



# School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

PEYTON ELEMENTARY

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School Year: 2020-2021

# 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	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Peyton Elementary	396867660115303	Ver 1 – 05/13/2020	Ver 1 – 05/19/2020	Ver 1 – 07/28/2020

## Purpose and Description

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

Peyton Elementary is implementing a Schoolwide Program.

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

Peyton Elementary's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

# 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

Peyton Elementary developed a school plan which is aligned to the district's goals and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council on May 14, 2020.

Throughout the 2019-2020 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Peyton Elementary and its School Site Council reviewed the progress of the 2019-2020 SPSA culminating the document 2019-2020 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions 1 and 2. Discussion and review of the evaluation has been notated in the December 12, 2019 School Site Council meeting.

In school year 2019-2020, also Year 3, Peyton Elementary initiated meetings with stakeholders and conducted the Decision Making Model based on a variety of data collected from the state, district diagnostics, and surveys. These meeting were held on Oct. 25, 2018 and May 22, 2019. Online differentiated instruction and/or tutoring will be provided to students that need support meeting grade level standards and for those students needing enrichment. The site also wants to form teacher teams to develop school wide leadership. Peyton School will continue to connect our students with community partners to impact student learning.

As a result of the stakeholder involvement and data reviews, Peyton Elementary has been able to complete the Decision Making Model in April 2020. Professional Development in Math and ELA for the Instructional Coach, Program Specialist, administration and teachers as well as release time for teachers to collaborate about best practices and implementation of the new curriculum, refining AVID and CORE instructional strategies.

## Resource Inequities

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

This section is not applicable for Peyton Elementary.

# Goals, Strategies, Expenditures, & Annual Review

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

## LCAP/SPSA Goal 1 – Student Achievement

School Goal for ELA/ELD: (Must be a SMART Goal)

In June 2021, the goal is to decrease the distance from grade level standard in ELA for all students by a minimum of 3 points to -5.2 points below.

School Goal for Math: (Must be a SMART Goal)

In June 2021, the goal is to decrease the decrease the distance from grade level standard in Math for all students by a minimum of 3 points to -29 points below.



## Identified Need

- Be sure English Learner data is reviewed and included.

### ELA:

Percentage of students that met or exceeded grade level standards for all students:

16-17: 37.7%

17-18: 44.84%

18-19: 47.82%

ELA Distance from standard or L3:

Students overall: -8.2

Students with Disabilities (SWD): -42.8

African American (AA): -26.1

English Learners (ELs): -39.9

Analysis: Students overall are -8.2 (+7.6) points away from meeting grade level standards. SWD are 42.8 (+22.2) points away, AA are 26.1(+32.8) points away and ELs are 39.9 (Maintained +2.3) points away from meeting grade level standards

ELA iReady (Winter):

Percentage of students that met or exceeded grade level standards:

19-20: 39% (Green)

Analysis: 61% of all students have not met grade level standards

ELPAC:

2019 ELPAC:

16.48% Level 4

37.36% Level 3

27.47% Level 2

18.68% Level 1

Percentage of students that are making progress towards English:

2019: 51.5%

2018: 51%

#### EL Reclassification Rates

Percentage of students reclassified from English Learner to English Proficient

16-17: 22.4%

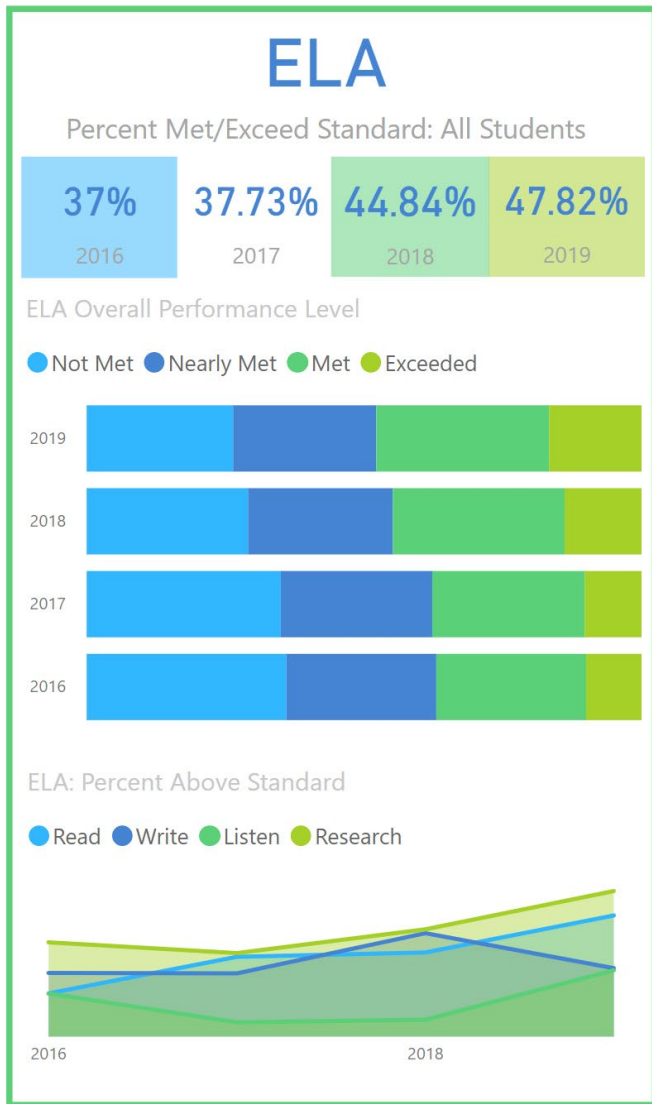
17-18: 29.2%

18-19: 43.5%

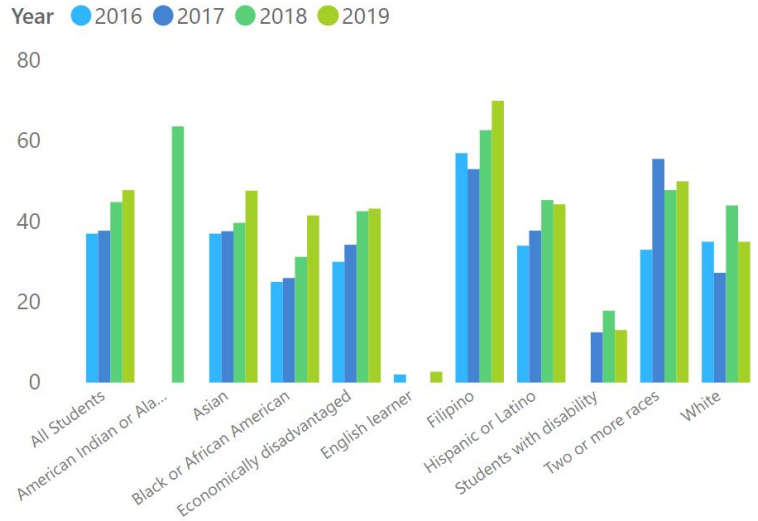
#### Root Causes in ELA:

- \* Lack of professional development in writing across the grade levels and in alignment with SBAC in grades K-8
- \* Lack of professional development of effective strategies to develop listening skills and Tier 2 and Tier 3 vocabulary in grades K-8 during designated and integrated ELD
- \* Lack of vertical articulation around priority ELA standards and the Ins and Outs for grade levels K-8\*  
Most ELA instruction is not very interactive, authentic or rigorous, there's a lot of non-fiction and the reading is generally not culturally relevant. Our weakest domain overall is writing.
- \* All students are struggling with listening and vocabulary on iReady.
- \* Grade 5 had 2:3 teachers absent most of the school year. Grade 4 is the only grade level that showed a slight decrease (less than-1%)
- \* We have not provided a lot of SBAC aligned strategies for listening for teachers and opportunities to strengthen listening for students.
- \* There is a lack of knowledge about language acquisition and effective strategies for developing academic language across content areas and making ELs accountable for using the vocabulary orally and in writing once the words have been introduced.

