

2023-2024 School Plan for Student Achievement Recommendations and Assurances

Site Name: _____

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 School 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:

English Learner Advisory Committee

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 _____
Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

Committee

Date of Meeting

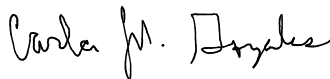
Committee

Date of Meeting

Committee

Date of Meeting

Attested:



Typed Name of School Principal

Signature of School Principal

Date

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Peyton Elementary	396867660115303	06/28/2023	07/11/2023

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Peyton Elementary is implementing a Schoolwide Program. The purpose of this plan is to address the needs of students identified by ESSA in the Additional Targeted Support and Improvement (ATSI) program for Two or More Race and White student groups.

Description

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.

All Site goals, strategies and activities are in alignment with Stockton Unified School Districts LCAP Goals.

Engaging Educational Partners

Refer to the Comprehensive Needs Assessment.

Resource Inequities

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

Refer to the Comprehensive Needs Assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

We conducted the following surveys during the 2022-2023 school year: The PLUS Climate Survey, Healthy Kids Survey, Parent Needs Assessment, and a Parent Needs Assessment for English Learners.

The site administrative team conducted classroom observations, evaluations, i-Ready walkthroughs, SIPPS walkthroughs, and AVID walkthroughs during the 2022-2023 school year. Many of these observations were conducted in collaboration with district specialists and coaches and outside consultants.

Throughout the year there is an analysis of our current instructional program with a variety of stakeholders during School Site Council meetings, teacher instructional planning days, Leadership meetings, A-Team meetings, CARE/SST meetings, PBIS Team Meetings, after IReady, AVID, and SIPPS walkthroughs, and at the English Language Advisory Committee (ELAC) meetings.

We conducted the 5 Whys for the root cause analysis with Leadership, School Site Council, and ELAC. In addition, our middle school AVID students presented their needs and wants to administration, their teacher, and their peers during their elective period and at the A-Team Meeting so we can make improvements for next school year.

Teachers are responsible for teaching grade level CCSS, assessing students to monitor their progress, and keeping students and their families accountable for student work inside and outside of class. This is observed through monitoring teacher collaboration in person and via forms submitted to admin by each team, classroom observations, teacher parent letters or messages, report cards and parent communication with members of the admin team.

Staffing and Professional Development

Staffing and Professional Development Summary

Valentine Peyton Elementary has 83% of the staff that are considered ESEA and fully credentialed. We have 2 interns. We have 1 teacher with their preliminary credential and two in PIP status and one with their STSP. Our teachers participate in PLC training, AVID training, PLC Team Meetings, Site Professional development and STA professional development days. Our AILT Team (AVID Instructional Leadership Team) in conjunction with our Leadership Team and A-Team work on our needs assessments, root reasons, professional development plans and implementation walks.

Staffing and Professional Development Strengths

We have several staff who attend the AVID Summer Institute every year usually taking between 7-10 staff members to this conference. We also have staff who participate in professional development provided by SUSD and AVID Pathways. We have 10 people attending the summer PLC's At Work Conference in Las Vegas and the AVID Summer Institute in San Diego. Our teachers participate in site PD and in STA District PD Days regularly. We have several primary and SDC currently signed up for the LETRS training. Our teachers also engage in instructional planning, data analysis, and collaboration with the instructional coach each trimester. Teachers also observe one another for job embedded professional development.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Peyton School does not have 45% of it's staff trained on how to support students with Autism. **Root Cause/Why:** The SELPA training has been suspended in the district and new teachers and paras have not yet been trained. The site is short staffed and there is also a lack of subs for both certificated and support staff.

Needs Statement 2 (Prioritized): According to the CNA, approximately 25% of the staff would like to strengthen the instructional program through professional development in AVID, small group instruction, PLCs, and attending training/conferences that support brain research and various content areas or grade levels. **Root Cause/Why:** New and veteran staff members have had limited opportunities to attend conferences over the past few years for a variety of reasons. We have had great success using the strategies mentioned above.

