem Solving. Teachers will work collaboratively to address key student achievement gaps. Analysis of ELA and Math data will be scheduled twice during the school year to address learning loss, design learning cycles, monitor progress and establish goals with each teacher. Benchmark targets will be identified and monitored by administrators, grade level teams, and site leadership team. Release

	time will be used to support student achievement. Each teacher will create a targeted learning goal for the class to support a specific group of students in ELA: Reading level/writing or Math.					
3.2	Release time will be provided for teachers to meet with Administrators and Academic coach/Intervention Teacher. 2 - 3 x per year teachers will discuss text level data and writing alignment from the formative assessment results of students in K-5th grade. Teachers will keep ongoing, consistent	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Vice Principal, Academic Coach, and Certificated Teaching Staff	Title I Part A Site Allocation	6,500	School year 2021-22

running records of students during Guided Reading time along with writing samples. Every 6 - 9 weeks GR levels and writing scores will be recorded with teachers and then time to meet with the Principal, Vice Principal, and Academic Coach / Intervention teachers to discuss and analyze student levels and next steps to meet student needs. Learning Plans will be reviewed and new targeted goals will be established to support students to meet grade level

	benchmarks in reading and writing.					
3.3	To support writing and provide differentiation instruction Writing Strategies will be purchased to for teachers. This book will be used for PLC, teacher release days, and targeted learning cycles.	X All Students English Learners Low-Income Students Foster Youth Other	Administrators , Academic Coach, Classroom teachers	Title I Part A Site Allocation	750	School year 2021-22
3.4	Teachers will be released from the classroom at the beginning of the year to plan backwards mapping for the year, along with supports needed. Then again at the end of Tri. 2 to review student data and pacing with curriculum with the administrators	X All Students English Learners Low-Income Students Foster Youth Other	Administrators , Academic Coach, classroom teachers	Title I Part A Site Allocation	2,500	School year 2021-22

	<p>and academic coaching. Adjustments will be made to ensure teachers are presenting all curriculum and interventions and supports are put into place for students needing extra supports.</p>					
3.5	<p>To support students and classroom learning and instruction technology will be purchased. Items to purchase and update include but not limited to: Chromebooks, laptops, iPads, projectors, doc cameras (ELMOs), bulbs for equipment, laminator, scanners, speakers, 3D</p>	<p>X All Students X English Learners X Low-Income Students X Foster Youth Other</p>	<p>Administrators , classroom teachers</p>	<p>Title I Part A Site Allocation</p>	<p>12,000</p>	<p>School year 2021-22</p>

	printer, robotics, and other equipment items that can be used to support and engage students in their learning while supporting 21st century learning skills and increase academics.					
3.6	Provide the book <i>The Invisible Boy</i> , <i>I Promise</i> , or other book selected for students as we work with our students in developing a Positive Growth Mindset. This text will be used between home and school focusing on increasing a Positive Growth	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Other	Administrators , Academic Coach, Classroom teachers	Title I Part A Site Allocation	2,000	School year 2021-22

	<p>Mindset with all students. Lessons will be presented within the class and at assemblies. Parent workshops will be presented to parents.</p>					
3.7	<p>Funding will be used in conjunction of ELO funds to support the funding of an intervention teacher. Intervention teacher will work with students 2nd-5th in the areas of reading, writing and math. Teacher will work with 2nd - 5th grade students within the classroom or pull out if necessary. Teacher will work with Admin, intervention</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Administrators	Title I Part A Site Allocation	15,000	School year 2021-22

	<p>teachers and class teacher to identify the specific needs of students and appropriate actions to address those needs; collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting.</p>					
3.8	<p>Title 1 intervention teacher / Academic Coach will work with specifically targeted students in the area of language and math. Teacher will work with 3rd - 5th grade teachers within the classroom or pull out if necessary,</p>	<p>X All Students X English Learners X Low-Income Students X Foster Youth Other</p>	<p>Principal, Vice Principal, Academic Coach / Title 1 Intervention Teacher</p>	<p>Title I Part A Site Allocation</p>	<p>90,575</p>	<p>School year 2021-22</p>

focusing on using best practices for all students. Focus will be on early intervention to bring students to grade level readiness. Teacher will work with administration and support staff to facilitate supports and intervention in the areas of ELA/ELD and Math. Supports will include:

- * Early interventions- using LLI kits, appropriate text level readers to close gap in reading and writing. Phonics, Text Level, and comprehension support will be provided.
- * Focus on early intervention to