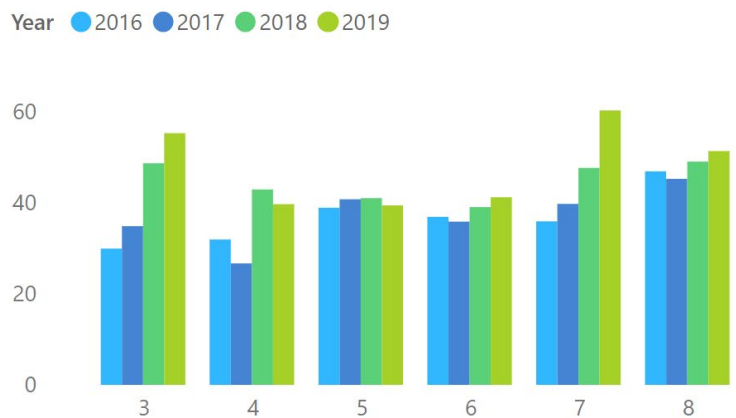
Math:



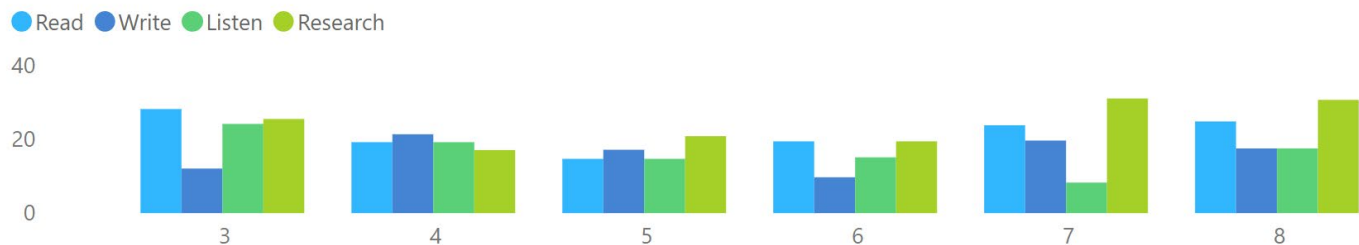
ELA CAASPP: Percent Met/Exceed Standard

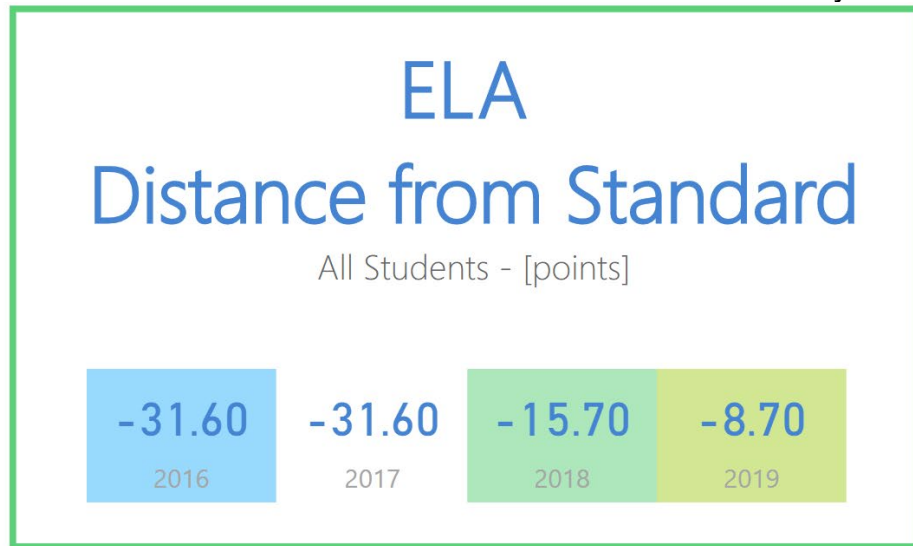


ELA CAASPP: Percent Met/Exceed Standard by Grade Level



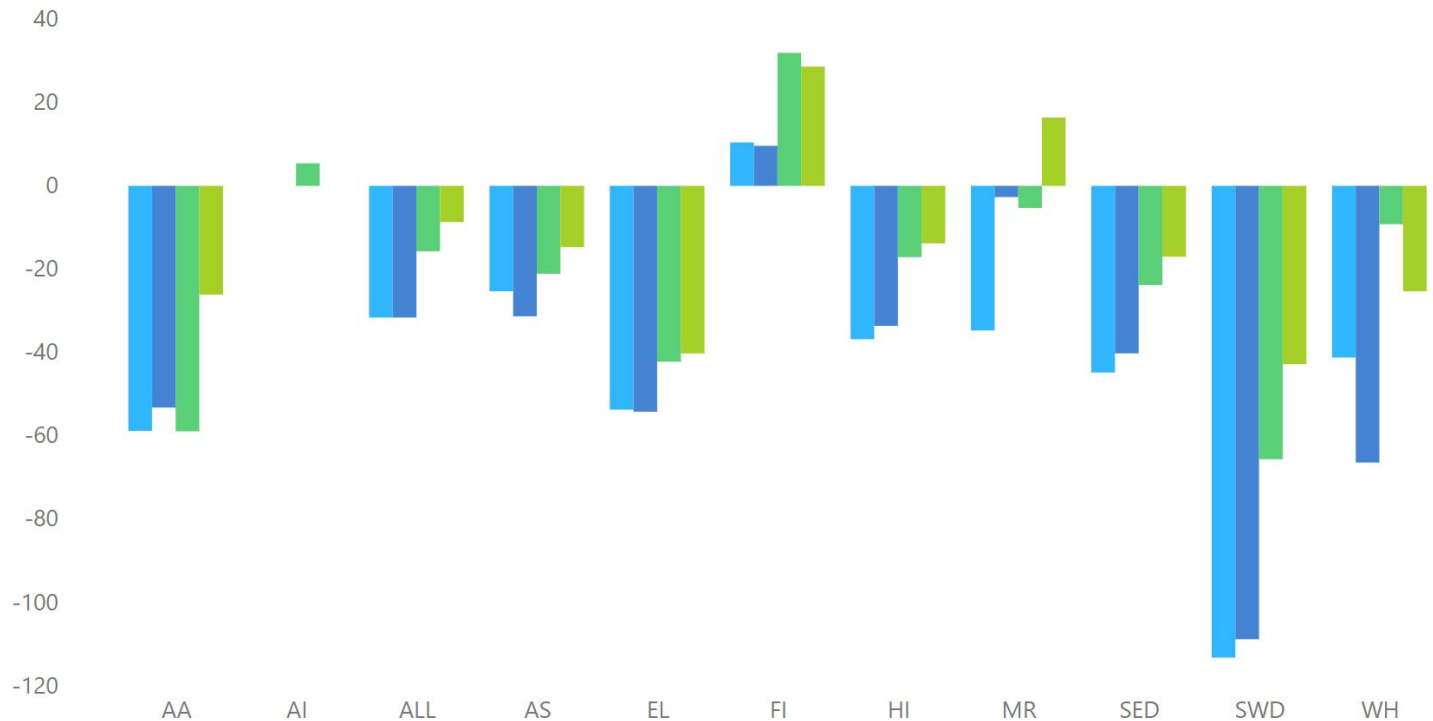
2019 Prelim ELA CAASPP: Area - Percent Above Standard

