School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 03/23/2021

Version 3 – 07/27/2021

PEYTON ELEMENTARY

Contents

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 2 – Ver 3 – 06/14/2021	Ver 1 – 05/19/2020 Ver 2 – 03/01/2021 Ver 3 – 06/16/2021	Ver 1 – 07/28/2020 Ver 2 – 03/09/2021 Ver 3 – 07/27/2021

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:
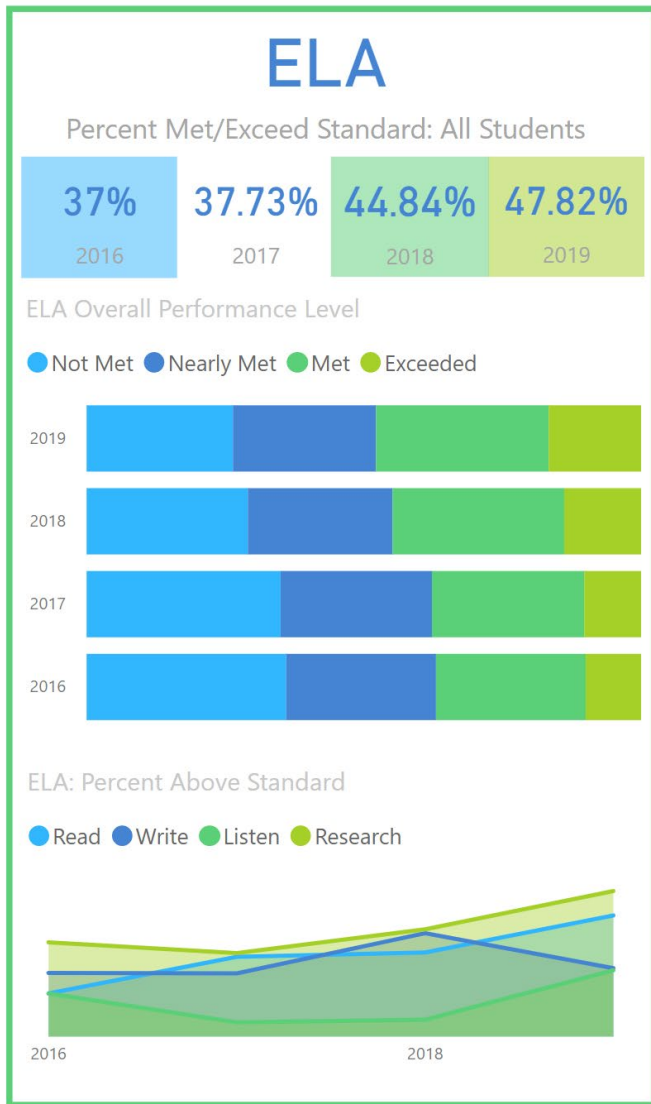
ELA

Percent Met/Exceed Standard: All Students

37%	37.73%	44.84%	47.82%
2016	2017	2018	2019

ELA Overall Performance Level

● Not Met ● Nearly Met ● Met ● Exceeded

ELA: Percent Above Standard

● Read ● Write ● Listen ● Research

ELA CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019

ELA CAASPP: Percent Met/Exceed Standard by Grade Level
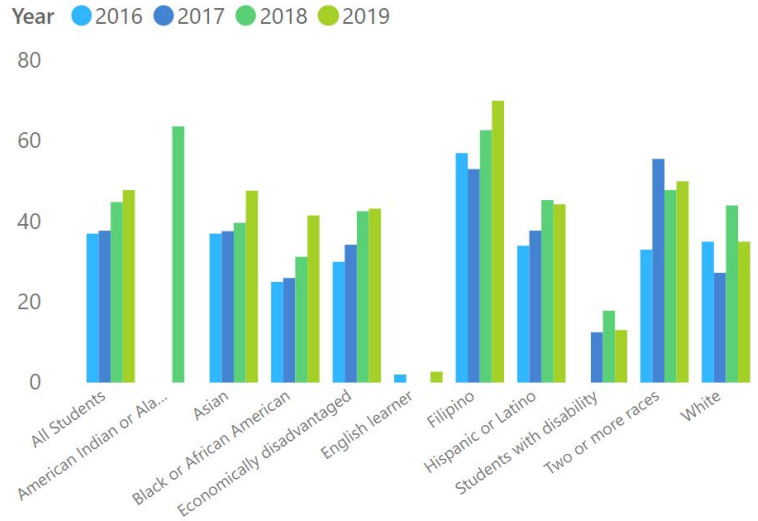
Year ● 2016 ● 2017 ● 2018 ● 2019
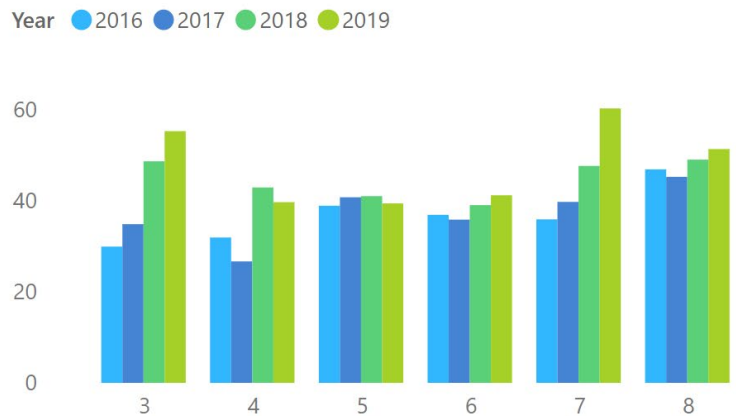
2019 Prelim ELA CAASPP: Area - Percent Above Standard
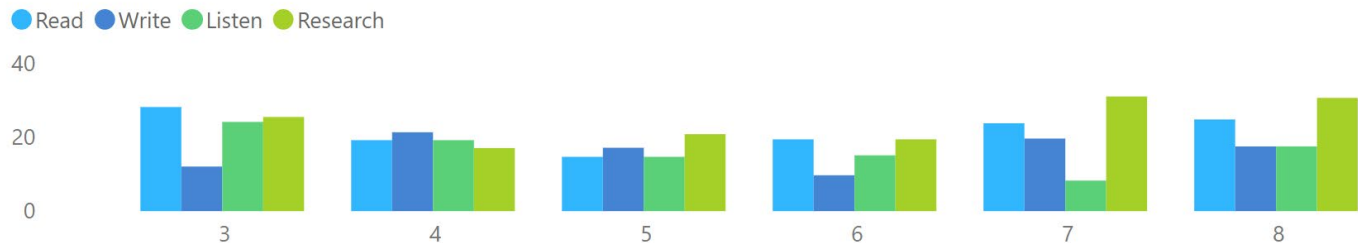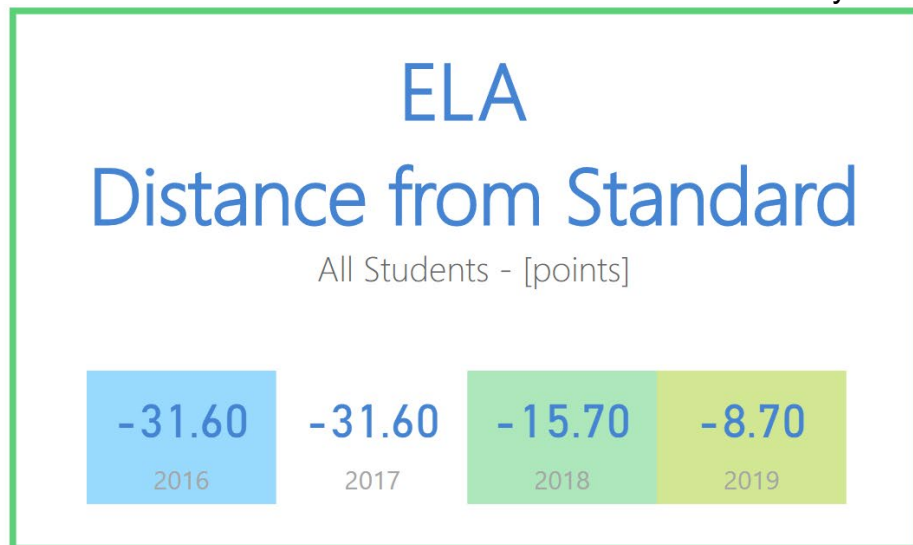
● Read ● Write ● Listen ● Research

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2019 Summative ELPAC
ELPAC Overall Performance Level

18.68%	27.47%	37.36%	16.48%
Level 1	Level 2	Level 3	Level 4

Overall Results (grade)

01
02
07
KN

● Level 1 ● Level 2 ● Level 3 ● Level 4

Oral Language Overall Performance Level

| 19% | 9% | 43% | 30% |

● Level 1
● Level 2
● Level 3
● Level 4

01 02 07 KN
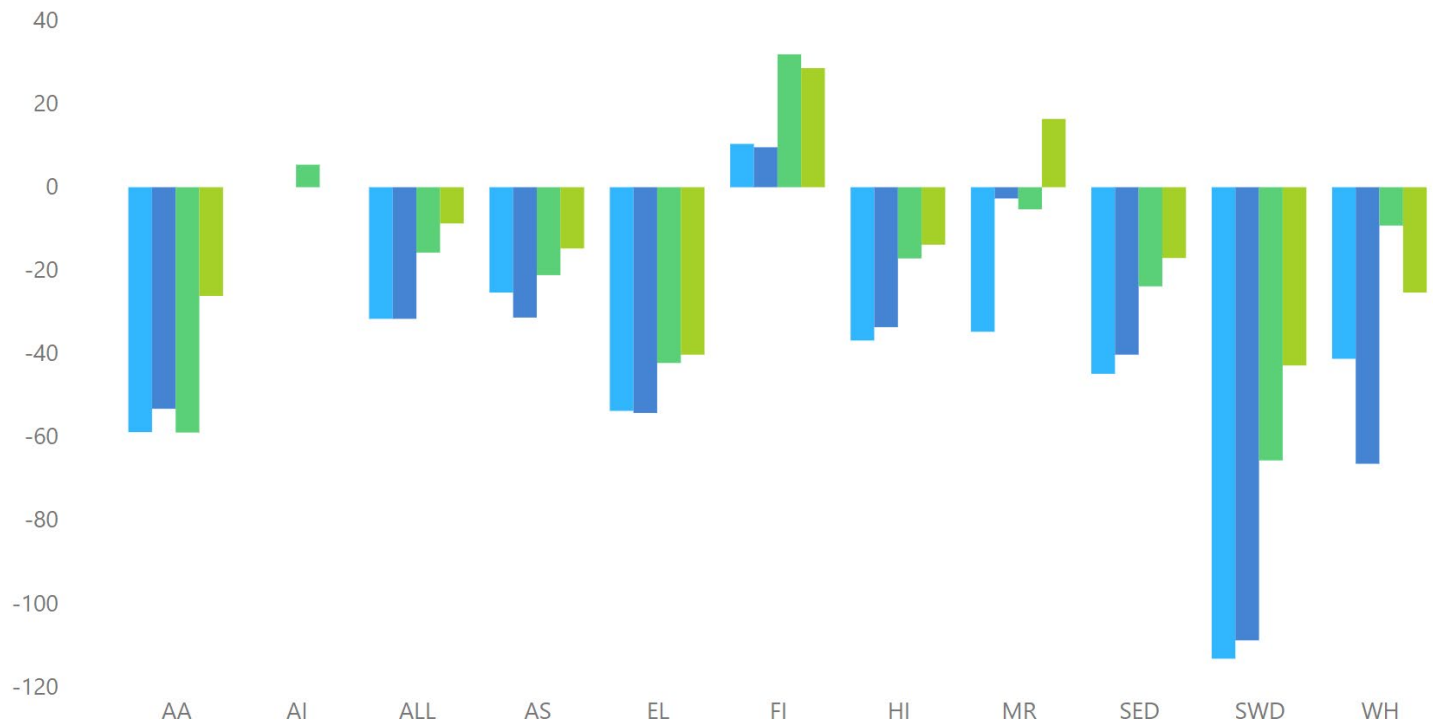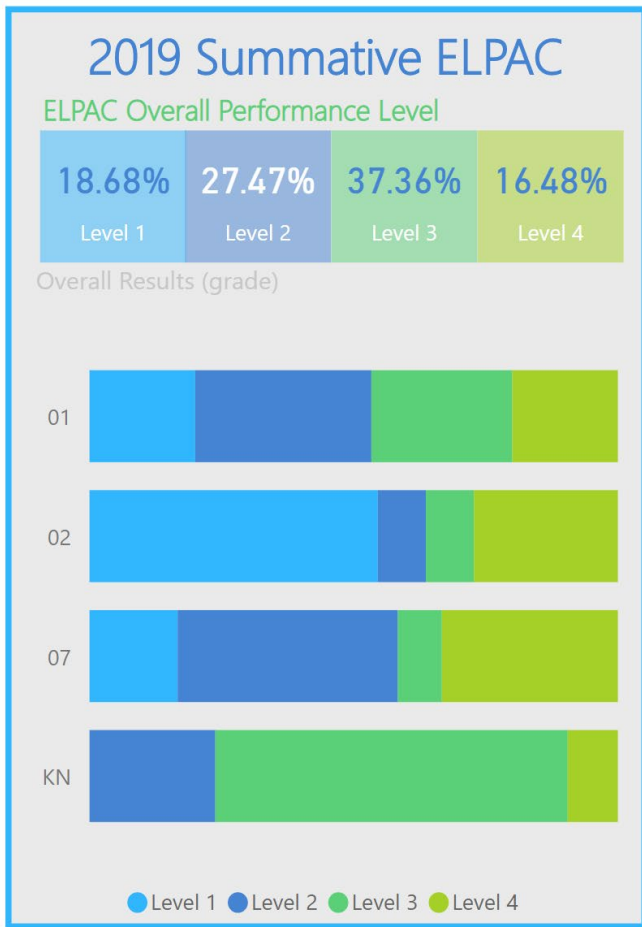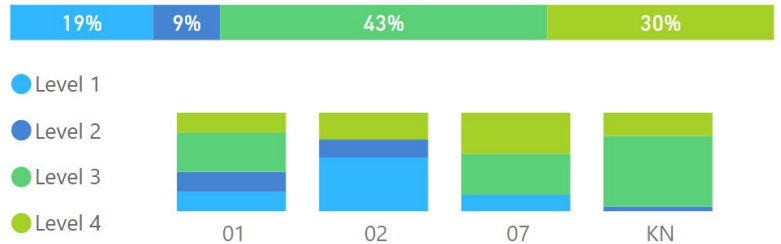
Written Language Overall Performance Level

| 34% | 32% | 24% | 10% |

● Level 1
● Level 2
● Level 3
● Level 4

01 02 07 KN
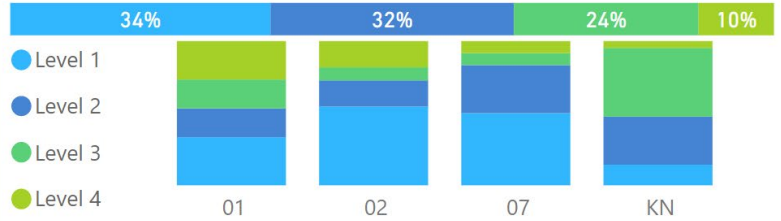
Performance Area: Percent Well Developed

● Listen
● Speak
● Read
● Write

01 02 07 13 KN
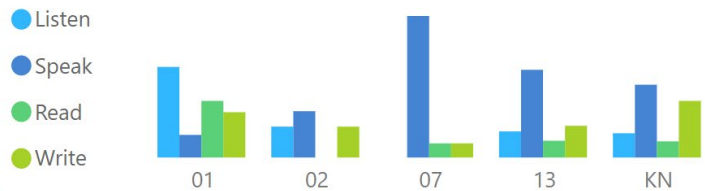
English Learner Progress
Reclassification Rates