	<p>support low performing EL and EO students. Students will be identified for supports from collected data from metric categories and student review team meetings. *Support will be provided to students in 1st - 5th grade in core areas of Math, specifically Math Problem Solving, critical thinking; and Literacy - Writing.</p>					
3.9	<p>Staff will be provided opportunities for grade levels and support staff to work together outside the school day (before school/ after school) to analyze data</p>	<p>All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Principal, Vice Principal, Academic Coach, and Certificated Teaching Staff</p>	<p>Title I Part A Site Allocation</p>	<p>500</p>	<p>School year 2021-22</p>

	and make plans regarding targeted groups for a cycle of inquiry. To support student growth in ELA and Math.					
3.10	Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 1.5 FTE ELD Teachers	All Students English Learners Low-Income Students Foster Youth Other	ELD Teacher(s); Site Administration	LCFF Supplemental English Learner Central	164,101	School year 2021-22
3.11	1.875 FTE BIAs, will provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to	All Students English Learners Low-Income Students Foster Youth Other	Bilingual Instructional Assistant/Instructional Assistant; ELD teachers; Site Administration	LCFF Supplemental English Learner Central	93,852	School year 2021-22

	support core content instruction in collaboration with the classroom teacher (BIA/IA).					
3.12	Provide Assistance to administration and staff in developing, monitoring, and evaluating comprehensive school reform in accord with the "High Poverty, High Performance (HPHP)" readiness model for improving student achievement (Turnaround Challenge: Mass Insight 2007). Specific focus on three readiness areas: readiness to teach, readiness to	All Students English Learners Low-Income Students Foster Youth Other	Administrative Instructional Specialist, Site Principal	LCFF Supplemental Site Allocation LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	53,856 79,447	School year 2021-22

learn, and readiness to act.

AIS will provide support to students 10% of time, which is 4 days for 1 hour per day.

Groups will be established according to student need after reviewing school data.

AIS will support the learning and improve instructional practices.

Learning walks with administration and academic coach will support coaching for improved instructional practices with classroom teachers.

Professional development will focus on increased

achievement in literacy and math problem solving. Working with support staff and classroom teachers to address specific needs and appoint appropriate actions to address needs. AIS will work with administrator in meeting with teachers to discuss class and grade level formative and summative data, analyzing and setting goals to adjust the teaching to become responsive to student needs. .4 FTE AIS/.10 Title 1 intervention support

3.13	<p>1.0 FTE Coach/ intervention teacher will be funded to support and nurture improved instructional processes resulting in improved student achievement. Engage in a cycle of teacher observation followed by careful and reflective feedback on a variety of instructional practices (identifying the specific needs of students and appropriate actions to address those needs; collaborating on lesson design and delivery; formative and summative</p>	<p>All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Title 1 Intervention Teacher with Coaching Responsibilities; Site Administration</p>	<p>Title I Part A Site Allocation</p>	<p>127,156</p>	<p>School year 2021-22</p>
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	data collection, analysis and goal setting).					
3.14	Funding will be provided to support students in before or after school interventions in the area of ELA - writing aligned to text level and Math. Teachers will be funded to provide before or after school interventions. Teachers will monitor and support students in grades K- 5th grade utilizing Leveled Text level materials, LLI kits, i-Ready Math program, and SWUN math. Data will be collected, monitoring academic	X All Students English Learners Low-Income Students Foster Youth Other	Administrators, Academic Coaches	Title I Part A Site Allocation	10,000	School year 2021-22

	progress in the area of GR, Writing, and math.					
3.15	<p>Instructional supplies will be purchased to support and increase student achievement in the classrooms. Materials will be purchased that are aligned to be used with grade level curriculum to enhance and support all students. Materials will be purchased to support the implementation of Writers Workshop, Balanced Literacy, Common Core Standards, English Language Development, Hand Writing without Tears</p>	<p>X All Students X English Learners X Low-Income Students X Foster Youth Other</p>	Principal and Vice Principal	Title I Part A Site Allocation	31,294	School year 2021-22

(TK/K/1/2), and Math instruction. Materials and supplies include such items as Mentor text, Units of Study, supplies needed to support Guided Reading (leveled texts and materials), Shared Reading and Inter Active Read Alouds, books for leveled school and class libraries, materials to support integration of Social Studies and Science such as, but not limited to Scholastic News and Mystery Science, and Math. Supplies will also include student whiteboards for