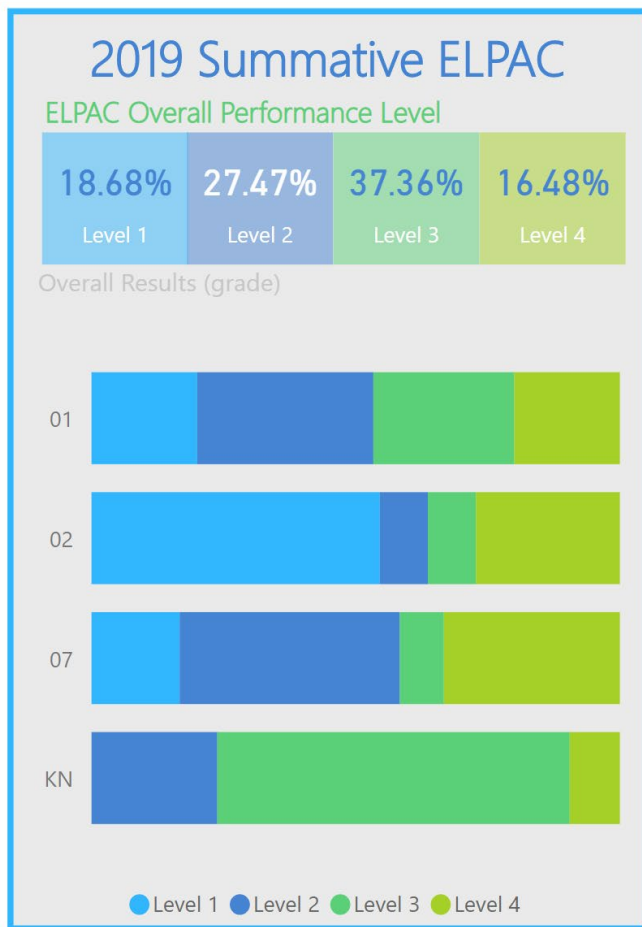




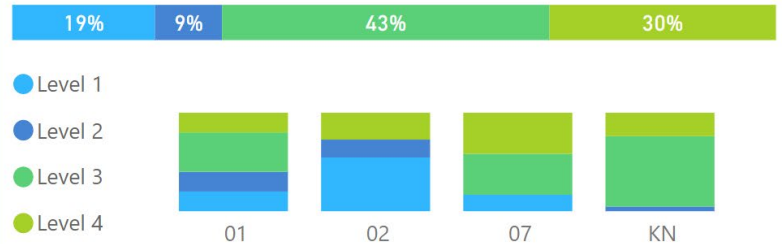
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

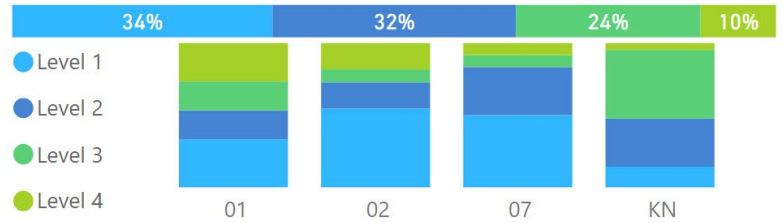




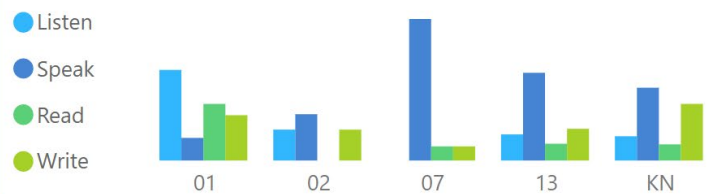
#### Oral Language Overall Performance Level



#### Written Language Overall Performance Level

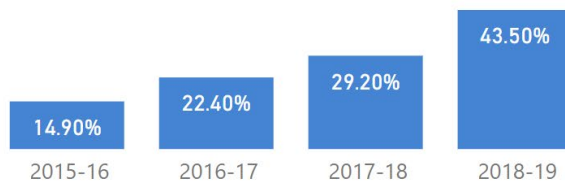


#### Performance Area: Percent Well Developed



### English Learner Progress Reclassification Rates

#### English Learner Progress Indicator (ELPI)



51.5%

ELPI 2019

# Math

Percent Met/Exceed Standard: All Students



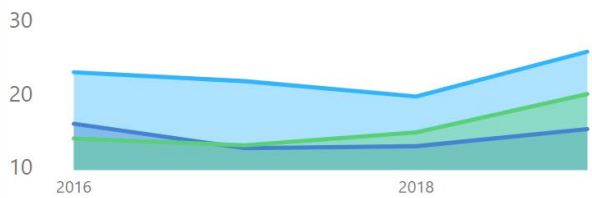
SBAC Math Overall PL

● Not Met ● Nearly Met ● Met ● Exceeded



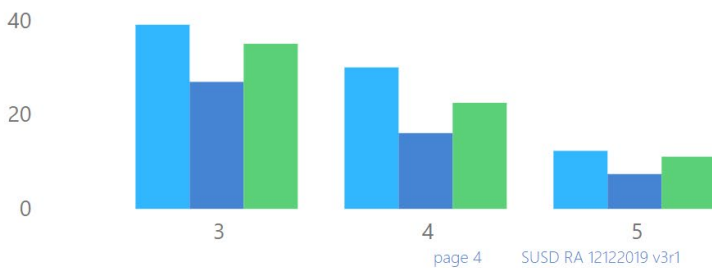
SBAC Math Area Performance

● Concept & Procedures ● Problem Solving ● Reasoning



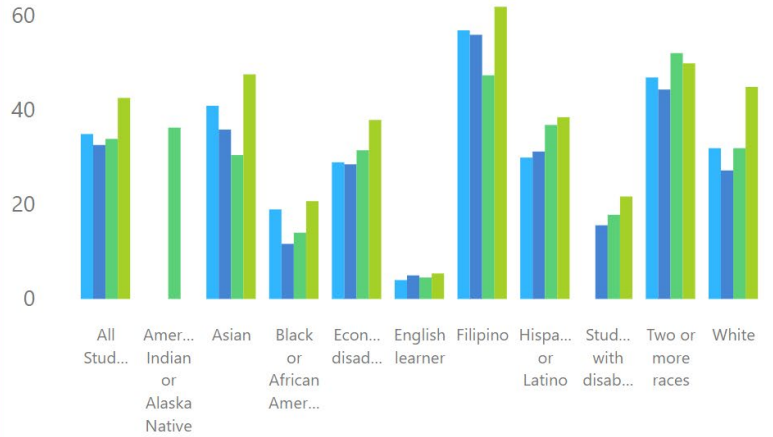
2019 Math CAASPP: Percent Above Standard

● Concepts ● Problem ● Reasoning



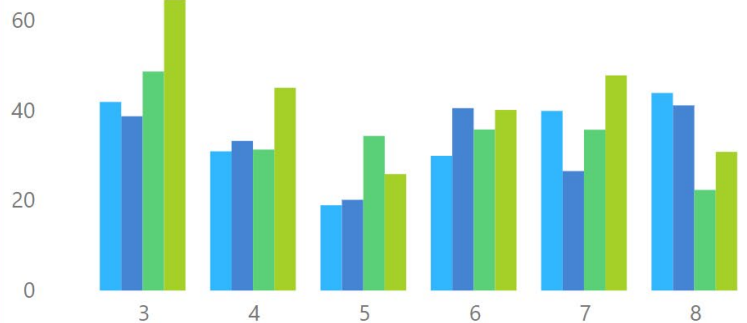
Math CAASPP: Percent Met/Exceed Standard