14.90%	22.40%	29.20%	43.50%
2015-16	2016-17	2017-18	2018-19

English Learner Progress Indicator (ELPI)
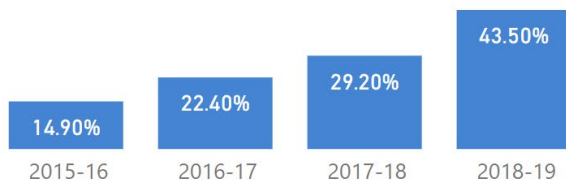
51.5%

ELPI 2019

Math

Percent Met/Exceed Standard: All Students

35%	32.67%	33.96%	42.66%
2016	2017	2018	2019

SBAC Math Overall PL

● Not Met ● Nearly Met ● Met ● Exceeded

SBAC Math Area Performance

● Concept & Procedures ● Problem Solving ● Reasoning
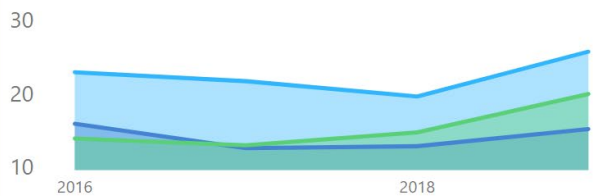
2019 Math CAASPP: Percent Above Standard

● Concepts ● Problem ● Reasoning
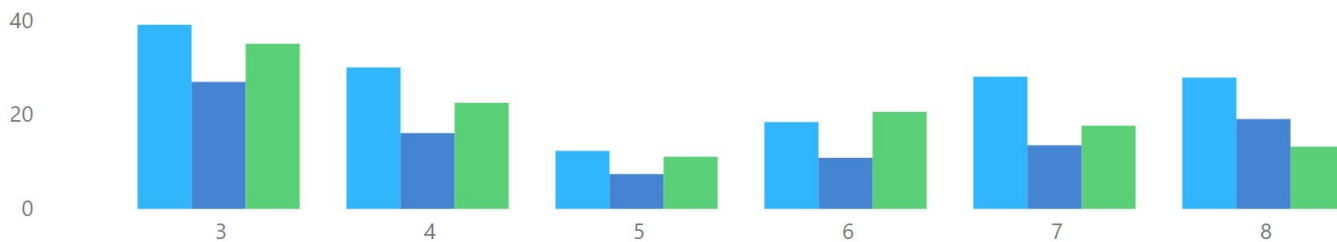
Math CAASPP: Percent Met/Exceed Standard
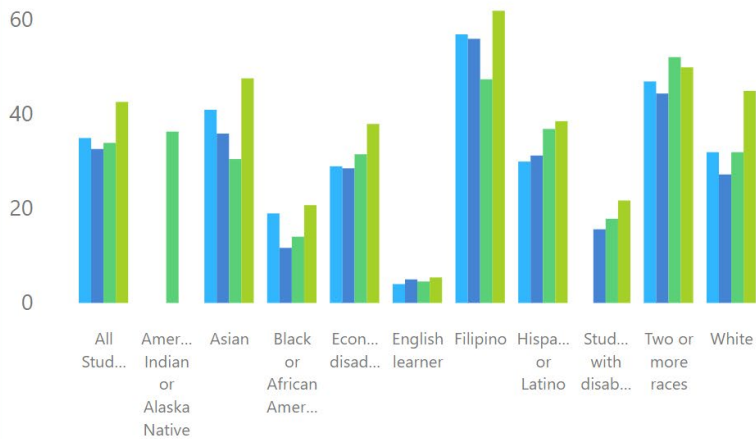
Year ● 2016 ● 2017 ● 2018 ● 2019

Math CAASPP: Percent Met/Exceed Standard by Grade Level

Year ● 2016 ● 2017 ● 2018 ● 2019

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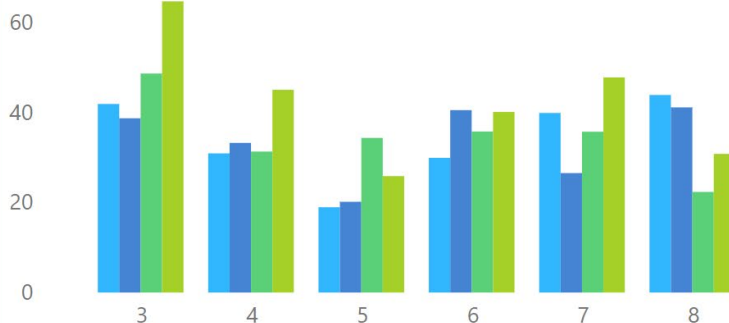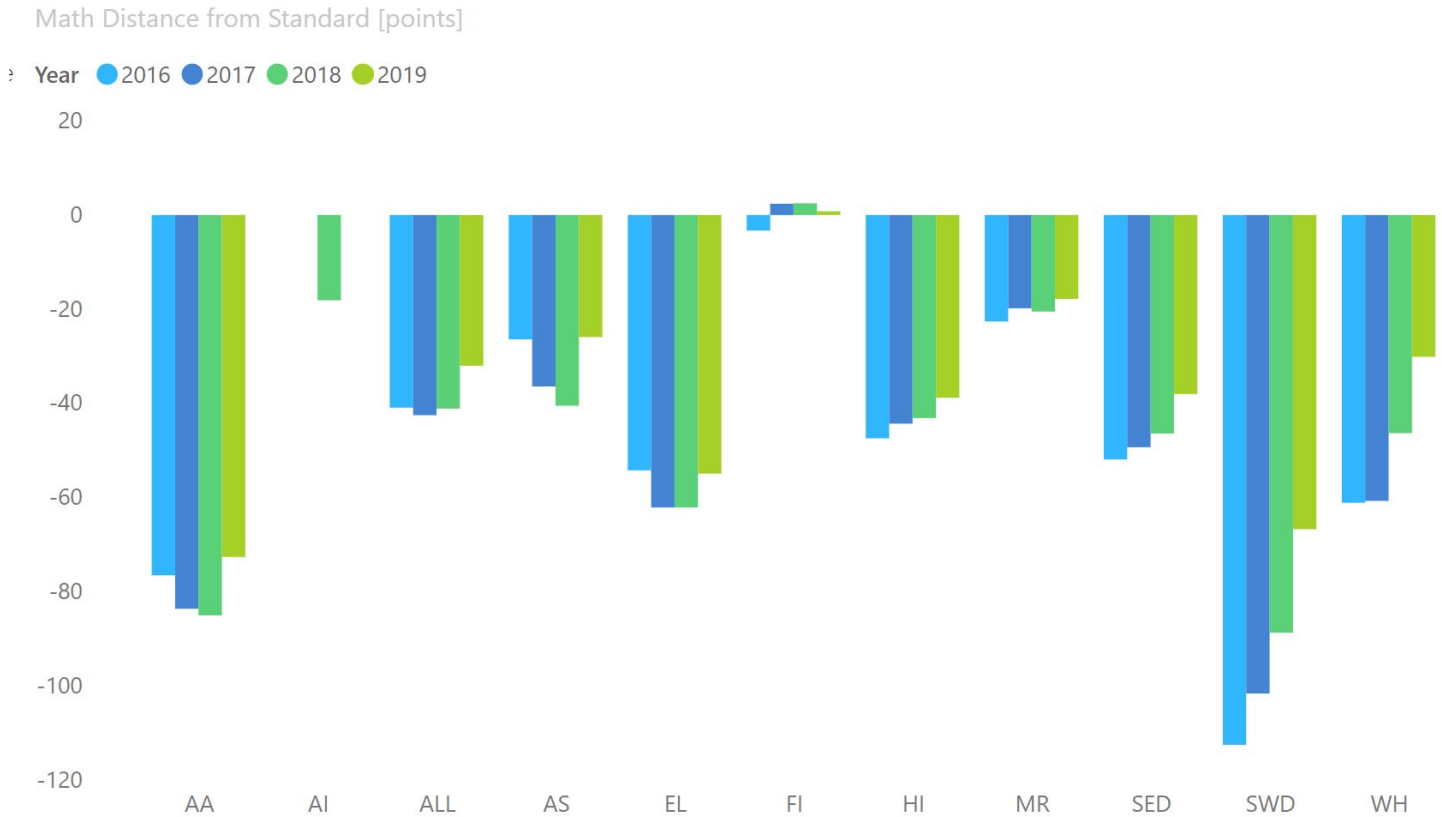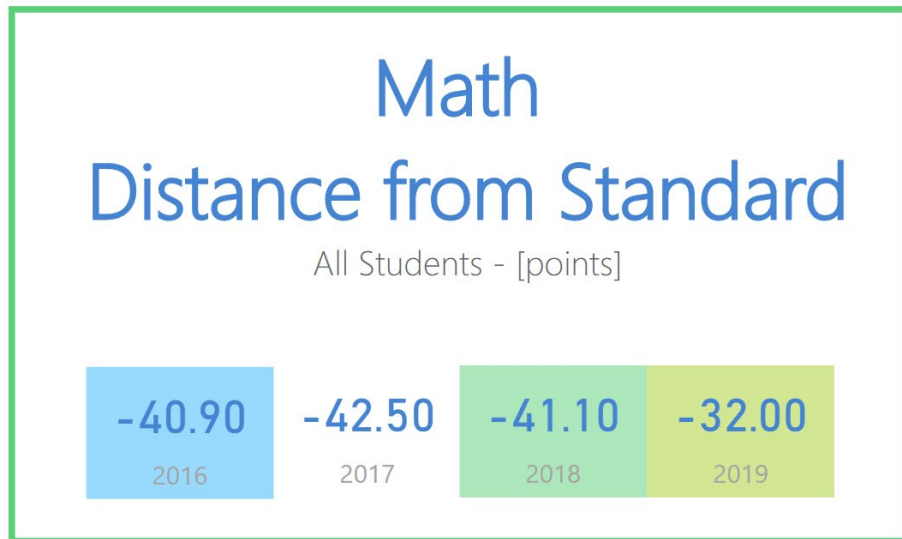
PSAT NMSQT Grade 10

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

51.00%
37.00%
39.00%
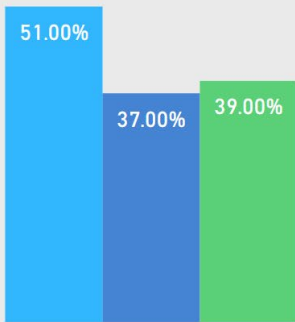
Percent Met Mathematics Benchmark

Year ● 2016 ● 2017 ● 2018

31.00%
15.00%
27.00%
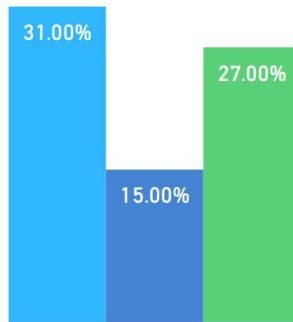
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Percent Met ERW & Math Benchmark

29.00%
10.00%
24.00%

2016   2017   2018
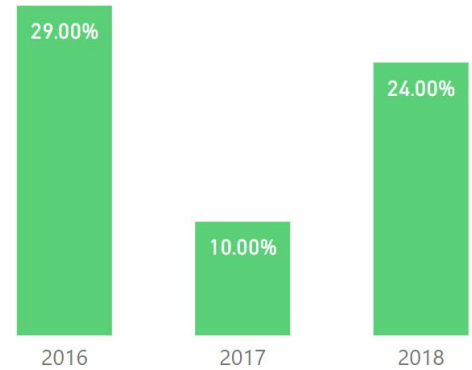
Annual Measurable Outcomes

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)

$ 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, 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

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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 11weeks 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 7/8th grade curriculum until later in the school year and so they did not meet with the 7/8th grade teachers as often as the TK-6th 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 6-8th 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.

Chronic Absenteeism
All Students

8.7%	9.4%	6.4%
2017	2018	2019
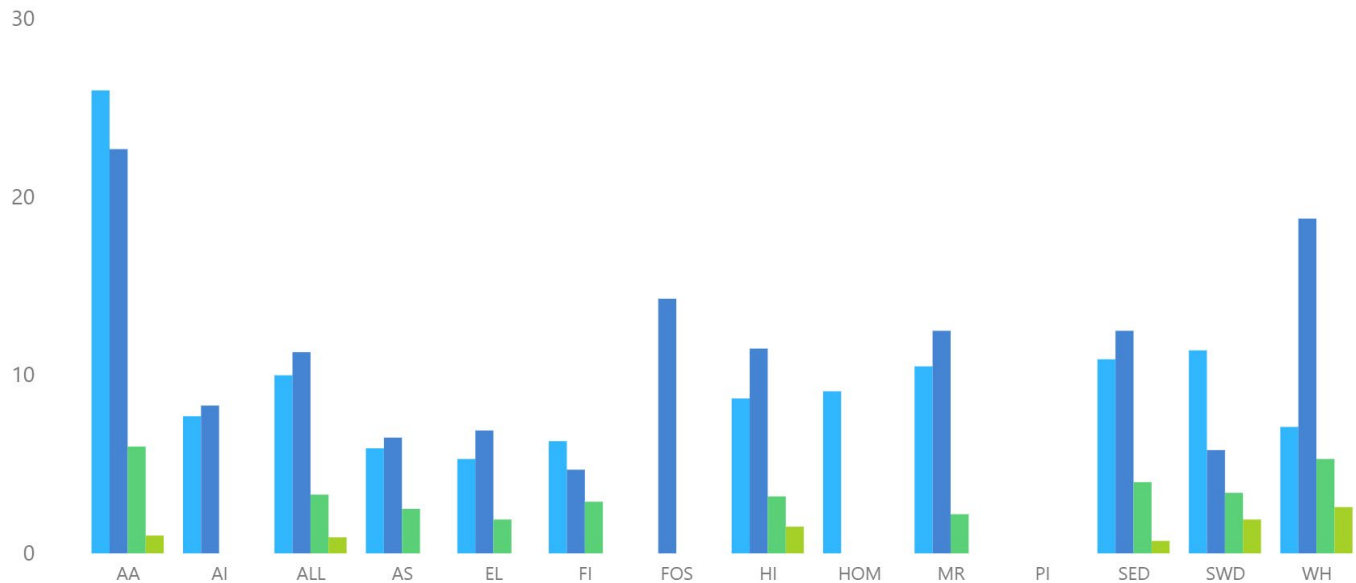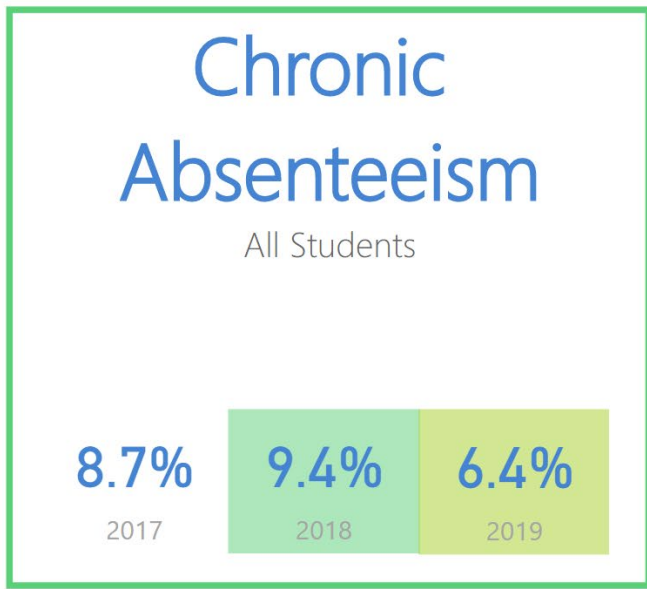
Chronic Absenteeism Rate by Student Group and Year