	<p>students to participate in group activities and headphones to use during group work. Leveled readers will be purchased as needed to support reading, headphones with mics to enable students to focus and engage with minimal distractions when working in small groups.</p>					
3.16	<p>Books/Materials will be purchased to support Social Studies and Science Shared Reading in grades TK-5th, i.e Scholastic News, Mentor Text, reading intervention</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Principal and Vice Principal</p>	<p>Title I Part A Site Allocation</p>	<p>10,000</p>	<p>School year 2021-22</p>

	groups, Level Paired Guided Reading books (i.e. Okapi, Scholastic), Reading Recovery materials, and other materials, such as SWUN Math homework and journal books for students, teachers, and Sped books, needed to support student in math, reading and writing.					
3.17	Class mentor text to support students in developing a Positive Growth Mindset, Social Justice and Equity, and Character Education. This text will be used to focus on increasing a Positive Growth	X All Students English Learners Low-Income Students Foster Youth Other	Administrators , Academic Coach, Title 1 Teacher, Classroom Teachers	Title I Part A Site Allocation	1,000	School year 2021-22

	<p>Mindset and building a warm and welcoming environment for all. Lessons will be presented within the class and at assemblies. Parent workshops will be presented to parents,</p>					
3.18	<p>Provide Early Literacy Support in TK, K, and 1st grade. Phonemic Awareness materials provided to teachers to develop strong phonic skills for students. purchase of Heggerty Phonemic materials, or other materials to support early literacy phonemic awareness.</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Administrators , Title 1 Teacher/ Academic Coach, Classroom teachers</p>	<p>Title I Part A Site Allocation</p>	<p>750</p>	<p>School year 2021-22</p>

	Materials purchased to support early reading and phonic skills development that will be used for both at school and home instruction and practice.					
3.19	To support Guided Reading throughout all grades purchase The Next Step Forward in Guided Reading for classroom teachers, if needed. To be used in providing GR instruction within the classroom, for interventions, and continued Professional Development with teachers.	All Students English Learners Low-Income Students Foster Youth Other	Administrators , Title 1 teacher/Academic Coach, Classroom teachers	Title I Part A Site Allocation	750	School year 2021-22

3.20		All Students English Learners Low-Income Students Foster Youth Other				
3.21	Contract with Web Based Learning Services and outside supports: A contract will be established through MyOn Reading and Myon News (Renaissance), More Starfall, Moby Max, Mystery Science, Typing Club, Seesaw and other web based programs that encourage and promote student reading and proficiency in Reading Comprehension, supporting core instruction, and	X All Students X English Learners X Low-Income Students Foster Youth Other	Classroom teachers, Technology specialist, Administration	Title I Part A Site Allocation	16,000	School year 2021-22

supporting engagement both while distance learning and when we return to hybrid learning. Programs will support learning within the classroom during groups and centers. Students will utilize MYON, More Starfall, Moby Max, and other programs listed during technology time, within centers in the classroom and practice skills at home. The purchase of a movie license to allow movies in the classroom that will be a support for ELA - compare and contrast, character analyzation, character

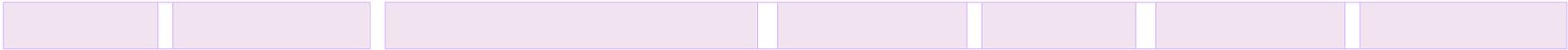
	<p>education, Social Justice and Equity, and other areas of academic. SWUN online service will be purchased to gather data and progress in the areas of math. Along with Web Based programs, support materials such as Scholastic News will be considered by the Site Leadership Team and School Site Council, to be purchased to enhance learning and support student achievement and engagement..</p>					
3.22	<p>Professional services may be provided to support student learning in the</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Principal and Vice Principal</p>	<p>Title I Part A Site Allocation</p>	<p>2,500</p>	<p>School year 2021-22</p>

areas of ELA, Math, VAPA, Science, History, and Character Dev. Services will be provided as enrichments at Family Nights and during the school day. Examples include but not limited to authors selected to share with students, Science exploration, Phil Tulga, Drama Productions, Sami's Circuit. To support class and grade instructions enrichment activities will be planned which include field trips, bussing, or presenter such as assemblies that will provide enrichment and

	support to class learning.					
3.23	Professional development designed to support teachers in providing specific teaching strategies to support all students in literacy and math instruction. Support through consultants around guided reading, math standards, literacy, social emotional learning, materials/books to support Social Justice Standards and restorative practices. PD will be determined by Leadership Team with input from staff.	X All Students English Learners Low-Income Students Foster Youth Other	Principal and Vice Principal, Site Leadership Team, Classroom Teachers	Title I Part A Site Allocation	2,500	School year 2021-22

This will include purchase of books for Staff PD and book studies that will support class instruction and support student learning. Book studies to include, but not limited to: What do you do with a Problem; What do you do with an Idea, Social Justice and Equity, Growth Mindset books, Social Emotional, Restorative Practices, Writing Strategies, Instructional Routines Differentiation, Cultural Diversity, Class Differentiation and Best Strategies.