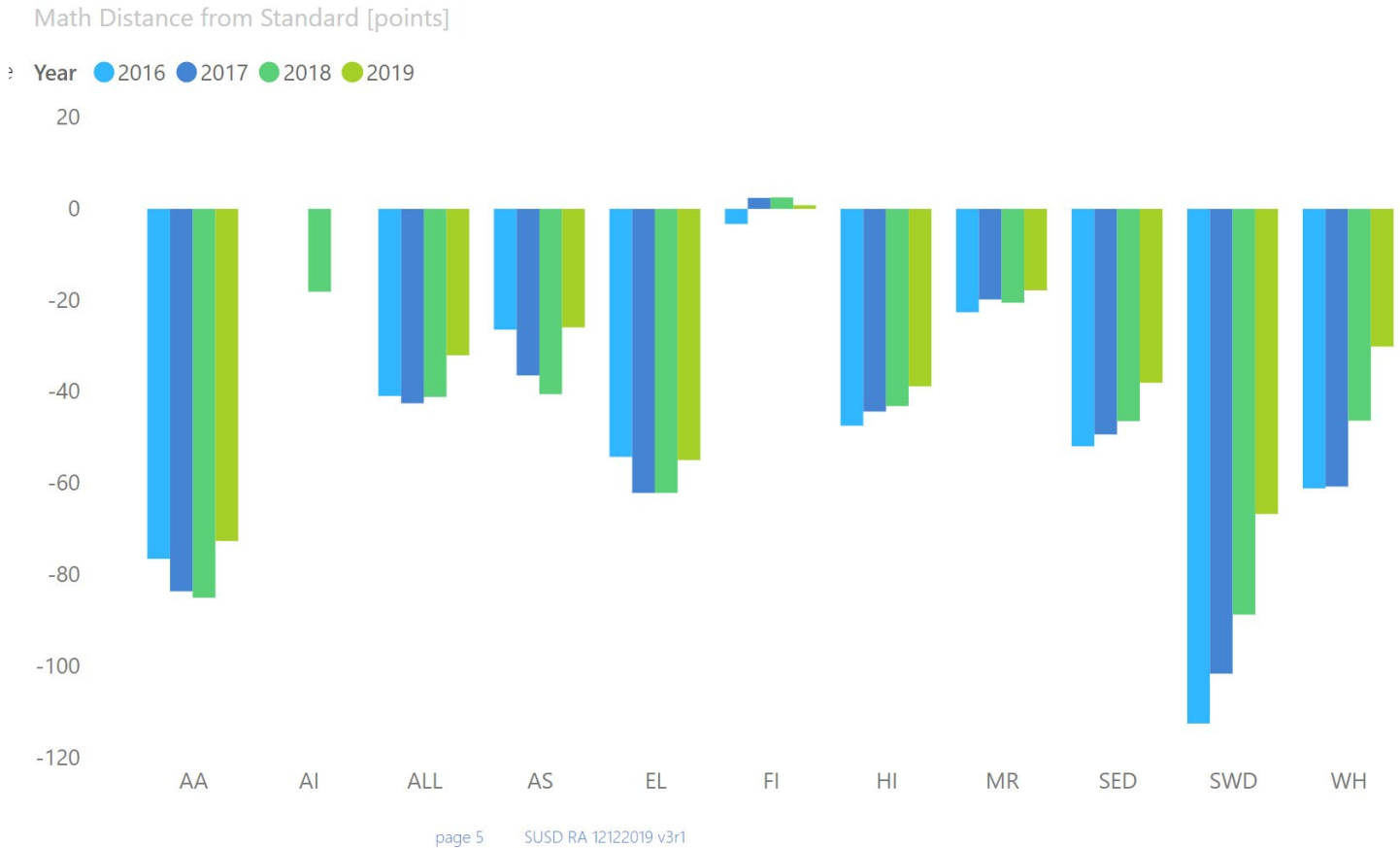
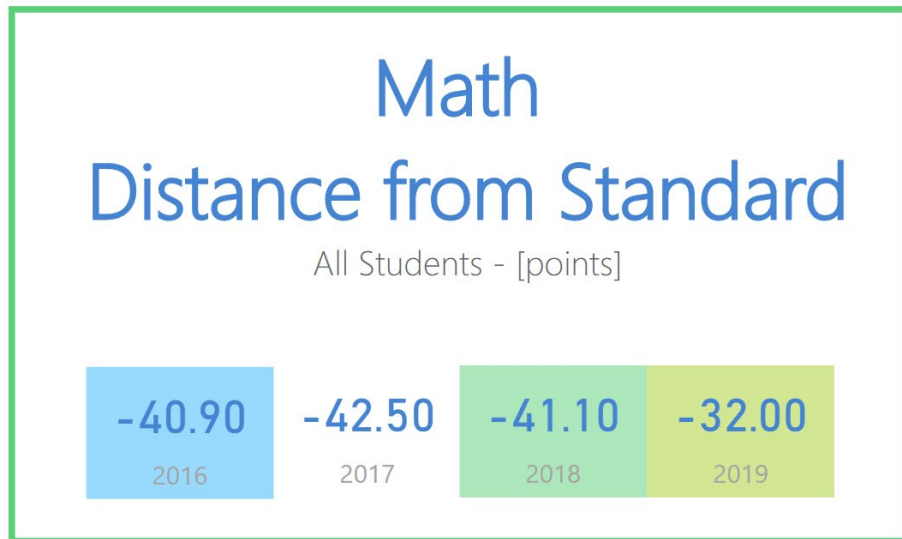
Year ● 2016 ● 2017 ● 2018 ● 2019



Math CAASPP: Percent Met/Exceed Standard by Grade Level

Year ● 2016 ● 2017 ● 2018 ● 2019





# PSAT NMSQT Grade 10

Percent Met Evidence-Based  
Reading & Writing  
Benchmark

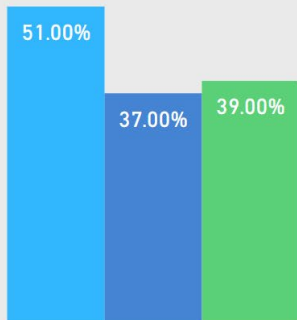
Percent Met Mathematics  
Benchmark

Percent Met ERW &  
Math Benchmark

## PSAT 8/9 Grade 8

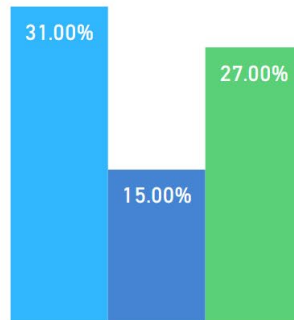
Percent Met Evidence-Based  
Reading & Writing  
Benchmark

Year ● 2016 ● 2017 ● 2018



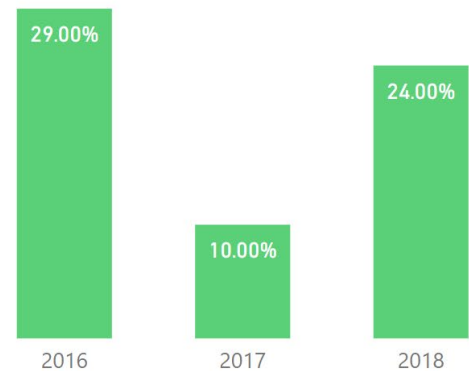
Percent Met Mathematics  
Benchmark

Year ● 2016 ● 2017 ● 2018



page 9 SUSD RA 12122019 v3r1

Percent Met ERW &  
Math Benchmark





## Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-8.2 points below	-5.2 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-32 points below	-29 points below

## Strategy/Activity 1

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

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

All students, subgroups; African American students, ELs, and Students with Disabilities.

### Strategy/Activity

Provide teachers with professional learning opportunities and support to supplement core instruction, such as co-teaching, peer observation, demonstration lessons, conferences, consultants, data analysis for teachers and students, coaching, additional collaboration outside of instructional hours around effective primary instruction in the areas of listening, vocabulary acquisition, and writing across the content areas. Teachers will also collaborate on a variety of Leadership Teams to improve teaching and learning. Provide professional development on effective AVID and CORE instructional strategies in all ELA domains, including writing, listening, and vocabulary acquisition.

Additional Hours Pay Calculation: 12 teachers X 9 days X \$60= \$6,480

Additional Hours Pay Calculation 1 Program Specialist and 1 Instructional Coach:

1 program specialist X 4.5 hours X \$60 rate of pay = \$540

1 instructional coach X 4.5 hours X \$60 rate of pay = \$540

Substitute Pay Calculation: 27 substitutes X 9 of days X \$200 = \$ 48,600

The Program Specialist assists with collecting, analyzing, and interpreting data as well as technology integration and supplemental programs like PLTW and AVID to better meet the needs of our students that are not yet at grade level in ELA and Math and those students that are underrepresented and underserved.

35% - Title I – The Program Specialist helps the teachers use their data to support differentiation, small group instruction, address students' needs in ELD, as well as target students for extended day and extended year programs to support students that are not yet at grade level in ELA, Math, or making sufficient progress in English.

65% - LCFF – The program Specialist helps the teachers use data and implement supplementary programs to support differentiation, small group instruction, and target underrepresented and underserved students for extended day and extended year programs using remedial and enrichment programs to help build skills and keep students engaged in their education. They will also help coordinate local and state assessments and help to analyze and interpret data.