Year ● 2017 ● 2018 ● 2019

page 7   SUSD RA 12122019 v3r1
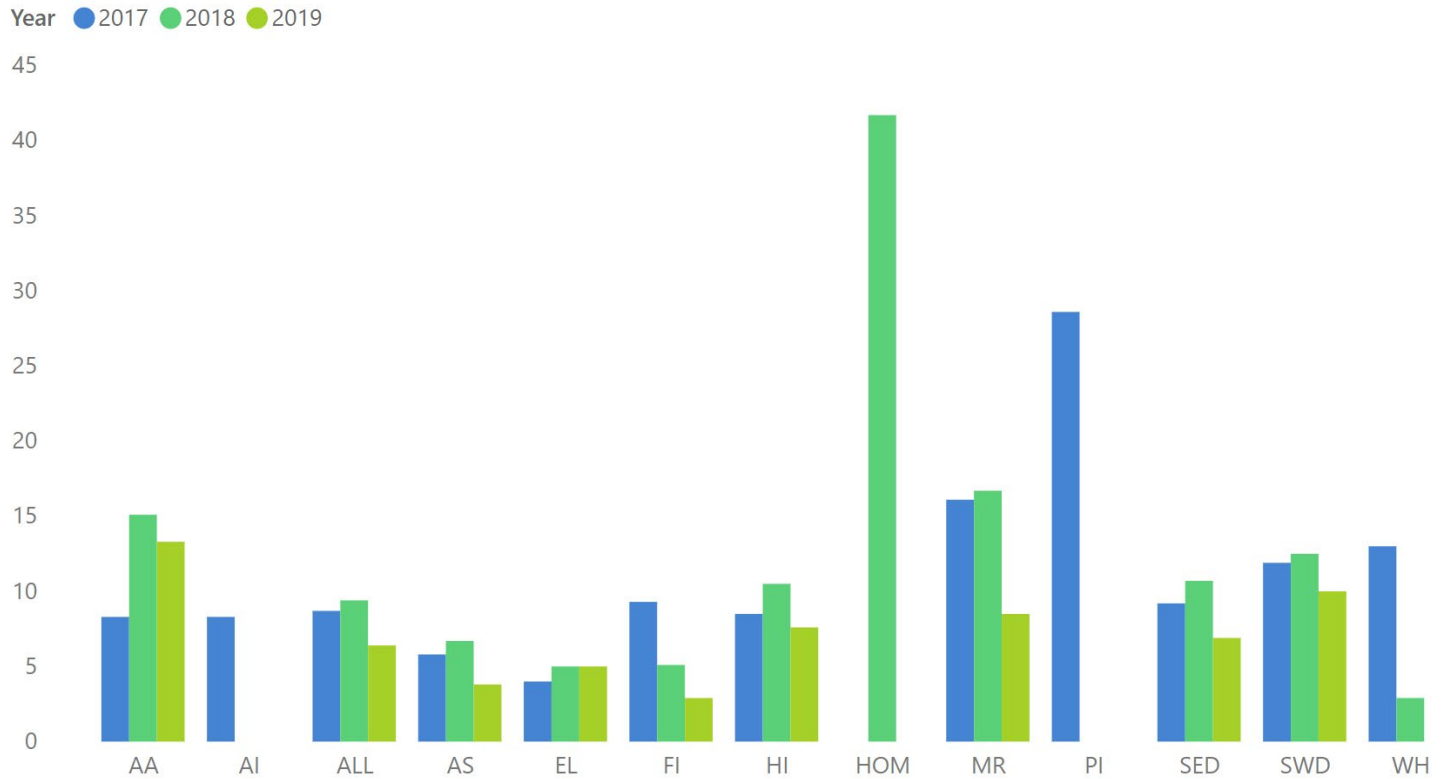
Annual Measurable Outcomes

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-5th 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 6-8th 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

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-6th 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

				TITLE I				
Object	Description	FTE	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	TOTAL BUDGET
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						TOTAL ALLOCATION	$	148,720
FISCAL YEAR 2020-21						TOTAL BUDGET DISTRIBUTED BELOW	$	148,720
						TO BE BUDGETED (Should be $0.)		0

			LCFF					
Object	**Description**	**FTE**	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	23034 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	23035 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	**TOTAL BUDGET**	
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

Amendments

The purpose of this amendment will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. Peyton's School Site Council (SSC) reviewed and approved the changes which have been detailed in their minutes.

Other adjustments reflected are business as usual modifications to cover the cost of minor transactions based on actual costs, such as maintenance agreements or salary adjustments, and/or correction to object code assignment.

Furthermore, Peyton's Parent Involvement 1% allocation has increased. The funds have been reviewed and approved by the School Site Council.

Version 2

SPSA: Goal 1, Strategy 1:

Title I –

$38,470 – 11700 – Teacher Substitutes: Reduce funds due to COVID-19 restrictions pertaining to social distancing and distancing learning as students are not physically on campus, therefore, diminishing the need for substitutes to provide teacher coverage.

$15,000 – 11500 – Teacher Additional Comp: Reallocating to provide teachers with professional learning opportunities and support to supplement core instruction, we propose additional teacher training and opportunities to research and apply best instructional practices in core subject matter areas. Time and monetary resource allocations will be necessary in achieving this outcome. This approach is compatible with Peyton's 2020-2021 SPSA, as referenced in page #17 of 54. Both qualitative and quantitative data will be collected and evaluated to verify the effectiveness of our methodology. At the end of each Teacher PD, lead participants will submit to the site's administration written reflections and/or Minutes pertaining to the teacher led activity, which will serve as the basis for an elaborate qualitative analysis of Teacher PD outcomes. This approach will be triangulated with quantitative measures, as in the case of conducting a comparative analysis of i-Ready Diagnostic Assessments II & III; thereafter, a correlational analysis will reveal the impact of this methodology on anticipated SBAC scaled scores in Reading and Math. Findings and outcomes associated with the before-mentioned will be published and presented to Peyton's SSC & ELAC parent communities; the feedback from these collaborative efforts will drive Peyton's comprehensive needs assessment analysis.

SPSA: Goal 1, Strategy 2:

Title I –

$1,000 – 58450 – License Agreement: Reallocated funds to purchase a license agreement to enhance instructional strategies through blended learning opportunities. Specifically, this approach to targeted instruction will provide students the opportunity to increase reading proficiency through additional research-based literacy programs, Raz-Kids, as in Teachers Pay Teachers (not Title I allowable), as well as other effective literacy-based and motivational programs, which is in alignment with Peyton's 2020-21 SPSA, page 19 of 54. Both qualitative and quantitative data will be collected and evaluated to verify the effectiveness of our methodology. Prior to the end of the 2020-21 academic school-year, participating teachers will complete a [qualitative] Google Survey in helping the administration determine the effectiveness of purchased Instructional-Materials/Supplies. This approach will be triangulated with quantitative measures, as in the case of conducting a comparative analysis of i-Ready Diagnostic Assessments II & III; thereafter, a correlational analysis will reveal the impact of this methodology on anticipated SBAC scaled scores in Reading and Math. Findings and outcomes associated with the before-mentioned will be published and presented to Peyton's SSC & ELAC parent communities; the feedback from these collaborative efforts will drive Peyton's comprehensive needs assessment analysis.

$1,000 – 43110 – Instructional Materials/Supplies: Reallocated funds to provide instructional materials/supplies to enhance instructional strategies through blended learning opportunities. Specifically, this approach to targeted instruction will provide students the opportunity to increase reading proficiency through additional research-based literacy programs, Bluetooth Speakers [added Bluetooth Speakers], classroom printers, as well as other effective literacy-based and motivational programs, which is in alignment with Peyton's 2020-21 SPSA, page 19 of 54. Both qualitative and quantitative data will be collected and evaluated to verify the effectiveness of our methodology. Prior to the end of the 2020-21 academic school-year, participating teachers will complete a [qualitative] Google Survey in helping the administration determine the effectiveness of purchased Instructional-Materials/Supplies. This approach will be triangulated with quantitative measures, as in the case of conducting a comparative analysis of i-Ready Diagnostic Assessments II & III; thereafter, a correlational analysis will reveal the impact of this methodology on anticipated SBAC scaled scores in Reading and Math. Findings and outcomes associated with the before-mentioned will be published and presented to Peyton's SSC & ELAC parent communities; the feedback from these collaborative efforts will drive Peyton's comprehensive needs assessment analysis.

$3,000 – 44000 – Equipment: Reallocated funds to equipment to enhance instructional strategies through blended learning opportunities. Specifically, this approach to targeted instruction will provide students the opportunity to increase reading proficiency through additional research-based literacy programs, as in large monitors/screens, smartboards, projectors, Doc Cams, which is in alignment with Peyton's 2020-21 SPSA, page 19 of 54. Both qualitative and quantitative data will be collected and evaluated to verify the effectiveness of our methodology. Prior to the end of the 2020-21 academic school-year, participating teachers will complete a [qualitative] Google Survey in helping the administration determine the effectiveness of purchased Instructional-Materials/Supplies. This approach will be triangulated with quantitative measures, as in the case of conducting a comparative analysis of i-Ready Diagnostic Assessments II & III; thereafter, a correlational analysis will reveal the impact of this methodology on anticipated SBAC scaled scores in Reading and Math. Findings and outcomes associated with the before-mentioned will be published and presented to Peyton's SSC & ELAC parent communities; the feedback from these collaborative efforts will drive Peyton's comprehensive needs assessment analysis.

SPSA: Goal 1, Strategy 3:

$18,470 – 11500 – Teacher Additional Comp: Reallocated funds to increase teacher additional comp 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.

SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, Peyton is receiving additional monies in Parent Involvement (Cost Center: 50647). Peyton's revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 11500 – Teacher Additional Comp

School	Enrollment (CalPADS 12/1619)	Eligible Students F/R Meals (CalPADS 12/16/19)	Poverty Rate (Oct 2019)	School Allocation	Revised Parent Involvement 12/2020	TOTAL SCHOOL PRELIMINARY ALLOCATION	Original Parent Involvement 07/2020	Increase of:
PEYTON	910	572	62.9%	$ 156,105	$ 3,475	$ 159,580	$ 3,112.00	$ 363.00

$475 – 43200 – Non-Instructional Materials/Supplies: Reduce funds due to COVID-19 restrictions pertaining to social distancing, in-person parent meetings are not being conducted therefore the expected need is lower.

$1,000 – 43400 – Parent Meeting: Reduce funds due to COVID-19 restrictions pertaining to social distancing, in-person parent meetings are not being conducted.

$1,475 – 11500 – Teacher Additional Comp: Reallocating to provide parents with training by teachers and/or specialist to promote Math development & literacy given the fact that 63% of Peyton students scored below grade-level as demonstrated by the Winter 2021 i-Ready Math Diagnostic Assessment.

PEYTON #270 As of 01/22/2021 jls   7/28/2020 INITIAL BUDGET/DATE   3/23/2021 REVISED BUDGET/DATE   50647 - inc. by $363

	TITLE I		LCFF		TITLE I - PARENT - 50647	
TOTAL ALLOCATION	$	156,105	TOTAL ALLOCATION	$ 148,720	TOTAL ALLOCATION	$ 3,475
TOTAL BUDGET DISTRIBUTED BELOW	$	156,105	TOTAL BUDGET DISTRIBUTED BELOW	$ 148,720	TOTAL BUDGET DISTRIBUTED BELOW	$ 3,475
TO BE BUDGETED (Should be $0.)		0	TO BE BUDGETED (Should be $0.)	0	TO BE BUDGETED (Should be $0.)	0

		ACHIEVEMENT				LEARNING ENVIRONMENT		PARTNERSHIPS				
Object	Description	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	TOTAL FTE	TOTAL BUDGET
Personnel Cost-Including Benefits												
11500	Teacher - Add Comp (incl benefits)	$ 39,098	$ 9,956							$ 1,838		$ 50,892
11700	Teacher Substitute (incl benefits)	$ 9,530										$ 9,530
12151	Counselor											$ -
30000	Statutory Benefits											
12500	Counselor-add Comp (incl benefits)											
13201	Assistant Principal											$ -
30000	Statutory Benefits											
19101	Program Specialist	0.350 $ 37,855	0.650 $ 70,301								1.000 $ 108,157	
30000	Statutory Benefits	$ 15,625	$ 29,019									$ 44,644
19500	Prog Spec-Add Comp (incl benefits)	$ 540										
19101	Instructional Coach											$ -
30000	Statutory Benefits											
19500	Instr Coach-Add Comp (incl benefits)	$ 540										$ 540
21101	Instructional Asst/CAI											$ -
30000	Statutory Benefits											
21500	Inst Asst/CAI -Add Comp(incl benefits)											
21101	Bilingual Assistant											$ -
30000	Statutory Benefits											
21500	Bil Asst-Add Comp (incl benefits)											
22601	Library Media Assistant		0.438 $ 18,037								0.438 $ 18,037	
30000	Statutory Benefits		$ 2,167									$ 2,167
22500	Lib Med Asst-Addl Comp (incl benefits)											
22901	Community Assistant											$ -
30000	Statutory Benefits											
22500	Comm Asst-Add Comp (incl benefits)											
29101	Parent Liaison											$ -
30000	Statutory Benefits											
29500	Par Lia-Add Comp (incl benefits)											$ -
	Sub Total - Personnel/Benefits	$ 103,188	$ 129,480	$ -	$ -	$ -	$ -	$ -	$ -	$ 1,838		$ 233,967
Books & Supplies												
42000	Books	$ 800										$ 800
43110	Instructional Materials	$ 14,743	$ 5,293	$ 1,000								$ 21,036
43200	Non-Instructional Materials									$ 1,637		$ 1,637
43400	Parent Meeting									$ -		$ -
44000	Equipment	$ 11,000	$ 2,697									$ 13,697
	Sub Total - Books & Supplies	$ 26,543	$ 7,990	$ 1,000	$ -	$ -	$ -	$ -	$ -	$ 1,637		$ 37,170
Services												
57150	Duplicating											$ -
57250	Field Trip-District Trans											$ -
56590	Maintenance Agreement	$ 5,800	$ 7,800									$ 13,600
52150	Conference											$ -
58450	License Agreement	$ 19,574	$ 3,450									$ 23,024
58720	Field Trip-Non-District Trans											$ -
58920	Pupil Fees											$ -
58100	Consultants-Instructional											$ -
58320	Consultants-Noninstructional											$ -
	Sub Total - Services	$ 25,374	$ 11,250	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ 36,624
	GRAND TOTAL	$ 155,105	$ 148,720	$ 1,000	$ -	$ -	$ -	$ -	$ -	$ 3,475		

Version 3 (Final 2020-2021 Version)

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

2020-2021 Title I Allocation Revision Statement

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

2021-2022 SPSA Continuation Statement

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

2021-2022 School/SMART Goals

Goal 1:

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

The following ELA & Math Goals are based on the growth from our end of year baseline data on i-Ready Diagnostic III:

By June 2022, the goal is to increase the number of students at grade-level Proficiency in Reading by at least 18 to 25 students (5 to 7 percentage points).

By June 2022, the goal is to decrease the number of students two or more years below grade-level in Reading by at least 9 to 12 students (5 to 7 percentage points).

EL: By EOY 2022, per ELPAC, increase the number of students who reclassify by four students, thereby increasing the total number of reclassified students from four to eight students [increase of 100% from 2020-21 to 2021-22 school-year].

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

By June 2022, the goal is to increase the number of students at grade-level Proficiency in Math by at least 21 to 30 students (5 to 7 percentage points).

By June 2022, to decrease the number of students two or more years below grade-level in Math by at least 9 to 12 students (5 to 7 percentage points).

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

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 XP, Unbound Ed and CORE instructional strategies in all Math & ELA domains, including writing, listening, and vocabulary acquisition.