Needs Statement 3 (Prioritized): Peyton School does not have Tier 2 and Tier 3 systems for students that need behavioral support. The results from the CNA taken by staff indicate that 45.5% of the respondents would like professional development to address reluctant learners and defiant students. **Root Cause/Why:** The focus has been on Tiers 1 & 2 PBIS systems. We are in the developing stages for Tier 3. As we acquire new staff members we need to make sure everyone is setting clear expectations and consistent consequences. Staff need to follow the Peyton PBIS Intervention Pyramid prior to sending students to the office. We need to create other deterrents and systems that will be effective for Tiers 2 & 3.

Needs Statement 4 (Prioritized): Peyton School has 45% trained teachers in Year 1 SIPPS implementation. 31% needs professional development in implementing SIPPS in the intermediate grades. **Root Cause/Why:** The focus is to address learning gaps for students needing Tier 2 and Tier 3 interventions, not just in the primary grades but also in the intermediate and middle school grades if applicable. A second paraprofessional is needed for students in the intermediate grades.

Teaching and Learning

Teaching and Learning Summary

The admin team attends, monitors, and supports collaboration meetings to maintain focus on student learning. The admin team, support staff, and teachers monitor MTSS implementation and make adjustments to support student learning based on student data. Opportunities are provided for professional development on adopted and supplementary curriculum and resources including AVID, PLTW, and ELOP enrichment activities. Teachers are released from assignment to engage in opportunities for reflection, collaboration, and PD around effective instructional strategies for *all* students utilizing student data. During release time, staff meetings, and site PD there are opportunities for horizontal and vertical alignment in ELA and Math. Release time is also used for data analysis to monitor student progress and plan for instructional groupings. Teachers review data with students and set short and long term goals; they may be released upon request in order to do so. During release time, staff meetings, and site PD there is targeted support for teachers to deliver high quality instruction using a multi-tiered approach. We are now provide intervention programs such as SIPPS, Read 180, and tutoring after school and during intersessions.

Teaching and Learning Strengths

The Peyton Team recognizes the strength of using the PLC model and collaborating within grade levels and across grade levels. We take time to reflect and plan each trimester. Teachers, supported by staff, seek continuous improvement. Each team identifies a problem that needs to be solved, collects baseline data on that problem, elaborates potential solutions to that problem, and develops an action plan. The team then implements its action plan, collects quantitative and/or qualitative data on its intervention, and records developments. The team gauges the success of the intervention by comparing baseline and new data, analyzes results, and documents lessons learned. Finally, the team determines what to do with its results. Depending on the success of its intervention, the team may choose to adopt, adapt, or abandon its solution, continually refining the process to ensure the best outcome for students.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Our iReady Winter Diagnostic Assessment show that 57% of our students are performing one or more grade levels below grade level in Reading. 62% of students struggle with Vocabulary. 55% of students struggle with Comprehension (Informational Text and Literature). Also, 66% of our African American, 84% of our ELs and 88% of our SPED students are performing 1+ grade levels below in reading. **Root Cause/Why:** Connections between the curriculum & students' personal lives to make reading more interesting, especially for students developing foundational reading skills. Students need to develop their academic vocabulary and be introduced to more reading strategies like Costa's Level of Questions to comprehend at grade level. There is a lack of background knowledge in STEAM & Social Studies.

Needs Statement 2 (Prioritized): Our iReady Math Winter Diagnostic shows that 64% of our students are performing 1+ grade levels below grade level in Math. Also, 76% of our AA, 90% ELs & 90% SPED students are 1+ grade levels below. 56% of students struggle with Number and Operations. 56% of students struggle with Algebraic Thinking. 59% of students struggle with Measurement and Data. 65% of students struggle with Geometry. **Root Cause/Why:** Students need fact fluency, student to student interaction, & conceptual understanding. Teachers need to expose students to Geometry skills via a spiral review using digital platforms / resources. Fluency practice is needed at the start of the year in a systematic way. Parents expressed it is not a priority after grade 3 & more help is needed outside of school hours, preferably virtually.

Needs Statement 3 (Prioritized): EL: by the End of Year 2023, per ELPAC, we increased the number of students who reclassified to English Proficient by 4 students, thereby increasing the total number of reclassified students from 24 to 28. Traditionally we R-FEP about 20 students annually. **Root Cause/Why:** Significant learning gaps in ELA and Math continue to exist. As a site we continue to seek effective strategies to teach academic language (especially Tier 2 words) and grammar to help ELs and native speakers understand the rules and exceptions of the English language.