3.24	<p>Instructional Assistants will be hired to provide direct services and support to socioeconomically, disadvantaged, and low performing students and assist the teacher in implementing content standards and providing quality instruction. Instructional Assistant will provide daily support in TK-5th classes to students who need additional support determined by Text level, writing and math data and those students who who have been impacted by Distance Learning. 3 - 3 hour IAs</p>	<p>X All Students X English Learners X Low-Income Students Foster Youth Other</p>	Adm, Teachers, IAs	Title I Part A Site Allocation	42,000	School year 2021-22
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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

Clear Pathways to Bright Futures

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares the student for college, career and bright futures filled with opportunity.

Annual Review

SPSA Year Reviewed: 2020-21

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.

The implementation of the actions described in the 2020-2021 were mostly interrupted in March due to the conversion to distance and hybrid learning in response to COVID 19.

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

The difference between intended and actual expenditures resulted from starting the school year in distance learning and then converting to a Hybrid model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning.

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.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning addressing learning loss and moving toward a hybrid model of instruction.

2020-21

Identified Need

As a staff we need to message to parents and students, especially our 4th and 5th graders, the graduation requirements and how elementary impacts reaching graduation goals.
 Provide trainings for parents in understanding what student expectations are as well as look into scheduling class time with students to make them aware of the requirements. As a site we need to encourage our students to reach out and have STEAM opportunities. It is important for our female students to have exposure to science, engineering and technology and open opportunities for them, as well as for all our students.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Winter 2020 -21 School Survey - College and Career - Students know what classes to pass to graduate high school	30% of students know what classes they must pass in order to graduate from High School.	By end of Tri. 2 we expect at least 90% of 5th graders will gain an understanding of H.S graduation expectations.
Winter 2020 - 21 School Survey - College and Career - Parents are informed about career pathways and programs available at middle and high schools.	28.6% of parents are informed and have an understanding about career pathways and programs available at middle and high school.	By end of Tri. 2 we expect at least 95% of our parents to have an understanding.
Number of enrichment opportunities offered before, during or after school	Enrichment opportunities were not offered . Interventions for academics were offered.	Together the staff will work to provide enrichment opportunities, STEAM activities, to support students.

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
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4.1	To support and engage students and to align with writing topics, STEAM Kits will be purchased to support K-5th students in science and engineering. Teachers will use kits and incorporate activities in cross curriculum activities in reading, writing, and math.	X All Students English Learners Low-Income Students Foster Youth Other	Administrators, Classroom teachers	Title I Part A Site Allocation	15,000	School Year 2020-2021
4.2	Provide funding for afterschool enrichment activities that are focused around STEAM.	X All Students English Learners Low-Income Students Foster Youth Other	Administrators, Classroom teachers	Title I Part A Site Allocation	1,000	School Year 2020-2021
4.3	Professional services may be provided to support student learning in the areas of	X All Students English Learners Low-Income Students Foster Youth Other	Administrators, Classroom teachers	Title I Part A Site Allocation	1,000	School Year 2020-2021

Science Technology, Engineering, Arts, and Math, Services may be provided as enrichments at for class engagement, virtually fieldtrips, or assemblies; if return possible in-person visitors if allowed. Examples include but not limited to authors selected to share with students, Science exploration, and Drama Productions. Activities will be geared to support student engagement in STEAM activities and provide opportunities for learning. Activities will

provide enrichment and support to class learning.