Additional Hours Pay Calculation:

35 teachers X 14.286 days X $60= $30,000

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

1 program specialist X 45.5 hours X $60 rate of pay = $2730

1 instructional coach X 45.5 hours X $60 rate of pay = $2730

Substitute Pay Calculation:

10 substitutes X 9.314 of days X $200 = $ 18,628

2021-2022 Strategy Update

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. (2 @ .5 FTE Instructional Coaches – Centralized Service)

Provide professional development on effective AVID XP, Unbound Ed and CORE instructional strategies in all Math & ELA domains, including writing, listening, and vocabulary acquisition.

Additional Hours Pay Calculation:

35 teachers X 14.286 days X $60= $30,000 - Title I

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

1 program specialist X 45.5 hours X $60 rate of pay = $2730 – Title I

1 instructional coach X 45.5 hours X $60 rate of pay = $2730 – Title I

Substitute Pay Calculation:

10 substitutes X 9.314 of days X $200 = $ 18,628 – Title I

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 ($53,480) – 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 ($99,320) – 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

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
102,108	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
99,320	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Provide students with opportunities to increase reading proficiency through literacy programs via license agreements ($23,024 – Title I):

Accelerated Reader (Grades 1-5 for fluency and comprehension) - $6,300

Moby Max (Grades 1-8 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

Reading Eggs (Grades 1-2 to address skill gaps and reinforce phonics and reading skills) - 6,600

Seesaw - $2,000 to push out core curriculum using blended learning technology

Raz-Kids A-Z

Peardeck

Books ($800 – Title I) 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 = $7,500 – Title I

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 = $2,114 – Title I

The duplication of materials to support skill reinforcement.

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

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. ($7,800 – LCFF)

Progress Monitoring:

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

# of classes using the library

Literacy program reports

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
18,414	4000 Series	Books & Supplies
23,024	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
20,204	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies

$ Amount(s)	Object Code	Description
7,800	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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: 9 teachers X 4 hours per week X 17 weeks X $60 = $36,720 (Allocating $19,720 – Title I, $16,716 – LCFF)

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 – Title I

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

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
19,720	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
1,000	4000 Series	Books & Supplies

$ Amount(s)	Object Code	Description
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
16,716	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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

Conferences (including registration, accommodations, per diem, consultant): $10,000 – Title I

* TOPS Training via SJCOE – various date - grade level representation - 1 teacher from each life level if they have not already been trained.

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

* Other science trainings as necessary.

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.

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies

$ Amount(s)	Object Code	Description
10,000	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 5

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

2021-2022 Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies

$ Amount(s)	Object Code	Description
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 2:

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

By June 2022, we need to suspend .9% or less of the total student population.

By June 2022, our goal is to decrease the suspension rate of 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.

By June 2022, we need to decrease our chronic absenteeism rate to less than 4.4%

By June 2022, 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 4.9 %.

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

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.

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.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

(Funding and implementation may adjust at a later date due to lifting of COVID-19 restrictions and policies and the adjustment of the instructional program.)

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

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)

$ Amount(s)	Object Code	Description
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

(Funds not allocated.)

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

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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/gifts/appreciation "events"/entertainment are not allowable using State and Federal 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

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Purchase books or social stories to help teach about appropriate social skills and student self-care. (State and Federal funding allowable.)

Buy fidgets (tactile devices/manipulatives) and alternative seating for students struggling in the general education environment. (LCFF funded or general funds only.)

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 3:

Due to the Pandemic, the frequency of Staff interactions and meeting with parents decreased. Therefore, we were unable to fulfill the following two goals:

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. Instead, by June 2021, Peyton will increase the number of ELAC Meetings from 4 to 5.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Total Goal 3, Title I Parent Involvement funds is $3,423.

2021-2022 Strategy Adjustment

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 Engagement - $3,014: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, books, etc. to support parent engagement activities by using various strategies, inclusive of classroom visitations & parent trainings to access student assessment data, curriculum & instructional strategies. Certificated Staff may facilitate parent training activities.

[$2,000 for Certificated/Professionally led parent trainings & $1,014 for snacks and parent training materials = total of $3,014 (50647)].

Equipment & Materials - $4,000: Materials & equipment for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night, parent workshops and other family engagement events. Equipment, such as a digital Public Address System (PA), will be used for community outreach and outdoor Safe School assemblies, which are aligned to safety and social distancing guidelines currently being enforced. Agendas of Parent Meetings and parent sign-in sheets for each meeting. List of parent/community volunteers from beamentor.org/Stockton

Resources & support may include family counseling before, during and after school, as well as technology training/support for parents to access their students classroom information, academic and

attendance related information to help them identify appropriate homework and/or social-emotional support for students, inclusive of before and after school counseling sessions/mental health support. Parent trainings may address equitable access and technology awareness, as in Google Classroom trainings, fluency in navigating distance learning platforms, and accessing student information data bases [progress reports, grades, attendance data, Parent View, etc.].

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
2,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
5,409	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Peyton Elementary School will continue to benefit from the services of a part-time Mental Health Specialist, who will provide student and family outreach services, as well as trauma informed training for Peyton Staff. At this time, there is no known school-related expense for this service.

PA for a part-time social worker, 1-2 days a week, to work with the families that need the most support. (Funds not allocated.)

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Coordinate with Stockton PD for a chaplain or mentor to be assigned to Peyton School. (Funds not allocated.)

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

2020-2021 Budget Spreadsheet

PEYTON #270

		7/28/2020	INITIAL BUDGET/DATE		3/23/2021	REVISED BUDGET/DATE	50647 - inc. by $363

TITLE I		LCFF		TITLE I - PARENT - 50647	
TOTAL ALLOCATION	$ 183,726	TOTAL ALLOCATION	$ 148,720	TOTAL ALLOCATION	$ 3,423
TOTAL BUDGET DISTRIBUTED BELOW	$ 183,726	TOTAL BUDGET DISTRIBUTED BELOW	$ 148,720	TOTAL BUDGET DISTRIBUTED BELOW	$ 3,423
TO BE BUDGETED (Should be $0.)	0	TO BE BUDGETED (Should be $0.)	0	TO BE BUDGETED (Should be $0.)	0

		ACHIEVEMENT								LEARNING ENVIRONMENT				PARTNERSHIPS							
Object	Description	FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	TOTAL FTE	TOTAL BUDGET
Personnel Cost-Including Benefits																					
11500	Teacher - Add Comp (incl benefits)		$ 66,719		$ 9,956														$ 1,838		$ 78,513
11700	Teacher Substitute (incl benefits)		$ 9,530																		$ 9,530
12151	Counselor																				$ -
30000	Statutory Benefits																				
12500	Counselor-add Comp (incl benefits)																				
13201	Assistant Principal																				$ -
30000	Statutory Benefits																				
19101	Program Specialist	0.350	$ 37,855	0.650	$ 70,301															1.000	$ 108,157
30000	Statutory Benefits		$ 15,625		$ 29,019																$ 44,644
19500	Prog Spec-Add Comp (incl benefits)		$ 540																		
19101	Instructional Coach																				$ -
30000	Statutory Benefits																				
19500	Instr Coach-Add Comp (incl benefits)		$ 540																		$ 540
21101	Instructional Asst/CAI																				$ -
30000	Statutory Benefits																				
21500	Inst Asst/CAI –Add Comp(incl benefits)																				
21101	Bilingual Assistant																				$ -
30000	Statutory Benefits																				
21500	Bil Asst-Add Comp (incl benefits)																				
22601	Library Media Assistant			0.438	$ 18,037															0.438	$ 18,037
30000	Statutory Benefits				$ 2,167																$ 2,167
22500	Lib Med Asst-Addl Comp (incl benefits)																				
22901	Community Assistant																				$ -
30000	Statutory Benefits																				
22500	Comm Asst-Add Comp (incl benefits)																				
29101	Parent Liaison																				$ -
30000	Statutory Benefits																				
29500	Par Lia-Add Comp (incl benefits)																				$ -
	Sub Total - Personnel/Benefits		$ 130,809		$ 129,480		$ -		$ -		$ -		$ -		$ -		$ -		$ 1,838		$ 261,588
Books & Supplies																					
42000	Books		$ 800																		$ 800
43110	Instructional Materials		$ 14,743		$ 5,293		$ 1,000														$ 21,036
43200	Non-Instructional Materials																		$ 1,585		$ 1,585
43400	Parent Meeting																		$ -		$ -
44000	Equipment		$ 11,000		$ 2,697																$ 13,697
	Sub Total - Books & Supplies		$ 26,543		$ 7,990		$ 1,000		$ -		$ -		$ -		$ -		$ -		$ 1,585		$ 37,118
Services																					
57150	Duplicating																				$ -
57250	Field Trip-District Trans																				$ -
56590	Maintenance Agreement		$ 5,800		$ 7,800																$ 13,600
52150	Conference																				$ -
58450	License Agreement		$ 19,574		$ 3,450																$ 23,024
58720	Field Trip-Non-District Trans																				$ -
58920	Pupil Fees																				$ -
58100	Consultants-Instructional																				$ -
58320	Consultants-Noninstructional																				$ -
	Sub Total - Services		$ 25,374		$ 11,250		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ 36,624
	GRAND TOTAL		$ 182,726		$ 148,720		$ 1,000		$ -		$ -		$ -		$ -		$ -		$ 3,423		

2021-2022 Budget Spreadsheet

2021-2022 BUDGET
PEYTON - 270 - P2
PRELIMINARY - 04/16/2021

TITLE I				LCFF				TITLE I - PARENT - 50647		
TOTAL ALLOCATION	$	183,726		TOTAL ALLOCATION	$	144,040		TOTAL ALLOCATION	$	3,409
TOTAL BUDGET DISTRIBUTED BELOW	$	183,726		TOTAL BUDGET DISTRIBUTED BELOW	$	144,040		TOTAL BUDGET DISTRIBUTED BELOW	$	3,409
TO BE BUDGETED (Should be $0.)		0		TO BE BUDGETED (Should be $0.)		0		TO BE BUDGETED (Should be $0.)		0

			ACHIEVEMENT					LEARNING ENVIRONMENT			PARTNERSHIPS					
Object	Description	FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE 50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE 23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE 50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE 23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE 50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	TOTAL FTE	TOTAL BUDGET
Personnel Cost-Including Benefits																
* 11500	Teacher - Add Comp (incl benefits)	0.000	$ 49,720	0.000	$ 16,716	0.000		0.000		0.000	0.000	0.000	0.000	0.000 $ 2,000	0.000	$ 68,436
11700	Teacher Substitute (incl benefits)	0.000	$ 18,628	0.000		0.000		0.000		0.000	0.000	0.000	0.000	0.000	0.000	$ 18,628
12151	Counselor (incl benefits)	0.000		0.000		0.000		0.000		0.000	0.000	0.000	0.000	0.000	0.000	$ -
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000	0.000	0.000	0.000	0.000	0.000	$ -
13201	Assistant Principal (incl benefits)			0.000				0.000		0.000		0.000			0.000	$ -
13201	Assistant Principal-add Comp (incl benefits)			0.000				0.000		0.000		0.000			0.000	$ -
19101	Program Specialist (incl benefits)	0.000	$ 53,480	0.650	$ 99,320	0.000		0.000		0.000	0.000	0.000	0.000	0.000	0.650	$ 152,800
19500	Prog Spec-Add Comp (incl benefits)	0.000	$ 2,730	0.000		0.000		0.000		0.000	0.000	0.000	0.000	0.000	0.000	$ 2,730
19101	Instructional Coach (incl benefits)	0.000		0.000		0.000		0.000		0.000	0.000	0.000	0.000	0.000	0.000	$ -
19500	Instr Coach-Add Comp (incl benefits)	0.000	$ 2,730	0.000		0.000		0.000		0.000	0.000	0.000	0.000	0.000	0.000	$ 2,730
21101	Instructional Asst/CAI (incl benefits)	0.000		0.000		0.000		0.000		0.000	0.000	0.000			0.000	$ -
21500	Inst Asst/CAI -Add Comp(incl benefits)	0.000		0.000		0.000		0.000		0.000	0.000	0.000			0.000	$ -
21101	Bilingual Assistant (incl benefits)			0.000				0.000		0.000		0.000			0.000	$ -
21500	Bil Asst-Add Comp (incl benefits)			0.000				0.000		0.000		0.000			0.000	$ -
22601	Library Media Assistant (incl benefits)			0.000	$ 20,204			0.000		0.000		0.000			0.000	$ 20,204
22500	Lib Med Asst-Addl Comp (incl benefits)			0.000				0.000		0.000		0.000			0.000	$ -
22901	Community Assistant (incl benefits)	0.000		0.000		0.000		0.000		0.000	0.000	0.000		0.000	0.000	$ -
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000	0.000	0.000		0.000	0.000	$ -
29101	Parent Liaison (incl benefits)	0.000		0.000		0.000		0.000		0.000	0.000	0.000		0.000	0.000	$ -
29500	Parent Liaison-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000	0.000	0.000		0.000	0.000	$ -
	Sub Total - Personnel/Benefits		$ 127,288		$ 136,240		$ -		$ -	$ -	$ -	$ -	$ -	$ 2,000		$ 265,528
Books & Supplies																
** 43110	Books/Supplies/Materials (less than $500 per item)		$ 11,414													$ 68,436
43400	Parent Meeting													$ 1,409		$ -
44000	Equipment ($500 - $4999.99 per item)		$ 8,000									$ 4,000				$ -
	Sub Total - Books & Supplies		$ 19,414		$ -		$ -		$ -	$ -	$ -	$ 4,000	$ -	$ 1,409		$ 68,436
Services																
57150	Duplicating															$ 68,436
*** 57250	Field Trip-District/Non-District Trans															$ 18,628
56590	Maintenance Agreement				$ 7,800											$ -
**** 52150	Conference		$ 10,000													$ -
58450	License Agreement		$ 23,024													$ -
58920	Pupil Fees															$ 2,730
***** 58100	Consultants-Instructional/Non-Instructional															$ -
	Sub Total - Services		$ 33,024		$ 7,800		$ -		$ -	$ -	$ -	$ -	$ -	$ -		$ -
	GRAND TOTAL		$ 179,726		$ 144,040		$ -		$ -	$ -	$ -	$ 4,000	$ -	$ 3,409		

Assumptions:

* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSA.

** State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSA and budget, supplies/materials will be identified as 43110.

***State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.

****State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSA and budget, professional learning will be identified as 52150.

***** State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSA and budget consultants will be identified as 58100.

2021-2022 Staffing Overview

The following staffing projections were made during the Winter 2021 in preparation of the 2021-2022 school year.

Stockton Unified School District
State & Federal Strategic Preliminary Action List

LOCATION: P2　　PEYTON K-8

RETAIN	ELIMINATE	FUND CHANGE	INCREASE FTE	DECREASE FTE	PCN	POSITION	RESC	ORG KEY	OBJ	FTE	PCT
X					27203246	PROGRAM SPEC	0090	12303021P2	19101	0.6500	0.6500
X					27203246	PROGRAM SPEC	3010	15064321P2	19101	0.3500	0.3500
X					64163335	LIBRARY MEDIA ASSISTANT	0090	12303024P2	22601	0.4375	1.0000
								TOTALS, THIS LOCATION:	270		1.4375

RETAIN = No changes / Personnel Authorization not needed.

ELIMINATE = Route Personnel Authorization form to assigned State & Federal Program Technician, before January 22, 2021.

FUND CHANGE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

Fund Change for PCN _____ New Fund _____
Fund Change for PCN _____ New Fund _____
Fund Change for PCN _____ New Fund _____

INCREASE FTE, DECREASE FTE = Route Personnel Authorization form to asigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

NEW POSITIONS:

	POSITION	FTE	ORG KEY & OBJECT
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

NEW POSITIONS = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

On __1-14-21__ School Site Council reviewed and preapproved the staffing plan for LCFF & Title 1 funded positions for the __2021-22__ school year.