Needs Statement 4: CAST results show that 73% of Peyton students are not proficient in NGSS standards. **Root Cause/Why:** There are lack of opportunities to

experience STEAM and project based learning to apply NGSS standards and skills, teachers need more training and resources in STEAM fields and NGSS resources, classrooms need materials and equipment that support project based and STEAM learning.

Needs Statement 5: Peyton subgroups of Two or Race and White students have been identified for Additional Targeted Support and Improvement (ATSI) based on low performance. **Root Cause/Why:** Support staff need to strategically monitor performance of these specific subgroups to target needs and align supports and services, additional professional development in PLC collaboration is needed to analyze measures of ATSI subgroup performance and lesson plan according to their needs, ATSI subgroups must have opportunities to use differentiation resources, interventions, and platforms.

Parental Engagement

Parental Engagement Summary

Provide parents with support and resources that empower them to be engaged in their student's learning during parent meetings and parent-teacher conference. Meetings and support may be virtual, one to one, or open to all or targeted parent groups.

Parents will be invited to Back to School Night and/or Open House, Renaissance and/or PBIS assemblies, family nights, parent involvement activities, classes for parents, monthly parent meetings, PTSA, ELAC, and SSC as well as other activities to promote meaningful relationships with our Peyton families.

Peyton School communicates with our families through our monthly parent newsletter, parent flyers, PeachJar, the school marquee, social media, Blackboard communication system, weekly parent folders and binders, student planners, and class/school messaging systems like Google Classroom, Remind, and Class Dojo.

Parental Engagement Strengths

Teacher and parent conferences were conducted virtually and in person as well as SST meetings. The Peyton SSC meet their quorum each meeting. With a full time bilingual SST in the front office to communicate, as well as a bilingual media clerk, and 1 middle school teacher, there are 3 additional Spanish bilingual staff members on campus compared to previous years that Spanish speaking parents can communicate with or ask for assistance. Monthly parent meetings, especially those that are before school, instead of during or after school, were well attended, 75 to over 100 parents. Our Family STEAM Night was well attended and our attendance at our regular monthly Title 1 parent meetings is increasing. Parent volunteers have increased significantly since our Return to School after the pandemic for field trips and PTSA events such as; the Scholastic Book Fair, the Color Run, and the Day of Awesomeness.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): 100% of the CNA respondents reported, "As a parent/guardian, I would like to be more informed about the emergency procedures at my school." **Root Cause/Why:** School threats & shootings seem to be more prevalent. The emergency plans are presented at meetings with a limited number of parents (Parent Coffee, ELAC, & SSC) so many parents are not aware of specific plans and the parents would like it to be explained at Back to School Night and/or at a Parent Rally when more parents are present. Parents want to be notified if there is an incident vs. a drill.

School Culture and Climate

School Culture and Climate Summary

According to the Winter PLUS School Climate Survey, 77% of students in Grades 4-5 and 61% of our students in Grades 6-8 feel that their voice matters to the adults at Peyton School. PLUS survey results are utilized to address student needs each trimester. Counselors provide classroom presentations for areas of need identified in the PLUS surveys and also use that data to inform PLUS Forums. The school counselors also provide mental health support for students in small groups and on an individual basis. Parents suggested at the ELAC meeting that the school should solicit feedback from the students to find out what is helping and what is not helping students to learn, as well as collecting their input for schoolwide decisions.

School Culture and Climate Strengths

Based on the district average, Peyton students are relatively better connected to their school-community. As a whole, students are less likely to be suspended while at Peyton than other schools in the state. Vandalism and crimes on campus are minimal as well as UCP complaints at the district office because parent and student concerns are listened to and addressed at the site level. PBIS implementation of school wide expectations for all areas are reinforced and constantly recalibrated as a staff. Expectations are defined and taught and expectations are reinforced by most teachers. Weekly and monthly incentives are used to reward students observed being safe, kind, and productive. Counselors and the MHC provide intervention and support for students regarding chronic absenteeism, mental health concerns, and students still developing appropriate social skills. Students have the opportunity to receive academic awards, character awards, Super Recess, AR Parties, incentives; including gift cards.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): According to the Winter School Climate Survey, only 77% of students in Grades 4-5 and 61% of our students in Grades 6-8 feel that their voice matters to the adults at Peyton School. **Root Cause/Why:** Some students are afraid of some of the teachers. They fear retaliation or that they will get picked on from the teacher, especially if they are not a part of the top 10% of their class academically. It is usually the same students that have a loss of privileges.