Conferences:

AVID

## PLTW

### Progress Monitoring:

Peer Feedback Forms and Collaboration Forms

Assessment scores from iReady (F,W,S)

State and Federal logs for the Instructional Coach and Program Specialist

% of students at grade level % of students below grade level % of students making progress on district and state assessments

Trainings/ conferences attended

Common Formative Assessments

### Proposed Expenditures for this Strategy/Activity 1

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

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$48,000	11700	Substitute Teachers
\$6,480	11500	Teacher Additional Comp
\$540	19500	Program Specialist Additional Comp
\$540	19500	2 @ .5 FTE Instructional Coaches Additional Comp
\$53,480	19101	.35 FTE Program Specialist (salary and benefits)
		2 @ .5 FTE Instructional Coach – Centralized Services

#### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$99,320	19101	.65 FTE Program Specialist (salary and benefits)

## Strategy/Activity 2

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

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

All students, subgroups; African American students, ELs, and Students with Disabilities.

### Strategy/Activity

Provide students with opportunities to increase reading proficiency through literacy programs (e.g. Accelerated Reader (Grades 1-5 for fluency and comprehension) - \$6,300, Moby Max (Grades 5-8 to address skill gaps in reading, language, grammar and vocabulary) - 3,500, Study Island (Grades 5-8 to develop, reinforce, or advance students in grade level in ELA and Math CCSS and Reading Eggs (Grades 1-2 to address skill gaps and reinforce phonics and reading skills) - 6,600, and Seesaw - \$2,000 to push out core curriculum using blended learning technology, Books (\$800) to include: leveled, chapter, library, beginning literacy and materials for Literacy Centers and small group instruction.

The library media clerk will assist students with appropriate book selection based on Lexile levels. Library Media Clerk will also support the implementation of the Accelerated Reader Program to all students. New books will be selected and purchased to offer students opportunities to read a wide variety of genres. The library media clerk will also work to foster a love of reading for all students. Each Friday the library media clerk announces the AR winners and provides incentives to participating students.

Library Media Clerk (24101)—3.5 hr.--\$20,204--LCFF

Provide students with materials, resources, and supports to increase ELA proficiency through AVID and CORE instructional strategies to meet grade level expectations in all ELA domains, including writing and vocabulary acquisition.

#### Instructional Materials:

Grades K-8, for the support of AVID & CORE strategies the use of headphones, composition books, copy paper, toner, graph paper, chart paper, planners, binders, post-its, dry erase pens/erasers, small white boards, dividers, folders, and other applicable supplemental materials/supplies. Cost of materials/supplies = \$2,500

Grades K-8, for the support of small group instruction and tutoring strategies the use of hotspots, copy paper, toner, flashcards, educational games, manipulatives and other applicable supplemental materials/supplies. Cost of materials/supplies = \$1,000

The duplication of materials to support skill reinforcement.

Equipment to enhance instructional strategies through blended learning may include: large monitors/screens, smartboards, teacher laptops and printers, (dependent on supplemental) projectors, Doc Cams. Cost: \$8,000

#### Progress Monitoring:

# of students meeting 100% their Accelerated Reader goal each trimester with 80% accuracy

# of classes using the library

Literacy program reports

### Proposed Expenditures for this Strategy/Activity 2

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

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$800	42000	Books
\$18,274	58450	License Agreements
\$8,000	44000	Equipment
\$3,500	43110	Instructional Materials/Supplies

#### Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$20,204	22601	.4375 FTE Library Media Assist (salary and benefits)
\$11,440	43110	Instructional Materials/Supplies

### Strategy/Activity 3

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

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

All students, subgroups; African American students, ELs, and Students with Disabilities.

#### Strategy/Activity

To provide students identified needing Tier 2 and Tier 3 intervention supports such as tutoring, one-on-one/small group instruction, enrichment, extended day/year (e.g., summer school, intersession, etc.), etc. addressing reading, writing, and mathematics.

Additional Hours Pay Calculation for tutoring: 5 teachers X 3 hours per week X 11 weeks X \$60 = \$19,720 (Allocating \$10,477)

To provide students with resources and supports such as tutoring, one-on-one/small group instruction, etc. that aid in increasing student achievement and reclassification.

Supplemental materials include computer programs, visual aids, newcomer materials, and vocabulary aids as well as colored pencils, highlighters and markers for color coding text and paper for interactive notetaking, visual representations, and student created dictionary/reference materials.  
Cost: \$1,000

Non-instructional materials include paint, glue, office supplies, folders, dividers, poster boards, display play boards, chart paper, to support AVID strategies, STEM and other enrichment activities.

Progress Monitoring:

# of EL students

# of EL students RFEP

% of EL students assessed with ELPAC

% of students at each overall English performance level

Web-based Program Monitoring Common Formative Assessments

### Proposed Expenditures for this Strategy/Activity 3

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$1,000	43110	Instructional Materials/Supplies

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$9,956	11500	Teacher Additional Comp

## Strategy/Activity 4

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

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

All students, subgroups; African American students, ELs, and Students with Disabilities.

### Strategy/Activity

Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials.

Conferences (including registration, accommodations and per diem):

\* PLTW Conference - June 2021 - grade level representation - 1 teacher from each life level if they have not already been trained.

Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials, 3D printers and Project Lead the Way specific project material for Science enrichment to provide students in grades K-8 with opportunities for problem solving, looking for patterns, collaboration, and engineering using technology, building materials, writing in their PLTW logs, and reading manuals/directions

Maintenance agreements ensure the equipment such as the laminator, copier, Duplo, and poster maker are available and usable to provide a print rich environment to support understanding of STEM concepts.

### Proposed Expenditures for this Strategy/Activity 4

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$9,691	43110	Instructional Materials/Supplies
\$5,800	56590	Maintenance Agreements



Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$7,800	56590	Maintenance Agreements

## Strategy/Activity 5

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

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

Subgroup: Preschool, Transitional Kindergarten

### Strategy/Activity

Provide students opportunities to:

- \*interact with their peers who will attend their kindergarten class promoting social skills,
- \*establish a connection between the kindergarten teacher and preschooler,
- \*practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and
- \*attend the district's one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

### Proposed Expenditures for this Strategy/Activity 5

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Centralized Service

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

# Annual Review – Goal 1

## SPSA Year Reviewed: 2018-2019 – Year 2 and 2019-2020 – Year 3

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.

#### 2018-2019 (Year 2):

##### Implementation

We had 6 participants attend the AVID Summer Institute. PD was provided at the start of the year around writing across the disciplines, Socratic Seminars, and how to teach vocabulary across the disciplines to all teachers.

Teachers met for instructional planning during and sometimes outside of school hours. With the assistance of the coach, program specialist, and admin, teachers backwards mapped, determined priority standards, created CFAs, planned differentiation & small group instruction, and determined the use of ancillary supplemental materials to support the core curriculum for students to meet grade level standards every 4-6 weeks. Teachers also observed one another to learn best practices, and AVID strategies.

##### Effectiveness

The grade levels above incorporated those strategies they learned at the AVID conference and from peer observation into their daily/weekly routines. The coaches helped to support and facilitate the peer observations and helped the teachers implement the effective practices they talked about during planning or peer observation. Our ELA SBAC scores in 18-19 increased by 3% to 47.82% of the students in grades 3-8 meeting or exceeding grade level standards. Overall students in grades 3-8 were -8.2 points away from grade level standards.

#### 2019-2020 (Year 3):

##### Implementation

We had 8 participants attend the AVID Summer Institute. Teachers shared with their grade level colleagues the resources and strategies learned at the conference, especially in grades Kinder, Second and Sixth. The ELA instructional coach provided PD on how to teach vocabulary across the disciplines using AVID and CORE strategies to all teachers with an emphasis on Tier 1 and 2 vocabulary.

Teachers met for instructional planning during and sometimes outside of school hours. With the assistance of the instructional coaches and admin, teachers backwards mapped, determined priority standards, created CFAs, planned differentiation & small group instruction, and determined the use of ancillary supplemental materials to support the core curriculum for students to meet grade level

standards every 6-8 weeks. Teachers also observed one another to learn best practices, and AVID strategies.