Site Administrator's Approval: _Maheen Ahtin_　　DATE: __1-14-2021__

Report ID:	Staff_Position_Listing_NO_SALARY_STATE_FED_Landsca	Current Date: 12/14/2020
Report Location:	CDD \ Accounting\ State and Federal	Current Time: 04:05:14
User ID:	TOWNLEY, KELLY LEIGH	Page #: 26

2020-2021 SPSA Evaluation

Area of Focus	Year 2 2020-21 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 1	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,	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		Teachers were involved in a variety of professional learning opportunities, inclusive of grade-level Professional Learning Community activities, Coaching Sessions facilitated by site-level Specialists, as well as Core reading and math trainings provided at the District-level.	Bi-monthly Grade-level professional learning community activities provided teachers the opportunity to conduct in-depth quantitative and qualitative data analysis, which resulted in ALL Transitional Kindergarten to eighth grade teacher cohorts to publish PLC notes on instructional goals and strategies that had a positive impact on student outcomes, as measured by ELA & Math curriculum-based assessment measures.	The COVID-19 Pandemic necessitated distance & hybrid learning modalities. Most PLC, Coaching and District-level training/professional learning sessions became virtual through online and/or Web-based Programs with limited opportunities for live, in person training.	It is likely that some form of hybrid learning will take place with increased opportunities for live, in person coaching and training. Site-level implementation of online video conferencing, along with instruction facilitated by Google Classroom digital environments, provided increased opportunities for students to access the Core Curriculum. Yet, in terms of equitable access to quality instruction, at-risk student groups would benefit

Area of Focus	listening, and vocabulary acquisition.	assessments				more from live, direct instruction.	

Goal 1 – Student Achievement

Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 1							
G1, S1 – a	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	Trainings/ conferences attended Common Formative Assessments		Teachers received online training outside of contractual hours to enhance their digital proficiency in presenting the core subject matter content to their students.	The analysis of the "I-Ready Program Participation and Lesson Completion Training Exercise" revealed the following quantitative data that affirmed Peyton's school-wide academic engagement levels. 72% of students spent at least 30-minutes per week on their individualized i-Ready Pathway in ELA, while 71% of students remained engaged in their individualized Pathways in Math for the same duration of time.	Customized i-Ready Pathways in Reading & Math provided needed intervention for struggling students, while these Pathways accelerated the learning of students at grade-level proficiency.	We intend to continue the implementation of i-Ready Pathway during the 2021-22 school-year.

	Conferences: AVID PLTW						
G1, S1 – b	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.	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		Peyton's Program Specialist provided teacher support in guiding the PLC's deep data dive in terms of providing increased guidance and access to i-Ready Diagnostic results in Reading and Math. Our Specialists provided feedback on the efficacy of PLTW and AVID strategies in virtual and live classrooms.	Peyton students have demonstrated gradual, consistent progress when comparing the school-wide proficiency & growth percentage data from i-Ready Diagnostic I to Diagnostic II in Reading and Math.	The elimination of SBAC as the end-of-year assessment enabled an increased focus on the i-Ready Diagnostic assessment metric, which led to enhanced alignment between the curriculum taught and the school-wide assessment process.	We anticipate greater student academic gains if the i-Ready Diagnostic instrument remains as our end of year assessment.
G1, S1 – c	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	Peer Feedback Forms and Collaboration Forms		Our Specialists provided teacher training in the formation of small, targeted instructional groupings based on student performance in i-Ready	Customized, targeted instruction enabled the following percentage of students to pass at least 70% of their i-Ready Pathway	Peyton teachers accepted and implemented the trainings offered by our Specialists.	Peyton Specialists expect to continue offering PD opportunities to our teaching staff.

	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.	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		Domains in Reading and Math.	lessons with respect to subject matter. Math: 79% (70-100%), 11% (50-69%), 10% (0-49%) ELA: 65% (70-100%), 19% (50-69%), 16% (0-49%)	
G1, S1 – d	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.	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 | | | | | |

Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 2				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S2 – a	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	# of students meeting 100% their Accelerated Reader goal each trimester with 80% accuracy # of classes using the library Literacy program reports		Supplemental Programs, inclusive of Accelerated Reader, Moby Max, and Reading Eggs, are routinely implemented during non-core instructional time for purposes of strengthening foundational academic skills while providing increased access to core, grade-level ELA & Math curriculum. Seesaw is the digital medium used to push out the core curriculum using blended learning technology.	Over 70% of our i-Ready Tier level II & III students have engaged with a variety of the before-mentioned blended learning technology.	Supplemental and blended learning technology provides increased access to grade-level, core curriculum.	We expect to continue this approach.

	Literacy Centers and small group instruction.						
G1, S2 – b	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	# of students meeting 100% their Accelerated Reader goal each trimester with 80% accuracy # of classes using the library Literacy program reports		Peyton's Library Media Clerk was instrumental in assisting students in the appropriate book selection based on Lexile levels, as well as the implementation of the Accelerated Reader Program.	Our students' enthusiasm for reading is worthy of consideration. A descriptive analysis reveals that each Friday, the Library clerk announces the AR winners and provides incentives to participating students, who have enthusiastically embraced the school-wide moto that "Peyton Pumas are safe, kind and productive." Such a qualitative outcome is difficult to quantitatively assess.	Our full-time Library Clerk is no longer with us.	We expect to hire a full-time Library Clerk in the very near future.
G1, S2 – c	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	# of students meeting 100% their Accelerated Reader goal each trimester with 80% accuracy # of classes using the library Literacy program reports		Selected resources helped our students achieve their AR, ELA and Math Goals.	To date, approximately 80% of Peyton students have met their AR proficiency goals, whereas i-Ready goals in Reading and Math were previously discussed.	Distance learning has provided challenges to equitable learning opportunities for at-risk students.	We expect a larger percentage of students participating in direct, live instruction during the 2021-22 academic school-year.

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						

Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 3				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S3 – a	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 11weeks 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.	# 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			Tier 2 & 3 level students have benefitted from after school tutoring intervention programs. As a result, in the Reading Diagnostic Assessment, the percentage of students in the lowest grouping [Tier 3] decreased from 27% to 21% from Diagnostic I to Diagnostic II-Fall to Winter 2021 in Reading. With Respect to progress in the Math Diagnostic assessment, the percentage of students in Tier III decreased from 25% to 20%. Clearly, the tutoring intervention program has helped our lower tier students make significant progress toward grade-level proficiency in both Reading and Math.	i-Ready Pathways and student groupings helped Peyton address the achievement gap.	We expect to continue on this path to academic progress.

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.			The hands-on approach to science, math and engineering applications through PLTW has promoted a thematic or cross-curricular integration of best Math, Science and Reading practices. AVID is taught as an elective class in the 7th grade.	Actual results of the STEM/project-based Science Night community event are pending due to the Pandemic. Our 7th grade AVID teacher incorporated AVID strategies in promoting reading, writing, speaking a listening skills across the curriculum, which resulted significant growth in Vocabulary and Reading Comprehension scores: 39% On or Above Grade Level (7 Students), 25% One Grade Level Below (9 Students), 32% Two or More Grade Levels Below (1 Student), and 4% did not complete the 2nd Diagnostic Assessment in Reading.	

Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 4				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S3 – a	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. 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					Due to the Pandemic, our Science Night event for the community was cancelled, although our students were exposed to best Math, Science and Reading instructional practices via distance learning.	Describe the changes made or proposed for the future

				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
	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.						
G1, S3 – b	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.			Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future

To add a row:

1) Highlight row, right click and select insert row
2) Insert cursor at the end of the last row and hit tab

Goal 2 – School Climate

Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 2, Strategy 1				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G2, S1 – a	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.			Peyton PBIS Team received training in developing and implementing STOIC strategies in school-wide common areas, as well as classroom management strategies that focused on clearly visible and articulated procedures and routines that were consistently implemented.	Although the Pandemic delayed the opening of school, virtual and hybrid instruction was provided to students by trained teachers and staff. 831 students received online instruction during the 2020-21 school-year. Effective April 29, 2021 and through May 27, 2021, in-person/hybrid instruction was offered to all students. Yet, nearly 40% of families opted for distance learning.	The COVID-19 Pandemic resulted in the implementation of a complete distance learning model where all students were instructed through online instruction from the beginning of the school-year to April 28, 2021.	We are hopeful that more students and their families will choose direct, in person instruction during the next school-year.
G2, S1 – b	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			Consulting services were put on hold due to the Pandemic.	Impact is unknown at this time.	Refer to comments above.	Refer to comments above.

Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)				
	STEM concepts, soccer skills, teamwork, fair play, and physical activity. Cost: $19,620						

Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 2, Strategy 2				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G2, S2 – a	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.	# 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		Peyton has used a component of the SAP process, known as the CARE Team, composed of K-5 & K-8 Counselors, site Administration, Mental Health Specialist and a district-level Social Services Assistant, to develop and support a plan to increase students' attendance and connectedness with Peyton. The CARE Team approach precedes the SST process.	Since the return of direct, in person instruction, effective April 29, 2021, there have been no student suspensions. As of April 2021, Peyton has a cumulative chronic absenteeism rate of 5.64%.		

Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 2, Strategy 3				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G2, S3 – a	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.)	# 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		Our Student Support Technician calls absent students' homes on a daily basis. Peyton's CARE Team has conducted home visitations of chronically absent students.	Peyton's Chronic Absenteeism rate has remained relatively stable, with modest fluctuations between 0.46% to 5.91% [August 2020 to April 2021].	In-spite of the Pandemic, Peyton's attendance and connectivity rates have been relatively stable.	With the return of in person, direct instruction, we expect the attendance and connectivity rates to mirror pre-pandemic proportions.

Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 2, Strategy 4				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G2, S4 – a	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.)			Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future

To add a row:

1) Highlight row, right click and select insert row
2) Insert cursor at the end of the last row and hit tab

Goal 3 – Meaningful Partnerships

Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 3, Strategy 1				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G3, S1 – a	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.	Agendas of Parent Meetings and parent sign-in sheets for each meeting List of parent/community volunteers from beamentor.org/stockton		STEM Night and in person Parent Meetings have been postponed due to the Pandemic.	Effectiveness unknown at this time.	Refer to [above] impact of COVID-19.	This will be determined after the Pandemic's restrictions are lifted.

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

Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 3, Strategy 2				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G3, S2 – a	PA for a part-time social worker, 1-2 days a week, to work with the families that need the most support.			Our part-time social worker is an important part of our CARE Team intervention process described beforehand.	Our Chronic Absenteeism rate, from March to April 2021, has decreased from 5.91% to 5.64%.	The CARE Team intervention process made a positive impact on our students' connectedness with Peyton Elementary School.	We expect to continue CARE Team interventions for chronically absent and at-risk students.

Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 3, Strategy 3				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G3, S3 – a	Coordinate with Stockton PD for a chaplain or mentor to be assigned to Peyton School.			Put on hold due to Pandemic.	To be determined.	Unknown at this time.	To be determined.

To add a row:

1) Highlight row, right click and select insert row
2) Insert cursor at the end of the last row and hit tab

Comprehensive School Profile Data:

Valentine Peyton School, Dr. Naheem Akhtar, Acting Principal

Focus of the School-wide Comprehensive Needs Assessment: Chronic Absenteeism Continuous Improvement based on the Decision Making Model [DMM]

2020-2021

--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	
Current Performance Level	**Gap Analysis Results**	**Cause Analysis Results**	**Design & Improvement**	**Success Assurances**	**Implementation & Evaluation**
Do I know where I am?	*Do I know the gap between where I am and where I want to be?*	*Do I know what's causing me to be where I am?*	*Do I know what I need to do to get where I want to be?*	*Do I know what I need to do to assure that what I do works?*	*Do I know what I need to do to confirm what I do works?*
Our chronic absenteeism rate has decreased by 0.44% from 6.4% to 5.96% (Green) from 2020-2021. 6.4% of students remain chronically absent.	We need to decrease our absenteeism rate to 4.96%. Our current rate is 5.96% with a total of 55 students who have been chronically absent with 10% or more days of unexcused absences. 34% percent of our homeless youth were chronically absent, currently 63%. 29% of our SWD were chronically absent last year, currently 10% of SWD are chronically absent.	We are more proactive and systematic on targeting these students, setting goals, providing incentives, clear and constant communication with parents and guardians as well as connections with the students and their family. We implemented attendance check ins with our chronically absent students. Support staff would personally check in	Professional development for teachers, administration, instructional coach, and program specialist about trauma informed teaching. Research based instructional strategies such as AVID to help make connections with students. Academic conferences for teachers and students that includes data analysis of	Provide opportunities on and off site for teacher PD and collaboration around understanding and meeting the needs of chronically absent students. Monitor RTI implementation and make adjustments as needed for targeted students. Provide release time for teachers so teachers and students can analyze student data and set goals.	Weekly attendance verification by SST. Collecting and analyzing monthly attendance Reports issued by CWA and communicated with the Peyton Attendance Team. Continuous monitoring of targeted students during Coordination of Services with Support Staff.

		with students every day. Our Student Support Tech calls parents to check in with them every day their child is absent from school. Many of our students that are homeless or SWD and Students currently in Foster Care are bussed in and not as connected with the school because of distance. Parents, even if they live in the zone are not as connected to the school and are more likely to be experiencing trauma and poverty.	attendance. After school and summer school curriculum, materials and enrichment activities including STEM, Music and Drama and ELD so that reluctant learners want to attend school. Program licenses to support students needing to develop foundational skills at home due to chronic absenteeism. A K-5 counselor, Grades 6-8 counselor, CWA and administrators to hold CARE Teams/SSTs/IEPs with chronically absent students to interpret data, set goals, and provide incentives as well as reach out to parents. Support Staff to check in with chronically absent students each day-	Constant communication with SST, CWA, IEP, Counselors, teachers, parents, and students grades 3-8. Puma Parent Newsletter reminding parents, especially before school breaks (Winter, Spring) about regular attendance. Letters from CWA. Parental Outreach for Home Visits by CWA.	

			HEROs. A Parent Liaison to work with our families within the zone so that the families feel more connected to the school and their needs can be better met by the school. If families/students' basic needs are met they will more likely attend school. (Additional, District funds)		

Overview: The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

January

853
Enrollment

	EL	FOS	HOM	SED	SWD	UPC
	11.7%	1.1%	0.9%	61.0%	15.1%	63.9%

December

CWA

12
Parent Outreach

Engagement

3.89%
0.0% — 100.0%

Chronic Absenteeism

Academics

Winter

Participation	**Participation**	**Participation**
98%	**99%**	**(Blank)**
ELA: K-11	Math: K-8	MDTP-Fall
On-Track	On-Track	Nearly + Ready
55%	**39%**	**(Blank)**
Percent	Percent	Percent-Fall

High School: No Credits Earned

English Learners

ELPAC IA	ELPAC IA
100%	**16**
Percent GL Tested	Total Tested

Reclassification

3

RFEP ● Eligible

Curriculum:
Tests Administered Through January

Benchmark	Ready Class
1637	**3366**
Total Test Count	Total Test Count

Saavas

211

Total Test Count

School Climate
Plus Survey

14.0%	14.5%
86.0%	85.5%

At my school, there is a teacher or other adult who really cares about me.

I feel like I am part of this school.

Enrollment

school search

Peyton Elementary

Month
All

Student G...
All

2020-2021

Change: All Enrollment
(current-previous month)

−2 ↓

Dec-Jan change

01-Aug	06-Jan
841	**851**
Enrollment	Enrollment

02-Sep

861
Enrollment

03-Oct

857
Enrollment

04-Nov

856
Enrollment

05-Dec

853
Enrollment

SUSD RA v1.1

Overview: Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

Navigation: All months and students groups are on displiay, use month and/or student group filters to change displays. Ctrl for multiple selections.