Needs Statement 2 (Prioritized): Only 81% of students in Grades 4-5 and 57% of students in Grades 6-8 feel that they are treated fairly at school. **Root Cause/Why:** Some staff look for students' faults vs. working with the students and building relationships, even when it is not their student. As a result, consequences are not applied consistently to all students. Some teachers talk to students to find the root cause of issues or call parents, some just send the students to the office/detention and do not utilize all tiers in the PBIS Pyramid like C & W.

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 Goal

Goal 1: Student Achievement Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

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 2023, the goal is to increase the number of students at grade-level Proficiency in Reading by at least 5 to 7 percentage points. By June 2023, the goal is to decrease the number of students two or more years below grade-level in Reading by at least 5 to 7 percentage points. EL: By EOY 2023, per ELPAC, increase the number of students who reclassify by four students, thereby increasing the total number of reclassified students from 12 to 16 students. School Goal for Math: (Must be a SMART Goal) By June 2023, the goal is to increase the number of students at grade-level Proficiency in Math by at least 5 to 7 percentage points. By June 2023, to decrease the number of students two or more years below grade-level in Math by at least 5 to 7 percentage points.

Identified Need

Peyton School does not have 45% of it's staff trained on how to support students with Autism.

According to the CNA, approximately 25% of the staff would like to strengthen the instructional program through professional development in AVID, small group instruction, PLCs, and attending training/conferences that support brain research and various content areas or grade levels.

Peyton School does not have Tier 2 and Tier 3 systems for students that need behavioral support. The results from the CNA taken by staff indicate that 45.5% of the respondents would like professional development to address reluctant learners and defiant students.

Peyton School has 45% trained teachers in Year 1 SIPPS implementation. 31% needs professional development in implementing SIPPS in the intermediate grades.

Our iReady Winter Diagnostic Assessment show that 57% of our students are performing one or more grade levels below grade level in Reading. 62% of students struggle with Vocabulary. 55% of students struggle with Comprehension (Informational Text and Literature). Also, 66% of our African American, 84% of our ELs and 88% of our SPED students are performing 1+ grade levels below in reading.

Our iReady Math Winter Diagnostic shows that 64% of our students are performing 1+ grade levels below grade level in Math. Also, 76% of our AA, 90% ELs & 90% SPED students are 1+ grade levels below. 56% of students struggle with Number and Operations. 56% of students struggle with Algebraic Thinking. 59% of students struggle with Measurement and Data. 65% of students struggle with Geometry.

EL: by the End of Year 2023, per ELPAC, we increased the number of students who reclassified to English Proficient by 4 students, thereby increasing the total number of reclassified students from 24 to 28. Traditionally we R-FEP about 20 students annually.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students performing 2 or more grade levels below	ELA 23% Math 21%	ELA 18% Math 16%
Number of students reclassified as fluent english proficient	12 RFEPs	16 RFEPs
Percent of students performing at grade level or above	Winter ELA 42% of students meet or exceed standards. Winter Math 31% of students meet or exceed standards.	Winter ELA 49% of students meet or exceed standards. Winter Math 38% of students meet or exceed standards.

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

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan Provide teachers with professional learning opportunities and to support supplementary 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 foundational reading skills, Costas Level of Questioning, vocabulary acquisition, comprehension, grammar, and writing across the content areas. Teachers will also collaborate on a variety of Leadership Teams to improve teaching and learning. (1 FTE Instructional Coach - Centralized Service) Provide professional development on effective PLCs, AVID, and student