#### Effectiveness

According to the iReady winter diagnostic 28% of the students were meeting grade level standards and 22% were on track to meeting ELA grade level standards. If that trend continued into the spring, 50% of the students would meet or exceed grade level standards in ELA. Due to COVID-19 students were not able to take the SBAC or spring ELA iReady diagnostic.

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

#### **2018-2019 (Year 2):**

##### Material Changes

PLTW was implemented mostly 2 classes.

#### **2019-2020 (Year 3):**

##### Material Changes

Teachers were only allowed to meet on Monday and Fridays due to district PD. Subs were not always available and so teachers met less often for instructional planning and peer classroom observations than planned. Teachers and coaches had PD off site and so we had to be mindful of when teachers were out of the classroom. Coaches were not trained in the 7/8<sup>th</sup> grade curriculum until later in the school year and so they did not meet with the 7/8<sup>th</sup> grade teachers as often as the TK-6<sup>th</sup> grade teachers.

Due to the implementation of 2 new curriculums, Nancy Fetzer was cancelled as a consultant.

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.

#### **2018-2019 (Year 2):**

##### Future Changes

To increase the number of students having access to PLTW, STEM, and enrichment opportunities.

**2019-2020 (Year 3):**

Future Changes

To have teachers meet for instructional planning more consistently on days when subs are more available.

To offer 6-8<sup>th</sup> grade more options for enrichment during their elective period, including STEM, AVID, art integration, coding, robotics, and leadership opportunities.

## Goal 2 – School Climate

School Goal for Suspension: (Must be a SMART Goal)

By June 2021, to decrease the suspension rate for all students by at least 3%.

By June 2021, to decrease the suspension rate for the social economically disadvantage (SED) student subgroup by 3% to 4%.

By June 2021, to decrease the suspension rate for the African American student subgroup by 3%.

Expulsion –

By June 2021, continue to maintain 0 expulsions.

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

By June 2021, to decrease the chronic absenteeism rate from 9% to 6% for all students.

School Climate –

By June 2021, to increase student and teacher/admin connectedness, especially in the middle school grades by 3%.

## Identified Need

Suspension – The suspension rate of all students suspended at least once in 2019-2020 was 0.9%

By June 2021, we need to suspend .9% or less of the total student population.

By June 2021, our goal is to decrease each subgroup by the following amount: **African American** less than 1%, **Hispanic** less than 1.5%, **Students with Disabilities** less than 1.9%, and **White students** less than 2.6% of the population.

Attendance/Chronic Truancy – The chronic truancy rate in **2019 was** 6.4%.

By June 2021, we need to decrease our chronic absenteeism rate to less than 3.4%

By June 2021, our goal is to decrease our Chronic Absenteeism in the following subgroups:

African American students to 10.3%, Students with Disabilities to 7%, Students identifying as Two or More Races to 5.5%, and students that are Socio Economically Disadvantaged to 3.9 %.

School Climate –

The end-of the year PLUS Survey indicates we are 1% - 3% below the national average when it comes to teachers treating students fairly, students trusting an adult at school or an adult caring about students.

# Suspension Rate

All Students  
percent of unduplicated suspension

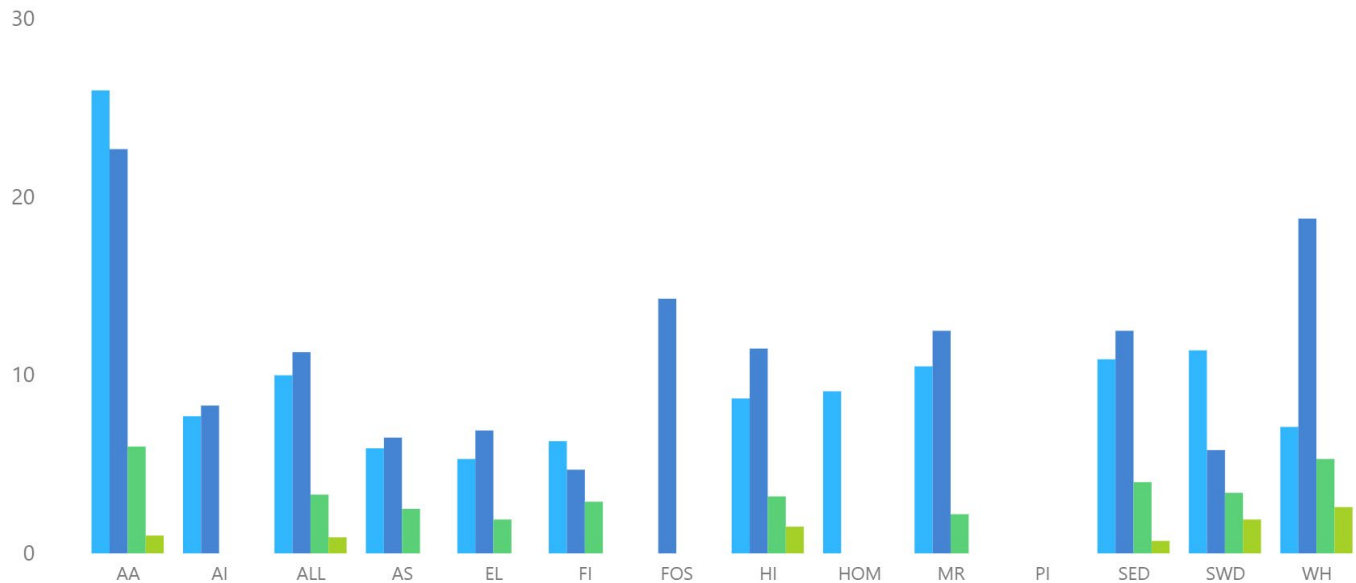


# Expulsion

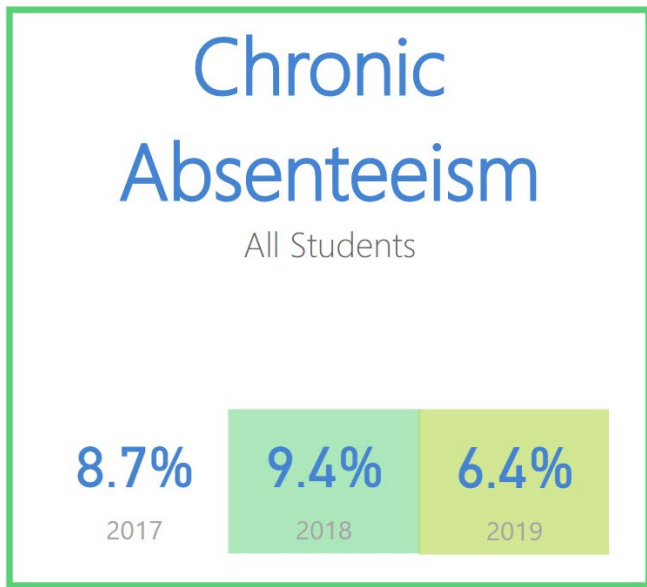
All Students - Count \*2019 Preliminary count  
Expulsion Count by Year - if available