Source: Synergy, LCAP Monthly Reports; Frequency: Reports are updated monthly; Updated: 01-06-2021
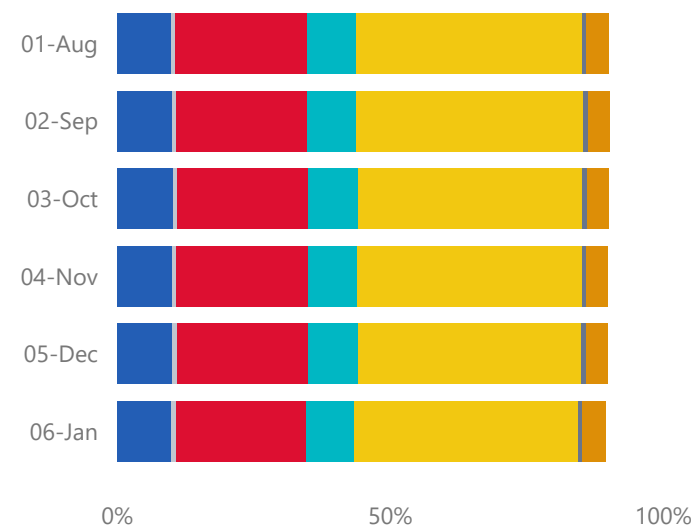
Grade Level: Student Count

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan
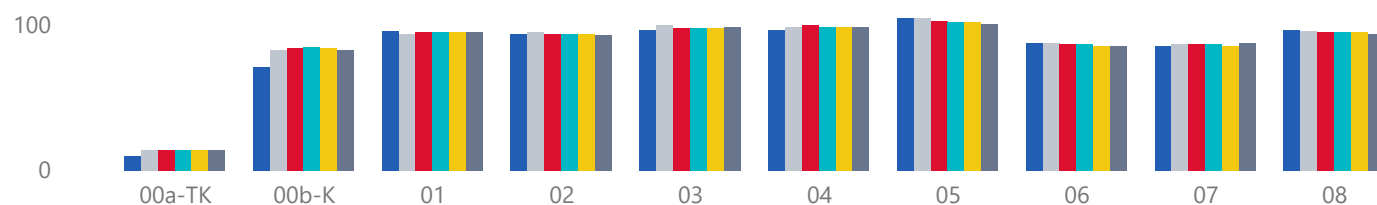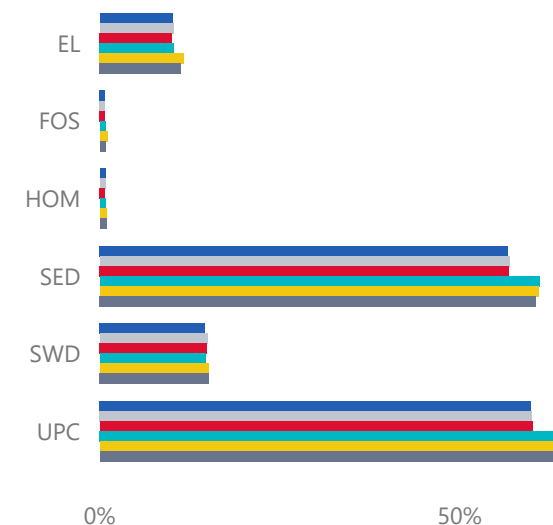

Race/Ethnicity: Percent

Student Group ● AA ● AI ● AS ● FI ● HI ● PI ● WH

Student Groups: Percent

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ▶

Engagement

school search
Peyton Elementary

Month
All

2020-2021

Connections

Rate Change: Chronic Abs

0

Nov - Dec change

01-Aug 0.46% Rate	**01-Aug** 4 Count
02-Sep 1.15% Rate	**02-Sep** 10 Count
03-Oct 2.53% Rate	**03-Oct** 22 Count
04-Nov 4.14% Rate	**04-Nov** 36 Count
05-Dec 3.89% Rate	**05-Dec** 34 Count

SUSD RA v1.1

Overview: Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).
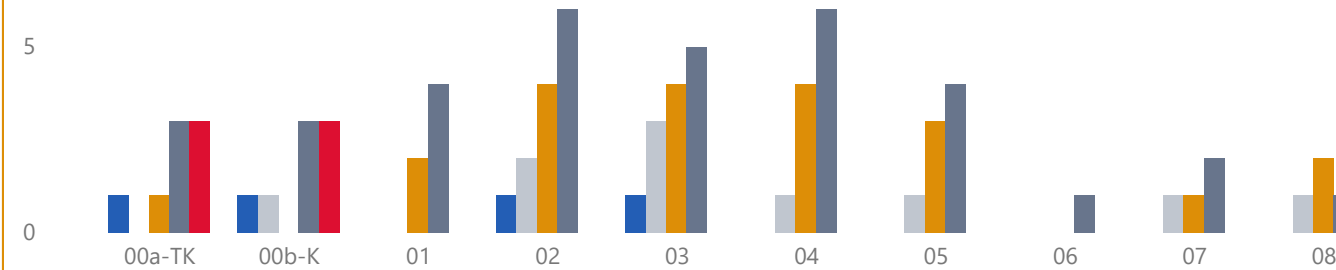
CWA outreach includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2**: student check in, attendance contracts, referrals for services. .

Navigation: All months and students groups are on displiay, use month filter to change displays. Ctrl for multiple selections.

Source: Student Support Services; **Frequency**: Reports are updated monthly; **Updated**: January 2021

Chronic Absenteeism: Student Group

Month ●01-Aug ●02-Sep ●03-Oct ●04-Nov ●05-Dec

Categories: 00a-TK, 00b-K, 01, 02, 03, 04, 05, 06, 07, 08

Chronic Absenteeism: Student Group

Month ●01-Aug ●02-Sep ●03-Oct ●04-Nov ●05-Dec

Categories: AA, AI, AS, EL, FI, FOS, HI, HOM, MR, PI, SWD, WH
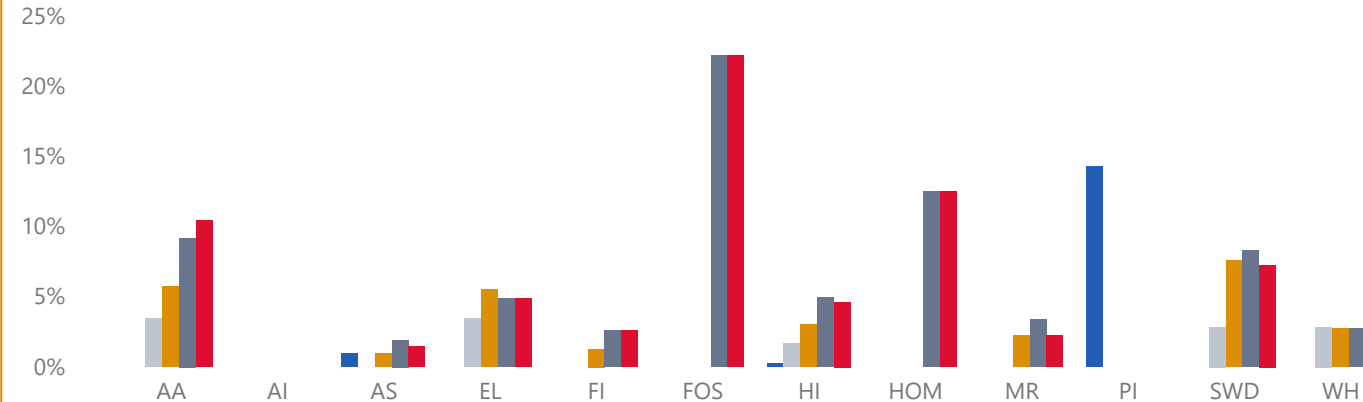
CWA Connections

SubCategory ●Parent Outreach ●Tier 2

01-Aug	
02-Sep	5
03-Oct	14
04-Nov	14
05-Dec	12

counselors : coming soon!

iReady

school search
Peyton Elementary

Subject
ELA

Term
All

Student Group
All

2020-2021

Participation

97%	**98%**	
Fall	Winter	Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's intterim/diagnostic assessments:

* iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. On-Track for Grade Level: percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. Two or More Years Below: (2 + Below) percent of students who are 2 or more years below grade level.

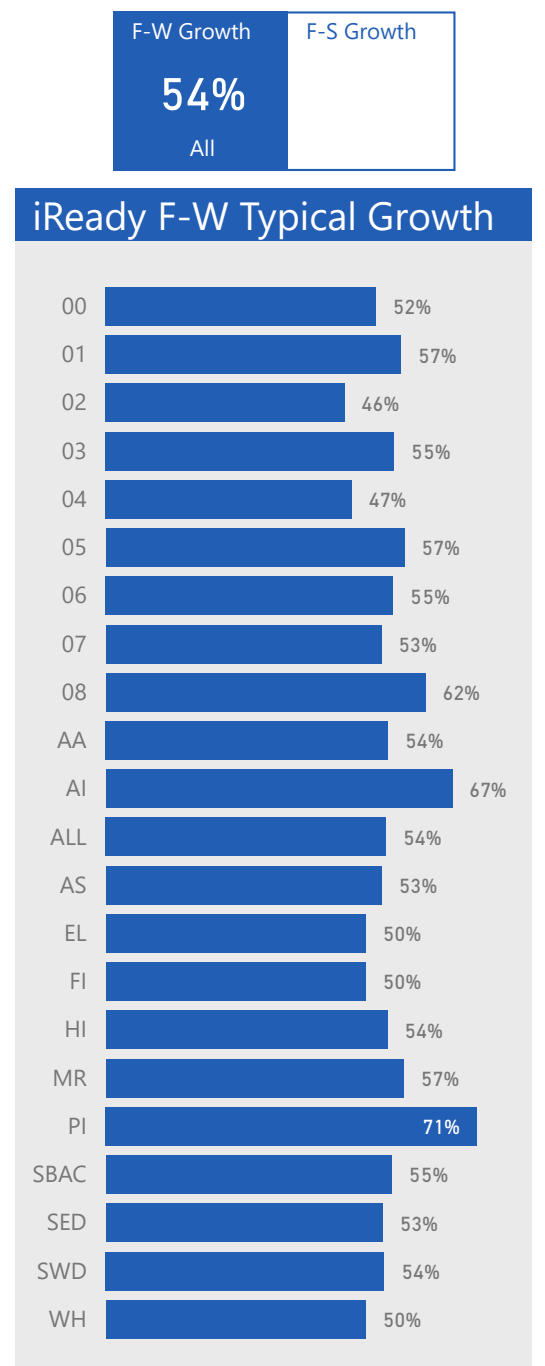3. No Growth: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic
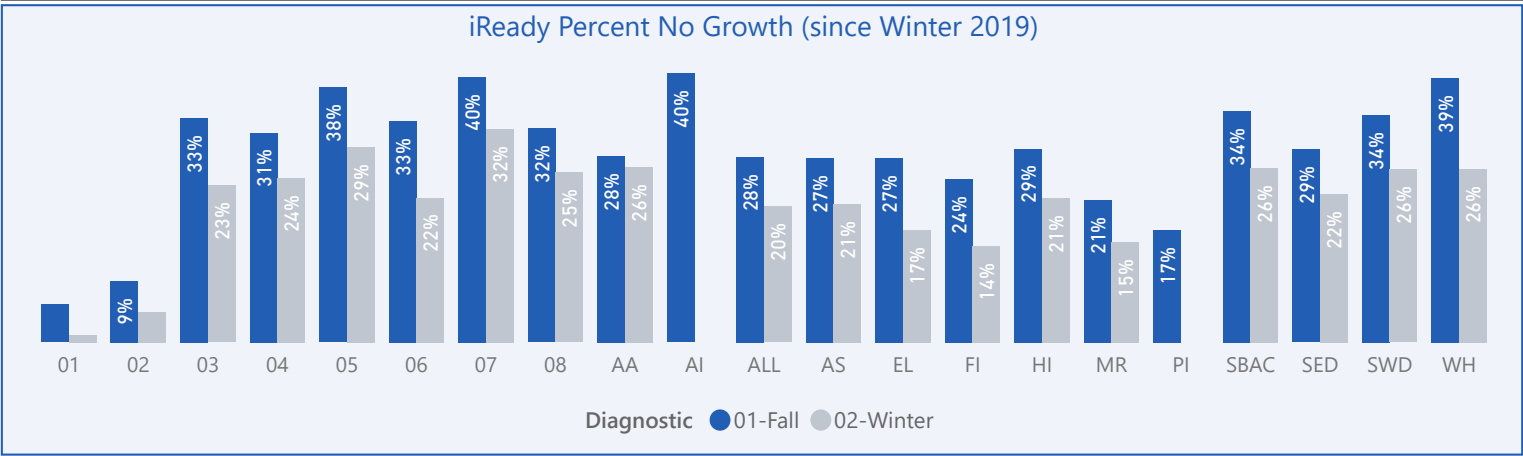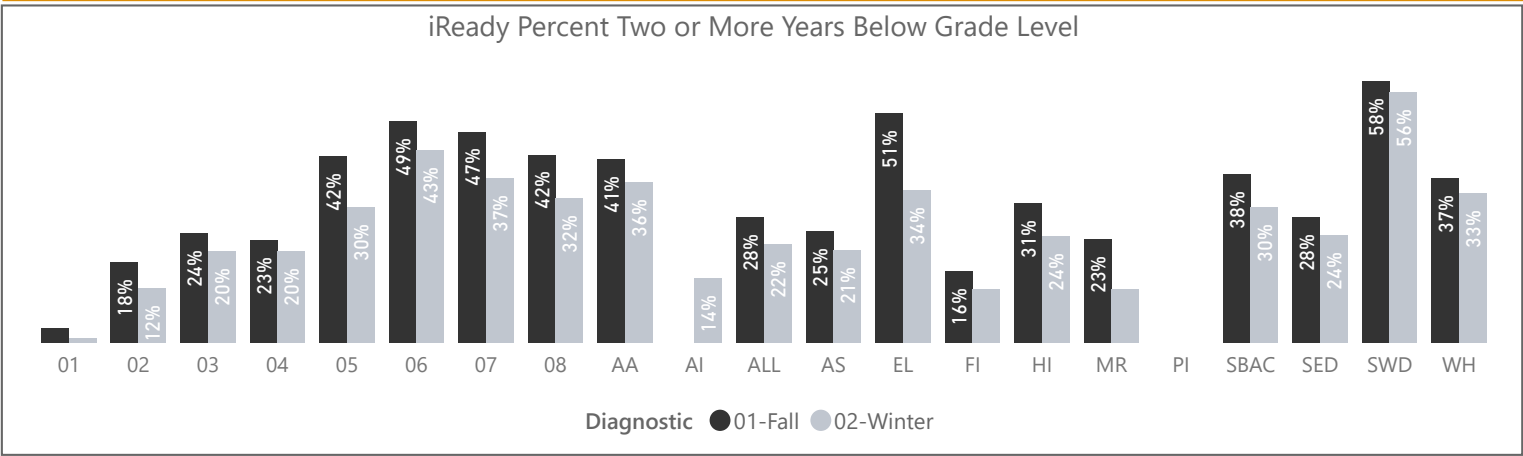
Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports

Frequency: Reports are updated after assessment administration; Updated: January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

On Track

54% Fall	**55%** Winter	Spring

2+ Below

28% Fall	**22%** Winter	Spring

No Gro...