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$794,380.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table 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 (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Centralized Services (District Only)	\$82,447.00
LCFF Supplemental English Learner Central	\$257,953.00
LCFF Supplemental Site Allocation	\$53,856.00
Title I Part A Parent Involvement	\$4,524.00
Title I Part A Site Allocation	\$395,600.00

Subtotal of state or local funds included for this school: \$794,380.00

Total of federal, state, and/or local funds for this school: \$794,380.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	53,856	0.00
LCFF Supplemental English Learner Central	257,953	0.00
LCFF Supplemental Centralized Services (District Only)	82,447	0.00
Title I Part A Site Allocation	395,600	0.00
Title I Part A Parent Involvement	4,524	0.00
Title I Part A Centralized Services (District Only)	0	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	82,447.00
LCFF Supplemental English Learner Central	257,953.00
LCFF Supplemental Site Allocation	53,856.00
Title I Part A Parent Involvement	4,524.00
Title I Part A Site Allocation	395,600.00

Expenditures by Budget Reference

Budget Reference	Amount
	664,358.00
1000-1999: Certificated Personnel Salaries	79,447.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental Centralized Services (District Only)	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	79,447.00

	LCFF Supplemental English Learner Central	257,953.00
	LCFF Supplemental Site Allocation	53,856.00
	Title I Part A Parent Involvement	4,524.00
	Title I Part A Site Allocation	47,575.00
	Title I Part A Site Allocation	348,025.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,749.00
Goal 2	5,100.00
Goal 3	767,531.00
Goal 4	17,000.00

School Site Council Membership

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

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

Name of Members	Role
Sandra Rangel	Principal
Danielle Cardenas	Classroom Teacher
Ashley Fieger	Parent or Community Member
Julie McKay	Other School Staff
Dana Molony	Classroom Teacher
Sarah Sanjurjo	Parent or Community Member
Denice Reed	Parent or Community Member
Margie Reeves	Classroom Teacher
Veronica Thomas	Parent or Community Member
Tony Ziebarth	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

ON File

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 May 27, 2021.

Attested:

Sandra Rangel

Principal, Sandra Rangel on 5/27/2021

Margie Reeves

SSC Chairperson, Margie Reeves - Chair on 5/27/2021

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Budget By Expenditures

Skycrest Elementary School

Funding Source: LCFF Supplemental Centralized Services (District Only) \$82,447.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Centrally funded 1 hour of extra rec aide time		\$3,000.00	Healthy Environments for Socio-Emotional Growth	
	1000-1999: Certificated Personnel Salaries	\$79,447.00	Engaging Academic Programs	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$82,447.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental English Learner Central \$257,953.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 1.5 FTE ELD Teachers		\$164,101.00	Engaging Academic Programs	
1.875 FTE BIAs, will provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA).		\$93,852.00	Engaging Academic Programs	

Skycrest Elementary School

LCFF Supplemental English Learner Central Total Expenditures: \$257,953.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation \$53,856.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Skycrest Elementary School

Provide Assistance to administration and staff in developing, monitoring, and evaluating comprehensive school reform in accord with the "High Poverty, High Performance (HPHP)" readiness model for improving student achievement (Turnaround Challenge: Mass Insight 2007). Specific focus on three readiness areas: readiness to teach, readiness to learn, and readiness to act.

\$53,856.00 Engaging Academic Programs

AIS will provide support to students 10% of time, which is 4 days for 1 hour per day.

Groups will be established according to student need after reviewing school data.

AIS will support the learning and improve instructional practices. Learning walks with administration and academic coach will support coaching for improved instructional practices with classroom teachers. Professional development will focus on increased achievement in literacy and math problem solving. Working with support staff and classroom teachers to address specific needs and appoint appropriate actions to address needs. AIS will work with administrator in meeting with teachers to discuss class and grade level formative and summative data, analyzing and setting goals to adjust the teaching to become responsive to student needs.

.4 FTE AIS/.10 Title 1 intervention support

LCFF Supplemental Site Allocation Total Expenditures: \$53,856.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Skycrest Elementary School

Funding Source: Title I Part A Parent Involvement

\$4,524.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
<p>Family Night activities and school celebrations will be planned to encourage families to come together with students, parents, and staff. Family Nights will be planned in lieu of Open House if the site is open to allow students and families back on campus. Family celebrations and school activities will be planned to encourage and invite parent participation. To include but not limited to Literacy Night to encourage and support parents in working with their child/ren in how to read and work around literacy; to increase student achievement, both at school and at home; support parents in how to read and interact with children in Literacy, and make available reading resources to parents; Math / Science Night - to increase student achievement in math problem solving, engage in games and activities parents can utilize at home. To encourage Science through exploration, linking STEM skills and activities and bring parents and students together in an engaging, academic evening; and Sami's Circuit to increase and motivate students in their learning by building positive self esteem and character development. Talent Show to involve parents in students activities, celebrations and assemblies that encourage parents to celebrate class, grade level, or school wide success.</p> <p>Due to the pandemic if social gatherings are not permitted staff will work together to plan activities that students and parents can engage together around literacy, math and character building that are held virtually.</p>		\$1,500.00	Connected School Communities	