Suspension Rate: Student Group

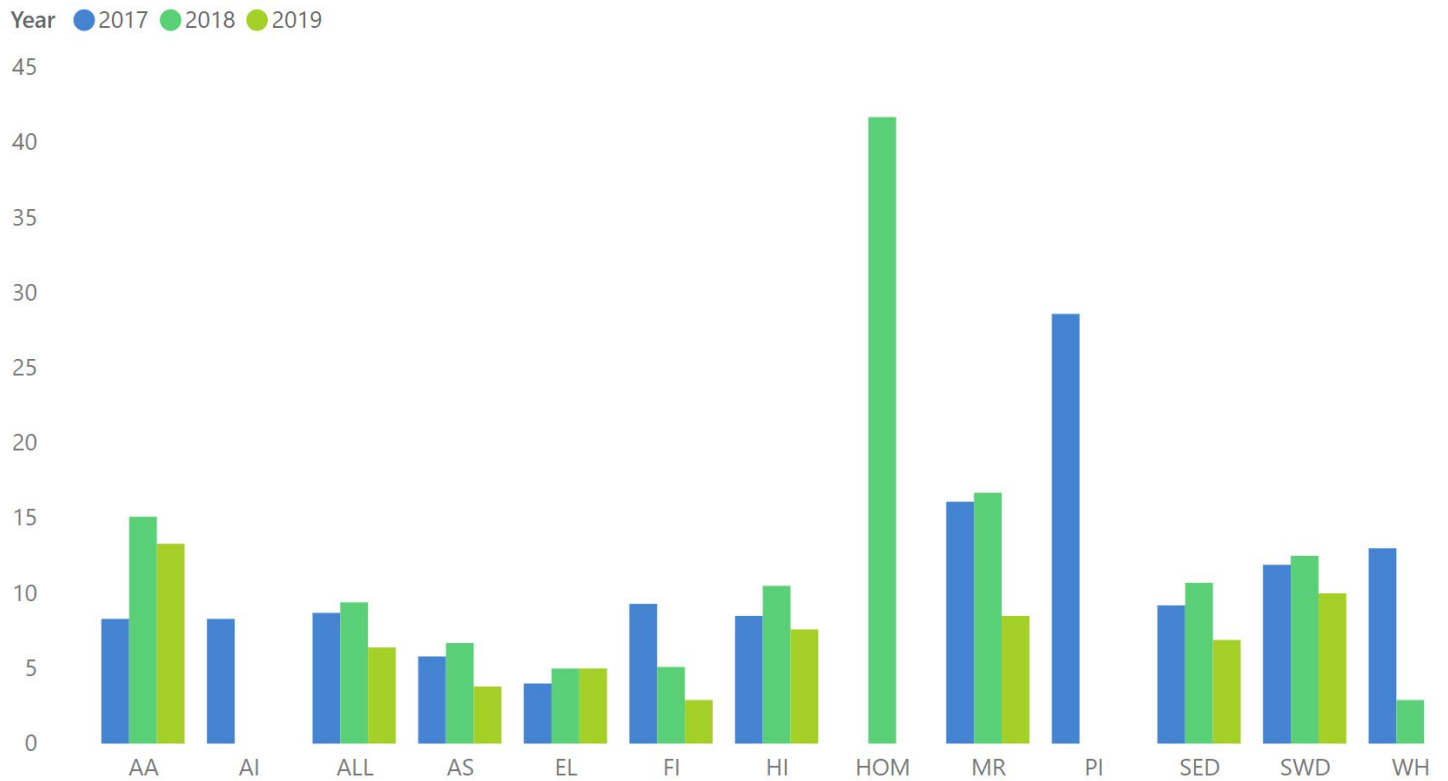
Year ● 2016 ● 2017 ● 2018 ● 2019







Chronic Absenteeism Rate by Student Group and Year



## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	0.9%	0.9%
Chronic Absenteeism (All Students)	6.4%	3.4%

## Strategy/Activity 1

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

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

All students, subgroups; African American students and Students with Disabilities.

### Strategy/Activity

To provide strategies and support for teachers, parents and student through Positive Behavior Intervention and Support (PBIS), PLUS, etc. focusing on improving attendance and discipline. Teachers will also collaborate on Leadership Teams to improve the school climate.

#### Non-Instructional Consultant Services:

Consultant to provide structured student engagements activities such as a Science Technology Engineering Math (STEM) & Soccer program during lunch recess with focus on teaching STEM concepts, soccer skills, teamwork, fair play, and physical activity. Cost: \$19,620

#### Progress Monitoring:

# of overall students suspended/ISS

# of students suspended/ISS in each significant subgroup

% of students with chronic absenteeism

% of students with chronic absenteeism in each significant subgroup

### Proposed Expenditures for this Strategy/Activity 1

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

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

## Strategy/Activity 2

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

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

All students, subgroups; African American students and Students with Disabilities.

### Strategy/Activity

SAP process for students with chronic absenteeism or a significant number of discipline referrals that includes the K-5 Counselor, 6-8 Counselor, and release time of teachers (district funded) to meet with the Student Study Team and/or parents to develop a plan to support the student to increase attendance and/or decrease discipline referrals.

Progress Monitoring:

# of overall students suspended/ISS

# of students suspended/ISS in each significant subgroup

% of students with chronic absenteeism

% of students with chronic absenteeism in each significant subgroup

### Proposed Expenditures for this Strategy/Activity 2

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

\$ Amount(s)	Object Code	Description

### Strategy/Activity 3

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

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

All students, subgroups; African American students and Students with Disabilities.

#### Strategy/Activity

Daily/Weekly check-ins for students with the highest rates of absenteeism and/or discipline referrals with support staff that may include weekly incentives such as toys, school supplies, books, edibles, and gift cards for increased attendance and/or decreased office referrals. (Incentives are funded through mandated cost monies and/or general funds.)

Progress Monitoring:

# of overall students suspended/ISS

# of students suspended/ISS in each significant subgroup

% of students with chronic absenteeism

% of students with chronic absenteeism in each significant subgroup

#### Proposed Expenditures for this Strategy/Activity 3

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

\$ Amount(s)	Object Code	Description



## Strategy/Activity 4

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

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

All students, subgroups; African American students and Students with Disabilities.

### Strategy/Activity

Purchase books or social stories to help teach about appropriate social skills and student self-care. Buy fidgets (tactile devices/manipulatives) and alternative seating for students struggling in the general education environment. (Funded using mandated costs.)

### Proposed Expenditures for this Strategy/Activity 4

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

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

#### Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

## Annual Review – Goal 2

### SPSA Year Reviewed: 2018-2019 – Year 2 and 2019-2020 – Year 3

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.

#### 2018-2019 (Year 2):

##### Implementation

Sharing PLUS and Healthy Kids Survey data with staff and facilitating PD that allowed teachers to discuss effective strategies to increase student connections through AVID strategies, restorative circles, and sharing effective practices teachers on site were already implementing.

##### Effectiveness

We decreased our suspension rate from 3.3% to 0.9%.

#### 2019-2020 (Year 3):

##### Implementation

In addition to the strategies implemented in 18-19 we started incorporating community building into adult learning prior to the start of the school year and throughout the school year during staff meetings.

##### Effectiveness

As of March 2020, we suspended 1 students for a total of 6 days of out of school suspension.

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

#### 2018-2019 (Year 2):

##### Material Changes

Integrating the social emotional aspect of the classroom into the adult learning during PD. We had a consultant meet with different grade levels, the office staff, and the campus security and yard supervisors so they could better understand students' emotional and physical environment. Teachers also volunteered to do a problem of practice with feedback from the consultant.

**2019-2020 (Year 3):**

Material Changes

We added additional staffing – 2 counselors, a Mental Health Specialist, and a .5 assistant principal.

We made our Coordination of Services more efficient and were able to better serve and support our students, especially those experiencing academic frustration and/or behavior challenges.

The K-5<sup>th</sup> school counselor provided SEL classroom presentations and lessons to students.

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.

**2018-2019 (Year 2):**

Future Changes

To increase Tier 2 supports at the classroom level and to have individual check-ins and/or support services with students that need Tier 3 interventions.

**2019-2020 (Year 3):**

Future Changes

An emphasis on self-care for students at all grade levels

More high school and career guidance in grades 6-8<sup>th</sup> that include the importance of soft skills and SEL lessons

Sports for Learning to develop SEL

## Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

By June 2021, increase the number of family nights'/parent meetings from 25 to 30.

By June 2021, increase the number of parent volunteers participating in school events from 5 to 8.

## Identified Need

### Meaningful Partnerships:

We will use the results of the EL Needs Assessment and LCAP Survey from 2020 We know from our LCAP, ELAC and SSC parent meetings that the parents want a social worker, school chaplain and would like to see more parents involved in school events and in the classrooms.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Volunteer Log	5	8
Parent Meeting Events	25	30

## Strategy/Activity 1

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

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

All students, subgroups; African American students and Students with Disabilities.