28% All	**20%** Winter	Spring

iReady Percent On-Track

Diagnostic ● 01-Fall ● 02-Winter

iReady Percent Two or More Years Below Grade Level

Diagnostic ● 01-Fall ● 02-Winter

iReady Percent No Growth (since Winter 2019)

Diagnostic ● 01-Fall ● 02-Winter

F-W Growth	F-S Growth
54% All	

iReady F-W Typical Growth

00	52%
01	57%
02	46%
03	55%
04	47%
05	57%
06	55%
07	53%
08	62%
AA	54%
AI	67%
ALL	54%
AS	53%
EL	50%
FI	50%
HI	54%
MR	57%
PI	71%
SBAC	55%
SED	53%
SWD	54%
WH	50%

Curriculum

Overview: Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

* Total Test Count: Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).

* Average Test Administered: Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).

* Progress/Proficiency: achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.
* 30 minutes: percent of students averaging 30 minutes per subject per week
* Passed Lesson: percent of students passing online instruction (<70%)

Navigation: N/A
Source: Research; Curriculum Exports, Illuminate
Frequency: Reports are updated periodically; Updated: November 2020

January 2021
Curriculum Assessments

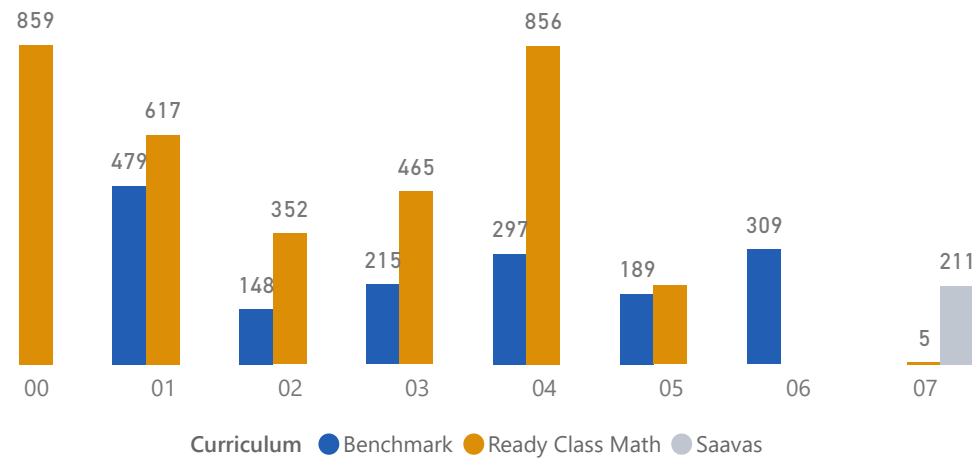| Ready Class	Saavas	Benchmark
3366	211	1637
Total Test Count	Total Test Count	Total Test Count

Curriculum: Test Count

Grade	00	01	02	03	04	05	06	07
Benchmark		479	148	215	297	189	309	
Ready Class Math	859	617	352	465	856	189		5
Saavas								211

Curriculum: Average Test Count

Grade	00	01	02	03	04	05	06	07
Benchmark		10.9	2.2	3.2	3.3	2.9	3.8	
Ready Class Math	16.8	14.4	8.6	6.7	12.2	7.6		5.0
Saavas								5.2

Curriculum ● Benchmark ● Ready Class Math ● Saavas
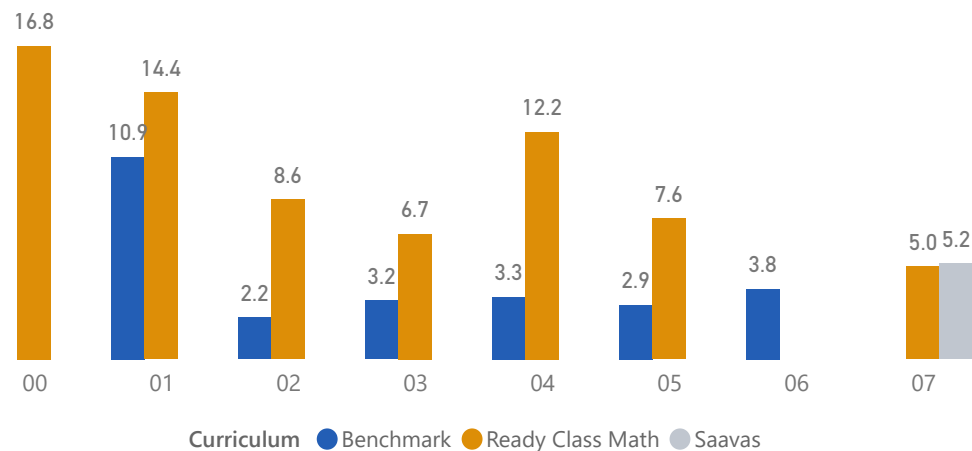
Online Instruction: 30+ minutes

Subject	Sequence 1	Sequence 2	Sequence 3
Math	47.4%	40.5%	39.6%
ELA	42.6%	37.5%	46.1%
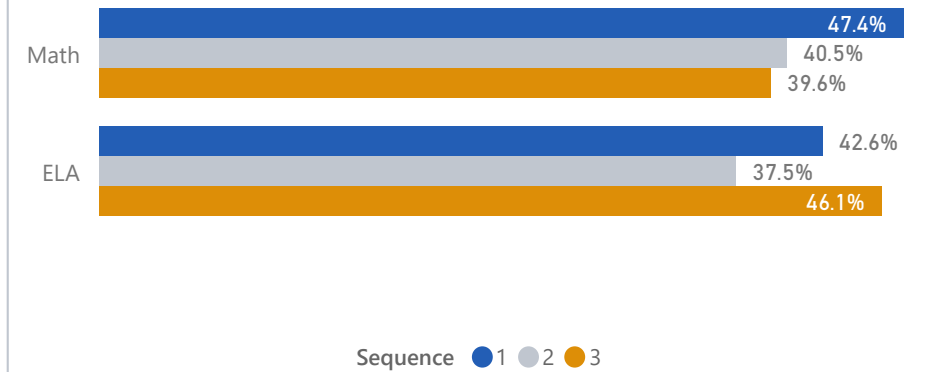
Sequence ●1 ●2 ●3

Online Instruction: Passed Lessons 70%+

Subject	Sequence 1	Sequence 2	Sequence 3
Math	79.0%	79.0%	78.0%
ELA	66.0%	65.0%	65.0%
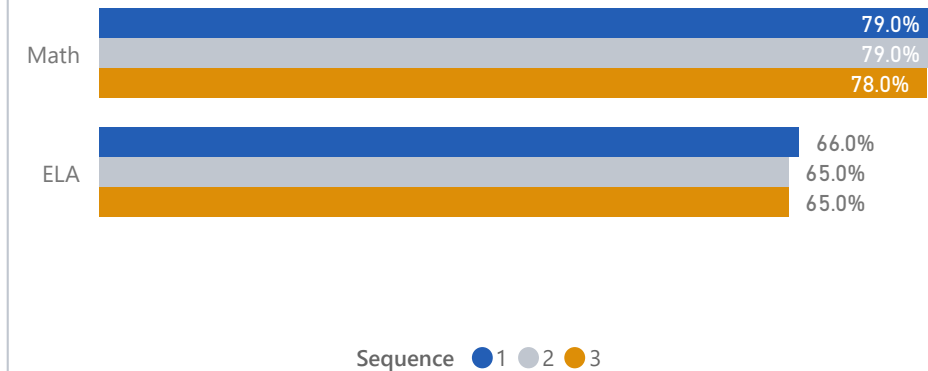
Sequence ●1 ●2 ●3

Sequence: 1. Sep 28; 2. Nov 9; 3. Jan 11

SUSD RA v1.1

ELs & RFEPs

2020-2021

Overview: English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

* **IA ELPAC:** THe Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:

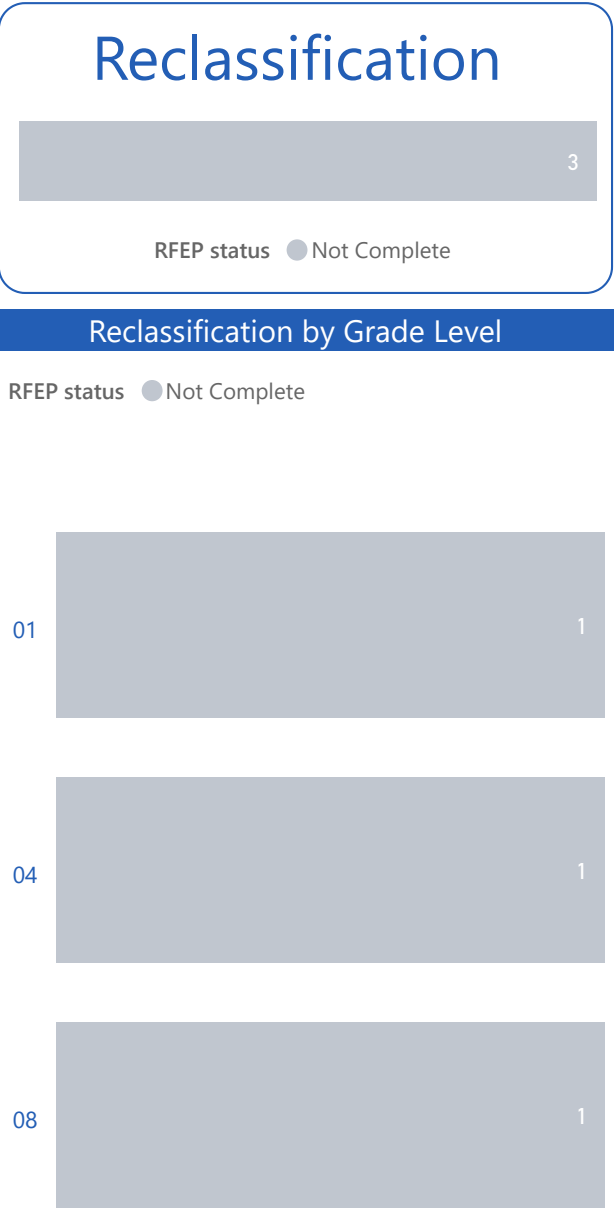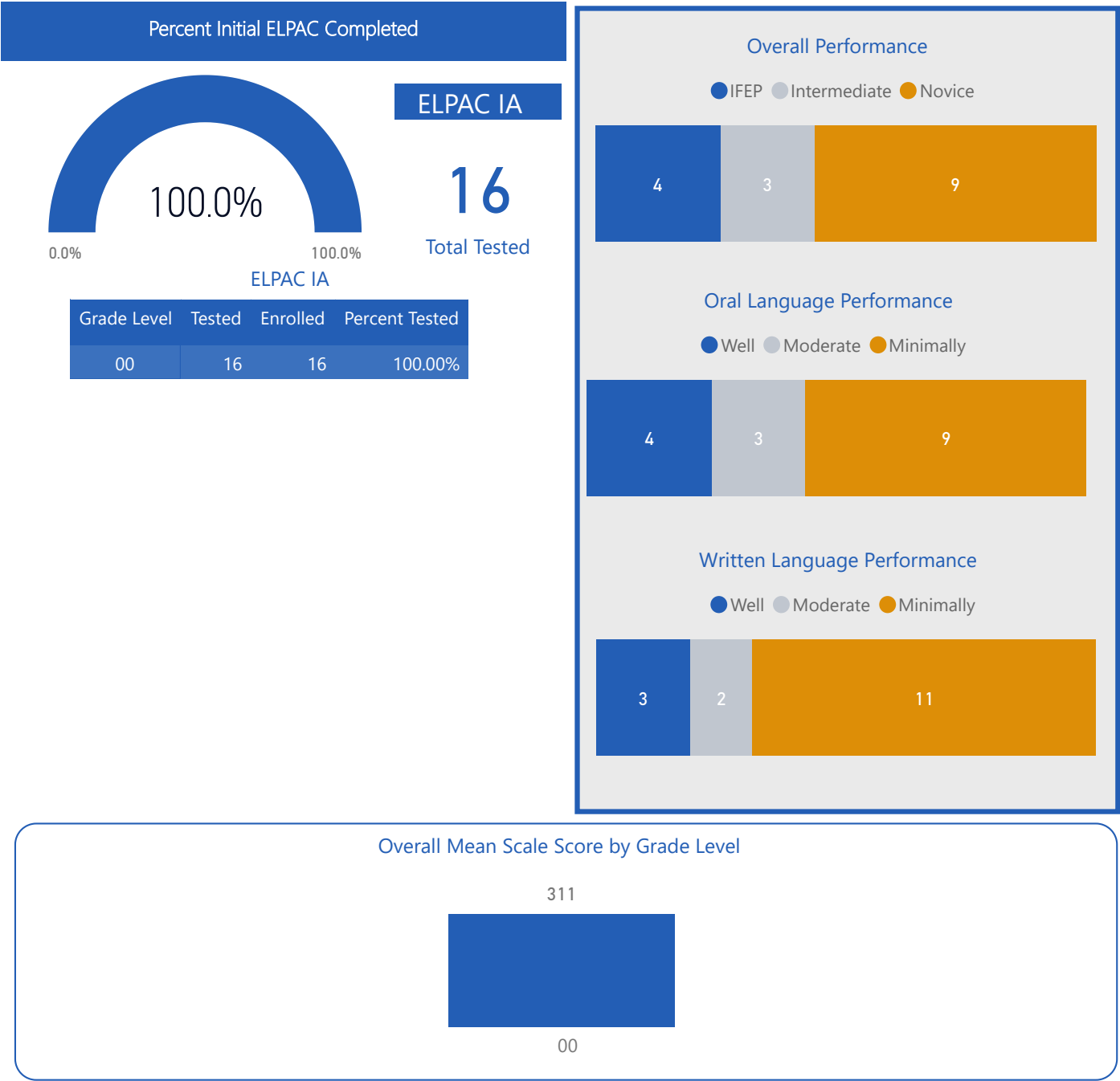**IFEP:** Initial Fluent English Proficient **Intermeidate English Learner**, and **Novice English Learner.**
Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

* **RFEP Eligibile:** Count of all English Learners eligble for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:
1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.
Navigation: NA
Source: Research; ELPAC; Illuminate
Frequency: Reports are updated periodically;
Updated: January 2021

Percent Initial ELPAC Completed

ELPAC IA

100.0%

0.0%   100.0%

ELPAC IA

16
Total Tested

Grade Level	Tested	Enrolled	Percent Tested
00	16	16	100.00%

Overall Performance

● IFEP ● Intermediate ● Novice

4	3	9

Oral Language Performance

● Well ● Moderate ● Minimally

4	3	9

Written Language Performance

● Well ● Moderate ● Minimally

3	2	11

Overall Mean Scale Score by Grade Level

311

00

Reclassification

3

RFEP status ● Not Complete

Reclassification by Grade Level

RFEP status ● Not Complete

01   1

04   1

08   1

SUSD RA v1.1

School Climate

Overview: School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.
Navigation: NA
Source: Student Support Services - PLUS program
Frequency: Reportts are updated after survey administration (3x a year); Updated: Fall 2020

All Responses

- 86.0% — At my school, there is a teacher or other adult who really cares about me.
- 85.5% — I feel like I am part of this school.
- 73.9% — I feel like my voice matters to adults at my school.
- 15.4% — There is a lot of tension at my school between different cultures, races, or ethnicities.
- I have been cyberbullied in the last 30 days.