Skycrest Elementary School

Parent Liaison - to support ongoing positive relations between the school, parents, and the community; as well as support communication between parents, the site, and district. The Parent Liaison will attend all district meetings, meet regularly with the administrator, have an active role in SSC - being the voice for parents, participate in PTO and ELAC meetings, and any other school function networking to build positive relations. This will also include contacting parents to ensure parents are aware of upcoming events, see what school supports are needed during Distance Learning, and support families that they are aware of resources that are needed. Parent Liaison will work with families to navigate and engage in distance learning, hybrid model and return to site based instruction.

\$2,244.00 Connected School
Communities

Provide parent training and support through parent meetings. Meetings will be established to support and train parents in providing homework and academic support for and with their child/ren. A focus will be placed on writing, reading, and math training; working with parents to understand grade level standards and expectations. Specific parent meetings and trainings will be established from surveys by parents. Purchase materials needed for trainings as well as to inform parents of meetings. Parent trainings will be especially important during Distance Learning, to provide strategies and supports for parents to use as we continue with Distance Learning and then move to Hybrid.

\$280.00 Connected School
Communities

Skycrest Elementary School

Materials and supplies to support parent communication, parent interactions and parent involvement. This will include postcards for teachers to send home to families to keep lines of communication regarding students up to date with families. To include ways to support and encourage parent attendance. Materials for working and training parents how to work with their child/ren.

\$500.00 Connected School Communities

Title I Part A Parent Involvement Total Expenditures: \$4,524.00

Title I Part A Parent Involvement Allocation Balance: \$0.00

Funding Source: Title I Part A Site Allocation

\$395,600.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
If in person trainings and meetings are allowed, provide childcare for parents to attend school trainings and parent meetings such as ELAC, Parent Community Meetings, SSC.		\$75.00	Connected School Communities	

Skycrest Elementary School

Purchase of classroom materials to teach and support the monthly character ed trait, District Social Justice Standards, and encourage school attendance. Mentor Texts to be purchased for the classroom, used by teachers to support Character Education, Social Justice, Successful Practices and social emotional learning. A Monthly assembly to introduce the trait along with materials to support the trait. The school will hold monthly virtual character education assemblies during distance learning and until sites are cleared to hold assemblies, to kick off the monthly character education trait. Teachers will teach the trait in classroom each week. PBIS team and the Site Leadership Team will look at mentor text to support the monthly traits and other support materials for the classroom. Items to include incentives to support Character education (bands, pencils, booster supports/prizes), Red Ribbon Week activities and incentives, school attendance incentives - i.e attendance dog tags, certificates as some suggestions.

\$600.00 Healthy Environments for Socio-Emotional Growth

To support and engage students and to align with writing topics, STEAM Kits will be purchased to support K-5th students in science and engineering. Teachers will use kits and incorporate activities in cross curriculum activities in reading, writing, and math.

\$15,000.00 Clear Pathways to Bright Futures

Provide funding for afterschool enrichment activities that are focused around STEAM.

\$1,000.00 Clear Pathways to Bright Futures

Skycrest Elementary School

Professional services may be provided to support student learning in the areas of Science Technology, Engineering, Arts, and Math. Services may be provided as enrichments at for class engagement, virtually fieldtrips, or assemblies; if return possible in-person visitors if allowed. Examples include but not limited to authors selected to share with students, Science exploration, and Drama Productions. Activities will be geared to support student engaement in STEAM activities and provide opportunities for learning. Activities will provide enrichment and support to class learning.

\$1,000.00 Clear Pathways to Bright Futures

Funding will be used to support parents at site meetings by utilizing BIAs to translate at various events and to translate communication sent home. This includes Back to School Night, Parent Teacher Conferences for Fall and Spring, ELAC meetings, and other parent meetings at the school site where translation is needed. School Newsletters and other material going home will also be translated in parent's native language to keep parents informed of school information. Site to renew membership in S'more to send newsletters, flyers, and other important information to parents, has the ability to translate to needed language.

\$150.00 Connected School Communities

1.0 FTE Coach/ intervention teacher will be funded to support and nurture improved instructional processes resulting in improved student achievement. Engage in a cycle of teacher observation followed by careful and reflective feedback on a variety of instructional practices (identifying the specific needs of students and appropriate actions to address those needs; collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting).