engagement strategies for working with students with special needs, ELs, and students that demonstrate defiant behavior as well as instructional strategies in all Math & ELA domains as mentioned above. Professional development using brain-based strategies that are compatible for students that meet/exceed grade level standards as well as students that do not meet standards at different grade levels and across subject areas, especially STEAM. Desired PD may include, but not limited to, The California Kindergarten Conference, National Conference on Science Education, Learning and the Brain, California Science Education Conference, and other conferences that promote effective practices in ELA and Math, especially for English Learners, African American students, and SPED students. Effective PLC collaboration will assist staff in monitoring data for ATSI subgroups (Two or More Race and White) to differentiate lesson planning for their needs and target their support resources. Additional Compensation for Teachers for Collaboration and Leadership Pay Calculation: 10 teachers X 5 days X \$60= \$3000 - Title I Substitute Pay Calculation: 10 substitutes X 10 days X \$200 = \$ 20,000 - Title I Conferences or Consultants: AVID PLC Specific Content Areas w/ Emphasis on EL, SPED, or AA students Grade/Life Level Conferences Shurley Grammar PD for Site Digital Licenses to Optimize Use Conferences including registration, accommodations, per diem, and/or consultant): Title1 - \$7,574.75 Conferences that include STEAM as a content area (including registration, accommodations, per diem, consultant): \$2,000 - Title I 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

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

Amount(s)	Source(s)
\$3,000	50643 - Title I
\$17,000	50643 - Title I
\$7,574.75	50643 - Title I
\$2,000	50643 - Title I

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

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports The Program Specialist assists with collecting, analyzing, and interpreting data as well as technology integration and supplemental programs like PLTW, SIPPS, 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. Specifically, the program specialist will compile attendance and academic data on ATSI student groups (Two or More Race and White) to monitor their progress and align supports and services to address their needs for improvement of attendance and promote academic growth. The ELAC recommended that the school budget include an after-hours Zoom or other digital platform where targeted students may access instructional support to complete their homework/projects in core academic subjects [funding for a teacher is needed]. 50% - Title I (\$73,414) - 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 supplemental programs, 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. 50% - LCFF (\$73, 414) - 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 supplemental programs, 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. Provide professional development on effective AVID Strategies, EL Strategies, and Student Engagement, as well as instructional strategies in all Math & ELA domains, including foundational skills, writing, listening, comprehension, and vocabulary acquisition. Monitor the paraprofessionals that are supporting students using supplemental materials that are 1 or more years below grade level, especially EL students, AA and RSP. Additional Hours Pay Calculation 1 Program Specialist and 1 Instructional Coach: 1 program specialist X 15 hours X \$60 rate of pay = \$900 - Title I 1 instructional coach X 15 hours X \$60 rate of pay = \$900 - Title I Instructional Aide 75% -Title I (\$48,882) Two .5 paraprofessionals will assist with students one year or more below grade level needing Tier 2 support in ELA and Math. Interventions and instructional supports will target ATSI subgroups (Two or More Race and White). 25%- LCFF (\$16,294) Two .5 paraprofessional will assist with students one year or more below grade level needing Tier 2 support in ELA and Math. Interventions and instructional supports will target ATSI subgroups (Two or More Race and White). The 2 paraprofessionals will work with students with learning gaps in ELA/Math in the primary and intermediate grades in small groups as a Tier 2 and Tier 3 intervention. 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 with characters and people that represent the student demographics at Peyton School. The library media clerk will also work to foster a love of reading for all students. Each week the library media clerk announces the AR winners and provides incentives to participating students. Library Media Clerk (24101)--3.5 hr.- LCFF (\$22,874) A bilingual paraprofessional to provide additional support to our English Learners, especially students that are emerging and expanding their English skills. (District Funded) EL Subgroup Support 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. Bilingual Aide Additional Compensation Teacher Additional Compensation (If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.) 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 Teachers, classified staff, program specialist, and the instructional coach will be compensated for additional hours for leadership roles and collaboration around early literacy, math fluency, and researched based instructional practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal

Identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$8,605	50643 - Title I Salary Contingency
\$14,506	23030 - LCFF Salary Contingency
\$73,414	50643 - Title I
\$73,414	23030 - LCFF (Site)
\$48,882	50643 - Title I
\$16,294	23030 - LCFF (Site)
\$22,874	23030 - LCFF (Site)
\$900	50643 - Title I
\$900	50643 - Title I