### Strategy/Activity

Provide parents with support and resources that empower them to be engaged in their student's learning such as parent/teacher conferences, communication, activities that support student success in the classroom such as; parent meetings, Literacy Night, STEM Night, etc. Teachers will also collaborate on Leadership Teams to provide clear expectations for parents, family nights, and parent meetings.

Parent Meeting - \$1,000: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks.

Non-Instructional Materials - \$1,838: Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night.

Agendas of Parent Meetings and parent sign-in sheets for each meeting

List of parent/community volunteers from [beamentor.org/stockton](http://beamentor.org/stockton)

### Proposed Expenditures for this Strategy/Activity 1

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$1,000	43400	Parent Meeting
\$2,112	43200	Non-Instructional Materials

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description



## Strategy/Activity 2

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

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

All students, subgroups; African American students and Students with Disabilities.

### Strategy/Activity

PA for a part-time social worker, 1-2 days a week, to work with the families that need the most support.

### Proposed Expenditures for this Strategy/Activity 2

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

### Strategy/Activity 3

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

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

All students, subgroups; African American students and Students with Disabilities.

#### Strategy/Activity

Coordinate with Stockton PD for a chaplain or mentor to be assigned to Peyton School.

#### Proposed Expenditures for this Strategy/Activity 3

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

##### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

##### Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

## Annual Review – Goal 3

### SPSA Year Reviewed: 2018-2019 – Year 2 and 2019-2020 – Year 3

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.

#### 2018-2019 (Year 2):

##### Implementation

We had two-night parent meeting with a consultant and the Community Empowerment Dept. We had parent meetings in conjunction with the Community Empowerment Department.

##### Effectiveness

3 parents participated in the night parent meeting. We had about 6-12 parents attend parent coffees that were in conjunction with the Community Empowerment Department.

#### 2019-2020 (Year 3):

##### Implementation

We had a night parent meeting with a consultant and invited the Community Empowerment Department to existing parent meetings like All Pro Dad and SSC.

##### Effectiveness

Zero parents showed up to the night meeting with the consultant. We had almost double the participants at some of the meetings with the Community Empowerment Department because they were integrated into All Pro-Dad.

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

#### 2018-2019 (Year 2):

##### Material Changes

No chaplain or mentors.

**2019-2020 (Year 3):**

Material Changes

No social worker or mentors/chaplain.

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.

**2018-2019 (Year 2):**

Future Changes

A Cultural Night to make all parents and students feel welcomed and acknowledged.

**2019-2020 (Year 3):**

Future Changes

Continue to incorporate the Community Empowerment Department into existing meetings.

Cultural Night and a K-6<sup>th</sup> STEAM Night.

Chaplain/Social Worker

Sports for Learning to develop SEL

## 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	\$159,217
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$307,937

## 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 (\$)
Title I	\$159,217

Subtotal of additional federal funds included for this school: \$159,217

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	\$148,720

Subtotal of state or local funds included for this school: \$148,720

Total of federal, state, and/or local funds for this school: \$307,937

## Budget Spreadsheet Overview – Title I

PEYTON

Preliminary Budget Allocation - TITLE I

FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$ 156,105
TOTAL BUDGET DISTRIBUTED BELOW	\$ 156,105
TO BE BUDGETED (Should be \$0.)	0

50647	TOTAL ALLOCATION	\$ 3,112
	TOTAL BUDGET DISTRIBUTED BELOW	\$ 3,112
	TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	TITLE I					TOTAL BUDGET
			50643 GOAL #1 STUDENT ACHIEVEMENT  LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT  ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT  NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS  NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp		\$ 6,480					\$ 6,480
11700	Teacher Substitute		\$ 48,000					\$ 48,000
12151	Counselor							\$ -
13201	Assistant Principal							\$ -
19101	Program Specialist	0.3500	\$ 53,480					\$ 53,480
19101	Instructional Coach							\$ -
19500	Instr. Coach-Add Comp		\$ 540					\$ 540
	OTHER Certificated		\$ 540					\$ 540
21101	Instructional Assistant							\$ -
21101	CAI Assistant							\$ -
21101	Bilingual Assistant							\$ -
24101	Library Media Clerk							\$ -
29101	Community Assistant							\$ -
	OTHER Classified							\$ -
30000	Statutory Benefits							\$ -
Sub Total - Personnel/Benefits			\$ 109,040	\$ -	\$ -	\$ -	\$ -	\$ 109,040
Books & Supplies								
42000	Books		\$ 800					\$ 800
43110	Instructional Materials		\$ 13,191	\$ 1,000				\$ 14,191
43200	Non-Instructional Materials						\$ 2,112	\$ 2,112
43400	Parent Meeting						\$ 1,000	\$ 1,000
44000	Equipment		\$ 8,000					\$ 8,000
43150	Software							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Supplies			\$ 21,991	\$ 1,000	\$ -	\$ -	\$ 3,112	\$ 26,103
Services								
57150	Duplicating							\$ -
57250	Field Trip-District Trans							\$ -
57160	Nurses							\$ -
56590	Maintenance Agreement		\$ 5,800					\$ 5,800
56530	Equipment Repair							\$ -
52150	Conference							\$ -
58450	License Agreement		\$ 18,274					\$ 18,274
58720	Field Trip-Non-District Trans							\$ -
58920	Pupil Fees							\$ -
58100	Consultants-instructional							\$ -
58320	Consultants-Noninstructional							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Services			\$ 24,074	\$ -	\$ -	\$ -	\$ -	\$ 24,074
GRAND TOTAL			\$ 155,105	\$ 1,000	\$ -	\$ -	\$ 3,112	

# Budget Spreadsheet Overview – LCFF

**PEYTON**

REVISED March 30, 2020

## Preliminary Budget Allocation - LCFF FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$ 148,720
TOTAL BUDGET DISTRIBUTED BELOW	\$ 148,720
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	LCFF				TOTAL BUDGET
			23030	23020	23034	23035	
			GOAL #1	GOAL #1	GOAL #2	GOAL #3	
			STUDENT ACHIEVEMENT LOW INCOME	STUDENT ACHIEVEMENT ENGLISH LEARNERS	LEARNING ENVIRONMENT NEW COST CENTER	MEANINGFUL PARTNERSHIPS NEW COST CENTER	
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp		\$ 9,956				\$ 9,956
11700	Teacher Substitute						\$ -
12151	Counselor						\$ -
13201	Assistant Principal						\$ -
19101	Program Specialist	0.6500	\$ 99,320				\$ 99,320
19101	Instructional Coach						\$ -
19500	Instr. Coach-Add Comp						\$ -
	OTHER Certificated						\$ -
21101	Instructional Assistant						\$ -
21101	CAI Assistant						\$ -
21101	Bilingual Assistant						\$ -
24101	Library Media Clerk	0.4375	\$ 20,204				\$ 20,204
29101	Community Assistant						\$ -
	OTHER Classified						\$ -
30000	Statutory Benefits						\$ -
Sub Total - Personnel/Benefits			\$ 129,480	\$ -	\$ -	\$ -	\$ 129,480
Books & Supplies							
42000	Books						\$ -
43110	Instructional Materials		\$ 11,440				\$ 11,440
43200	Non-Instructional Materials						\$ -
43400	Parent Meeting						\$ -
44000	Equipment						\$ -
43150	Software						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Supplies			\$ 11,440	\$ -	\$ -	\$ -	\$ 11,440
Services							
57150	Duplicating						\$ -
57250	Field Trip-District Trans						\$ -
57160	Nurses						\$ -
56590	Maintenance Agreement		\$ 7,800				\$ 7,800
56530	Equipment Repair						\$ -
52150	Conference						\$ -
58450	License Agreement						\$ -
58720	Field Trip-Non-District Trans						\$ -
58920	Pupil Fees						\$ -
58100	Consultants-instructional						\$ -
58320	Consultants-Noninstructional						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Services			\$ 7,800	\$ -	\$ -	\$ -	\$ 7,800
GRAND TOTAL			\$ 148,720	\$ -	\$ -	\$ -	\$ 148,720