\$127,156.00 Engaging Academic Programs

Skycrest Elementary School

Funding will be provided to support students in before or after school interventions in the area of ELA - writing aligned to text level and Math. Teachers will be funded to provide before or after school interventions. Teachers will monitor and support students in grades K- 5th grade utilizing Leveled Text level materials, LLI kits, i-Ready Math program, and SWUN math. Data will be collected, monitoring academic progress in the area of GR, Writing, and math.

\$10,000.00 Engaging Academic Programs

Instructional supplies will be purchased to support and increase student achievement in the classrooms. Materials will be purchased that are aligned to be used with grade level curriculum to enhance and support all students. Materials will be purchased to support the implementation of Writers Workshop, Balanced Literacy, Common Core Standards, English Language Development, Hand Writing without Tears (TK/K/1/2), and Math instruction. Materials and supplies include such items as Mentor text, Units of Study, supplies needed to support Guided Reading (leveled texts and materials), Shared Reading and Inter Active Read Alouds, books for leveled school and class libraries, materials to support integration of Social Studies and Science such as, but not limited to Scholastic News and Mystery Science, and Math. Supplies will also include student whiteboards for students to participate in group activities and headphones to use during group work. Leveled readers will be purchased as needed to support reading, headphones with mics to enable students to focus and engage with minimal distractions when working in small groups.

\$31,294.00 Engaging Academic Programs

Skycrest Elementary School

Books/Materials will be purchased to support Social Studies and Science Shared Reading in grades TK-5th, i.e Scholastic News, Mentor Text, reading intervention groups, Level Paired Guided Reading books (i.e. Okapi, Scholastic), Reading Recovery materials, and other materials, such as SWUN Math homework and journal books for students, teachers, and Sped books, needed to support student in math, reading and writing.

\$10,000.00 Engaging Academic Programs

Class mentor text to support students in developing a Positive Growth Mindset, Social Justice and Equity, and Character Education. This text will be used to focus on increasing a Positive Growth Mindset and building a warm and welcoming environment for all. Lessons will be presented within the class and at assemblies. Parent workshops will be presented to parents,

\$1,000.00 Engaging Academic Programs

Provide Early Literacy Support in TK, K, and 1st grade. Phonemic Awareness materials provided to teachers to develop strong phonic skills for students. purchase of Heggerty Phonemic materials, or other materials to support early literacy phonemic awareness.

\$750.00 Engaging Academic Programs

Materials purchased to support early reading and phonic skills development that will be used for both at school and home instruction and practice.

To support Guided Reading throughout all grades purchase The Next Step Forward in Guided Reading for classroom teachers, if needed.

\$750.00 Engaging Academic Programs

To be used in providing GR instruction within the classroom, for interventions, and continued Professional Development with teachers.

Skycrest Elementary School

Contract with Web Based Learning Services and outside supports: A contract will be established through MyOn Reading and Myon News (Renaissance), More Starfall, Moby Max, Mystery Science, Typing Club, Seesaw and other web based programs that encourage and promote student reading and proficiency in Reading Comprehension, supporting core instruction, and supporting engagement both while distance learning and when we return to hybrid learning. Programs will support learning within the classroom during groups and centers. Students will utilize MYON, More Starfall, Moby Max, and other programs listed during technology time, within centers in the classroom and practice skills at home. The purchase of a movie license to allow movies in the classroom that will be a support for ELA - compare and contrast, character analyzation, character education, Social Justice and Equity, and other areas of academic. SWUN online service will be purchased to gather data and progress in the areas of math. Along with Web Based programs, support materials such as Scholastic News will be considered by the Site Leadership Team and School Site Council, to be purchased to enhance learning and support student achievement and engagement..

\$16,000.00 Engaging Academic Programs

Skycrest Elementary School

Professional services may be provided to support student learning in the areas of ELA, Math, VAPA, Science, History, and Character Dev. Services will be provided as enrichments at Family Nights and during the school day. Examples include but not limited to authors selected to share with students, Science exploration, Phil Tulga, Drama Productions, Sami's Circuit.

To support class and grade instructions enrichment activities will be planned which include field trips, bussing, or presenter such as assemblies that will provide enrichment and support to class learning.