Count	Count	Count
25	182	(Bla...
Grade 4-5	Grades 6-8	Grades 9-12

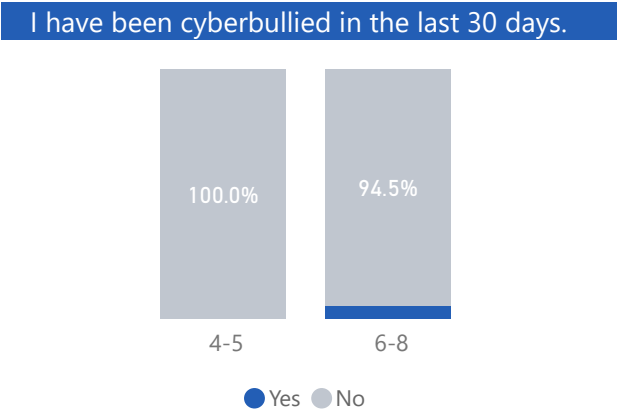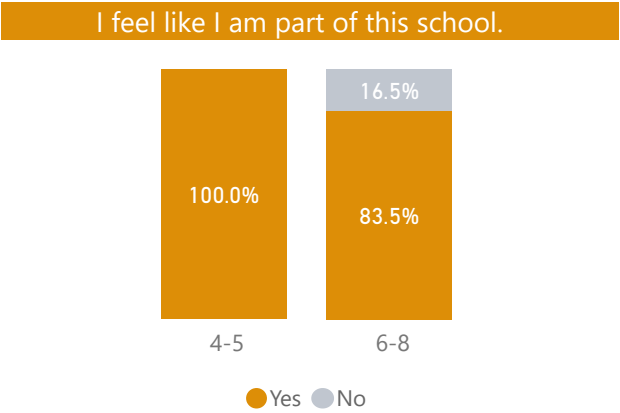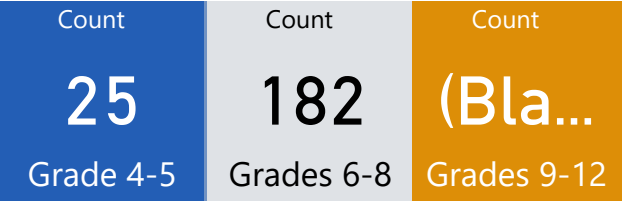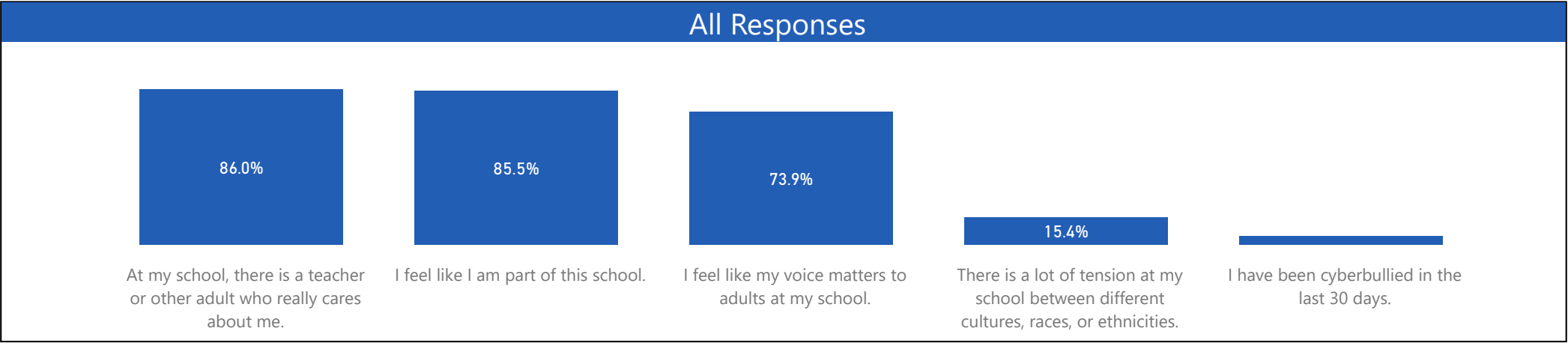### I feel like I am part of this school.

4-5: Yes 100.0%
6-8: No 16.5%, Yes 83.5%

I have been cyberbullied in the last 30 days.

4-5: No 100.0%
6-8: No 94.5%

I feel like my voice matters to adults at my school.

4-5: No 20.0%, Yes 80.0%
6-8: No 26.9%, Yes 73.1%

At my school, there is a teacher or other adult who believes that I will be a success.

4-5: Yes 92.0%
6-8: No 10.4%, Yes 89.6%

At my school, there is a teacher or other adult who really cares about me.

4-5: Yes 96.0%
6-8: No 15.4%, Yes 84.6%

I feel safe in my school.

4-5: Yes 96.0%
6-8: No 15.4%, Yes 84.6%

There is a lot of tension at my school between different cultures, races, or ethnicities.

6-8: No 84.6%, Yes 15.4%

SUSD RA v1.1

school search

Peyton Elementary

GradePeriod

All

Grade Distribution and Term

Participation Fall | Near/Ready

(Blank) | (Blank)

Percent | All

MDTP: Fall Diagnostic

Overview: Distribution of transcript grades reported by grade, course, and credits earned.

Transcript Grades:
* Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)
* Credits Earned: Credits earned as indicated on transcript

Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.
* All: all credits attempted were earned
* Half: more than half of credits attemped were earned
* Less than half: less than half of credits atttempted were earned
* None: no attempted credits were earned

***MDTP** (9-11): The Mathematics Diagnostic Testing Project (MDTP) is a diagnostic tool designed to support secondary math programs in CA schools. MDTP is administered at the beginning of term and indicates students readiness for currently enrolled math course.

Readiness is indicated as **Near/Ready**: Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30)

Navigation: NA; **Source:** Research; IS, Synergy
Frequency: Reports are updated after at end of term, test; Undated: January 2021

Subject and Non-Passing Grades

MDTP: Fall Diagnostic

Credits Earned (October)

10

8

6

4

2

0
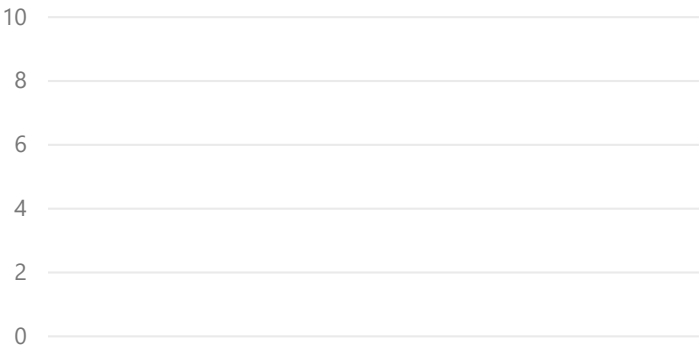
Credits Earned (December)
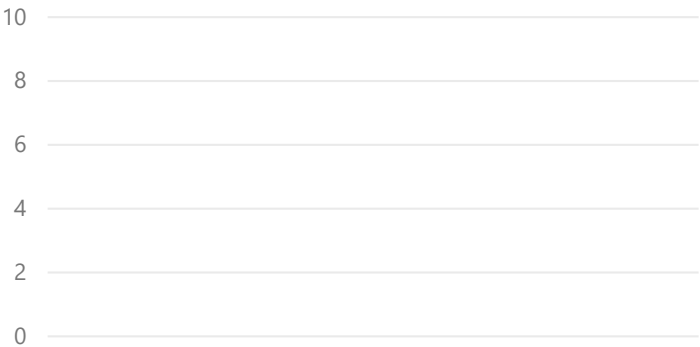
10

8

6

4

2

0

Report Log

Report Content

Student Level Reports
* iReady (portal), Student Level (Illuminate)
* RFEP eligibility (Illuminate)
* ELPAC IA testing list
* Benchmark Universe
* MDTP
* Saavas (portal)

Acronyms

Student Groups

ALL – all students
AA – Black/African American
AI-American Indian/Native Alaskan
AS-Asian
FI-Filipino
HI-Hispanic
MR-Two or More
PI-Pacific Islander/Native Hawaiian
WH-White
EL-English Learner
FOS-Foster Youth
HOM-Homeless Youth
SED-socioeconomically disadvantaged, SWD-students with disabilities.

Metrics

iReady

Subject: **Math**

2020-2021

Term: All
Student Group: All

Participation

98%	99%	
Fall	Winter	Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's intterim/diagnostic assessments:

* iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. On-Track for Grade Level: percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. Two or More Years Below: (2 + Below) percent of students who are 2 or more years below grade level.

3. No Growth: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow
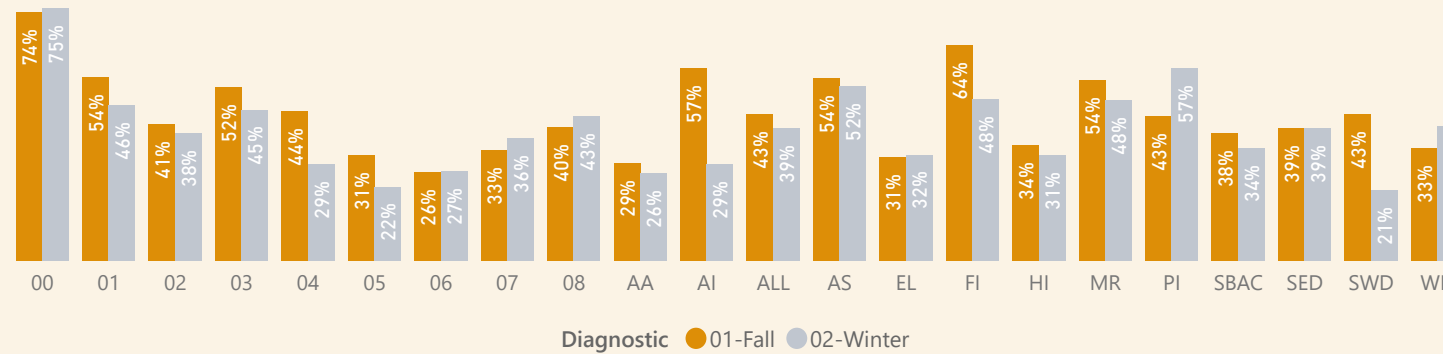
Source: Research; Program Exports
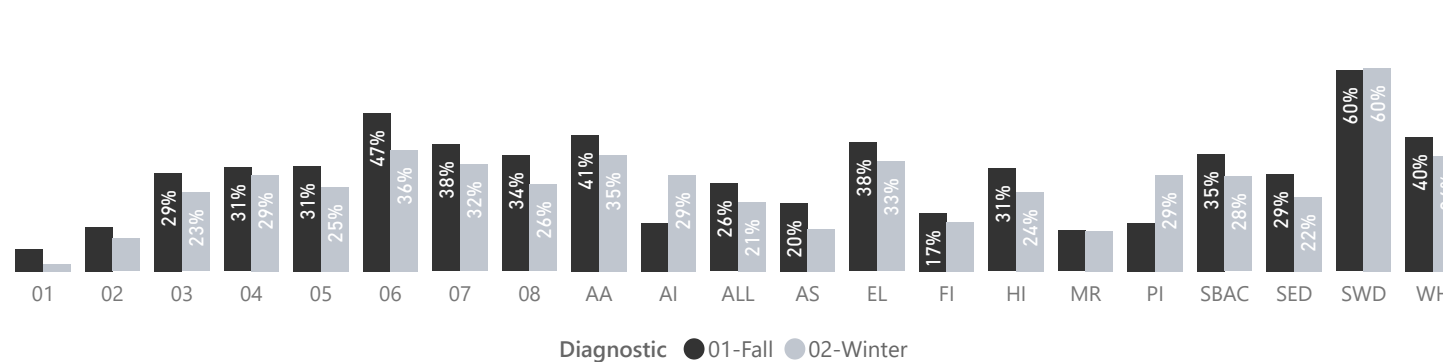**Frequency:** Reports are updated after assessment administration; Updated: January 2021 - winter.
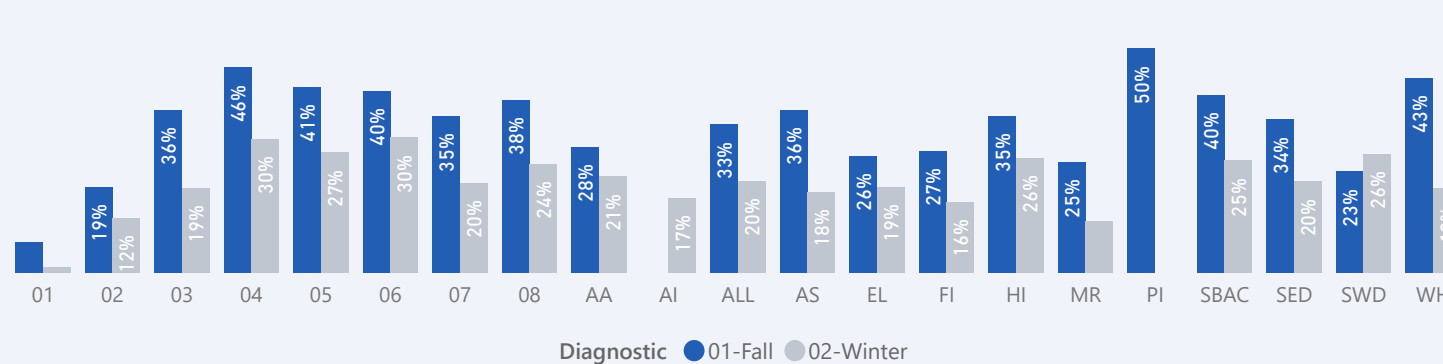High School Data Currently Not Reported

SUSD RA v1.1

On Track

43%	39%	
Fall	Winter	Spring

2+ Below

26%	21%	
Fall	Winter	Spring

No Gro...

33%	20%	
All	Winter	Spring

iReady Percent On-Track

Diagnostic ● 01-Fall ● 02-Winter

	00	01	02	03	04	05	06	07	08	AA	AI	ALL	AS	EL	FI	HI	MR	PI	SBAC	SED	SWD	WH
01-Fall	74%	54%	41%	52%	44%	31%	26%	33%	40%	29%	57%	43%	54%	31%	64%	34%	54%	43%	38%	39%	43%	33%
02-Winter	75%	46%	38%	45%	29%	22%	27%	36%	43%	26%	29%	39%	52%	32%	48%	31%	48%	57%	34%	39%	21%	40%

iReady Percent Two or More Years Below Grade Level

Diagnostic ■ 01-Fall ■ 02-Winter

	01	02	03	04	05	06	07	08	AA	AI	ALL	AS	EL	FI	HI	MR	PI	SBAC	SED	SWD	WH
01-Fall		29%	31%	31%	47%	38%	34%	41%	26%	20%	38%	17%	31%	35%	29%	60%	40%				
02-Winter		23%	29%	25%	36%	32%	26%	35%	29%	21%	33%	24%	28%	22%	60%	34%					

iReady Percent No Growth (since Winter 2019)

Diagnostic ● 01-Fall ● 02-Winter

	01	02	03	04	05	06	07	08	AA	AI	ALL	AS	EL	FI	HI	MR	PI	SBAC	SED	SWD	WH
01-Fall		19%	36%	46%	41%	40%	35%	38%	28%	17%	33%	36%	26%	27%	35%	25%	50%	40%	34%	23%	43%
02-Winter		12%	19%	30%	27%	30%	20%	24%	21%		20%	18%	19%	16%	26%			25%	20%	26%	19%

F-W Growth | F-S Growth

51%
All

iReady F-W Typical Growth

00	61%
01	62%
02	41%
03	48%
04	43%
05	38%
06	51%
07	59%
08	58%
AA	51%
AI	14%
ALL	51%
AS	54%
EL	57%
FI	47%
HI	50%
MR	54%
PI	43%
SBAC	49%
SED	50%
SWD	44%
WH	54%

Recommendations and Assurances:

Site Name: **Peyton Elementary School**

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

   English Learner Parent Involvement Committee   6-14-2021
   _____   Date of Meeting

   Other committees established by the school or district (list):
   _____   Date of Meeting

4. 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.

5. 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 6-16-2021 .
                                                          Date of Meeting

Attested:

Naheem Akhtar   6-16-2021
Typed Named of School Principal   Signature of School Principal   Date