Professional development designed to support teachers in providing specific teaching strategies to support all students in literacy and math instruction. Support through consultants around guided reading, math standards, literacy, social emotional learning, materials/books to support Social Justice Standards and restorative practices. PD will be determined by Leadership Team with input from staff. This will include purchase of books for Staff PD and book studies that will support class instruction and support student learning. Book studies to include, but not limited to: What do you do with a Problem; What do you do with an Idea, Social Justice and Equity, Growth Mindset books, Social Emotional, Restorative Practices, Writing Strategies, Instructional Routines Differentiation, Cultural Diversity, Class Differentiation and Best Strategies.

\$2,500.00 Engaging Academic Programs

\$2,500.00 Engaging Academic Programs

Skycrest Elementary School

Instructional Assistants will be hired to provide direct services and support to socioeconomically, disadvantaged, and low performing students and assist the teacher in implementing content standards and providing quality instruction. Instructional Assistant will provide daily support in TK-5th classes to students who need additional support determined by Text level, writing and math data and those students who who have been impacted by Distance Learning.

3 - 3 hour IAs

Professional services may be provided to support student learning in the areas of Character Dev., from stories in history. Services will be provided as enrichments virtually , or in person if allowed, throughout the school day and Family Nights. Examples include but not limited to authors selected to share with students, Drama Productions, and Sami's Circuit.

\$42,000.00 Engaging Academic Programs

\$1,500.00 Healthy Environments for Socio-Emotional Growth

Skycrest Elementary School

Grade Level Collaboration/Release days will be planned teachers, 2X per year. 2 full days per year per grade level 2nd - 5th; K and 1st will have 1 - half day release days and 1 Full day release in the Spring. Grade level teams will meet with administration, academic coach/intervention teacher, and support staff to analyze student data for ELA / Literacy/Writing and Math/Problem Solving. Teachers will work collaboratively to address key student achievement gaps. Analysis of ELA and Math data will be scheduled twice during the school year to address learning loss, design learning cycles, monitor progress and establish goals with each teacher. Benchmark targets will be identified and monitored by administrators, grade level teams, and site leadership team. Release time will be used to support student achievement. Each teacher will create a targeted learning goal for the class to support a specific group of students in ELA: Reading level/writing or Math.

\$2,500.00 Engaging Academic Programs

Skycrest Elementary School

Release time will be provided for teachers to meet with Administrators and Academic coach/Intervention Teacher. 2 - 3 x per year teachers will discuss text level data and writing alignment from the formative assessment results of students in K-5th grade. Teachers will keep ongoing, consistent running records of students during Guided Reading time along with writing samples. Every 6 - 9 weeks GR levels and writing scores will be recorded with teachers and then time to meet with the Principal, Vice Principal, and Academic Coach / Intervention teachers to discuss and analyze student levels and next steps to meet student needs. Learning Plans will be reviewed and new targeted goals will be established to support students to meet grade level benchmarks in reading and writing.

\$6,500.00 Engaging Academic Programs

To support writing and provide differentiation instruction Writing Strategies will be purchased to for teachers. This book will be used for PLC, teacher release days, and targeted learning cycles.

\$750.00 Engaging Academic Programs

Teachers will be released from the classroom at the beginning of the year to plan backwards mapping for the year, along with supports needed. Then again at the end of Tri. 2 to review student data and pacing with curriculum with the administrators and academic coaching. Adjustments will be made to ensure teachers are presenting all curriculum and interventions and supports are put into place for students needing extra supports.

\$2,500.00 Engaging Academic Programs

Skycrest Elementary School

To support students and classroom learning and instruction technology will be purchased. Items to purchase and update include but not limited to:

Chromebooks, laptops, iPads, projectors, doc cameras (ELMOs), bulbs for equipment, laminator, scanners, speakers, 3D printer, robotics, and other equipment items that can be used to support and engage students in their learning while supporting 21st century learning skills and increase academics.

\$12,000.00 Engaging Academic Programs

Provide the book *The Invisible Boy*, *I Promise*, or other book selected for students as we work with our students in developing a Positive Growth Mindset. This text will be used between home and school focusing on increasing a Positive Growth Mindset with all students. Lessons will be presented within the class and at assemblies. Parent workshops will be presented to parents.

\$2,000.00 Engaging Academic Programs

Funding will be used in conjunction of ELO funds to support the funding of an intervention teacher.

\$15,000.00 Engaging Academic Programs

Intervention teacher will work with students 2nd-5th in the areas of reading, writing and math. Teacher will work with 2nd - 5th grade students within the classroom or pull out if necessary. Teacher will work with Admin, intervention teachers and class teacher to identify the specific needs of students and appropriate actions to address those needs; collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting.