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

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement Provide students with opportunities to increase reading & math fluency, vocabulary, geometry, and other mathematical and scientific concepts as well as reading comprehension through digital license agreements that are adaptive and can be utilized whole class, in small group instruction, and assigned to individual students to address the instructional needs of all students, those needing intervention to develop basic skills and those needing enrichment activities. Supplemental resources will be targeted for ATSI subgroups (Two or More Race and White) to differentiate for their needs and provide additional opportunities to accelerate learning. (\$36,020-Title I) Licenses: Title1 Accelerated Reader (Grades 1-5 for fluency and comprehension) - \$7,329.00 Moby Max (Grades 1-8 to address skill gaps in reading, language, grammar and vocabulary) - \$3,795.00 Reading Eggs (Grades 1-2 to address skill gaps and reinforce phonics and foundational reading skills) and Study Island (Grades 5-8 to develop, reinforce, or advance students in grade level in ELA, Science, and Math CCSS -\$7,501.25 TPT (Grades Tk-8) to use supplementary materials aligned with the core curriculum, SEL, and CCSS. - \$3,625.00 Lexia Core5 Reading/Power Up (Unlimited License) to develop foundational reading skills, vocabulary, comprehension and concepts in Social Studies and Science in grades K-8- \$13,800 Books (\$1,000 - Title I) to include: leveled, chapter, library, beginning literacy and materials for Literacy Centers and small group instruction. 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 and supplemental programs that require the use of headphones, composition books, copy paper, toner, graph paper, chart paper, highlighters, colored pencils, crayons, planners, binders, planners, post-its, dry erase pens/erasers, small white boards, dividers, folders, and other applicable supplemental materials/supplies. Cost of materials/supplies = \$6,000 - Title I Grades TK-8, to support small group instruction and tutoring strategies through the use of copy paper, toner, ink, flashcards, educational games, manipulatives and other applicable supplemental materials/supplies. Cost of materials/supplies = \$2,114 - Title I, \$389 LCFF The duplication of materials to support skill reinforcement and conceptual development. Equipment to enhance instructional strategies through blended learning may include: interactive SMARTboards, large monitors, student laptops and printers, (dependent on supplemental) projectors, tablet devices, E-readers, projectors, document readers/cameras, wireless audio components, and other instructional ancillary devices. Cost: \$17,903 - LCFF Supplemental materials include computer programs, STEM supplies, art supplies to demonstrate student understanding, visual aids, manipulatives to develop conceptual understanding, 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: \$2,000 - Title I Instructional and consumable materials that include but are not limited to: fadeless paper, butcher paper, rubber bans, glitter, paint, pipe cleaners, clothespins, glue, office supplies, folders, dividers, poster boards, display play boards, chart paper, to support AVID strategies, STEAM activities, and other enrichment activities. Cost: \$2,000-Title 1 Teachers will enhance NGSS (science) curriculum through hands-on science experiments, coding programs and consumable materials/office supplies. Project Lead the Way (PLTW) and Science Technology Engineering Art Mathematics (STEAM) projects to include, but not limited to, PLTW/STEAM project materials: Cost \$2500 Title 1 Applicable supplemental instructional materials include, but are not limited to, art supplies, math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials and other materials to promote computer science and specific project materials, 3D printers and Project Lead the Way materials. Materials for Science, including Computer Science, are 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 learning logs, and reading manuals/directions. Progress Monitoring: # of students meeting 100% their Accelerated Reader goal each trimester with 80% accuracy # of classes using the library Digital Licenses Program Reports iReady Diagnostic Assessments

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$36,050.25	50643 - Title I
\$1,000	50643 - Title I
\$17,903	23030 - LCFF (Site)
\$2,500	50643 - Title I
\$6,000	50643 - Title I
\$2,114	50643 - Title I
\$389	23030 - LCFF (Site)
\$2,000	50643 - Title I
\$2,000	50643 - Title I

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

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Other Services and Operational Costs Associated with Plan Implementation Field trips will be used to develop background knowledge in the arts, social studies, STEM and develop social emotional skills. They will also be used to promote AVID and engage in STEM activities such as PLTW and Computer Science. Transportation Costs Student Fees 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. (\$8,500- Title 1)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$8,500	50643 - Title I

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

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity

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

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

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Although the percentage of students is 56% instead of 57% compared to the year before in ELA, there are 20 more students that are at or above grade level in ELA at Peyton School due to an increase in enrollment. There are approximately the same percentage (43%) of students 2 or more years below grade level, but there are 28 more students performing 1 or more years below grade level in ELA. In math, we increased from 53% to 57% proficient. Therefore we did not meet the 5-7% increase in each subject from year to year. We did increase the number of reclassified ELs to RFEP from 12 to 16+ students, we are still expecting more once the CAASPP scores are officially released.

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

In ELA, the SIPPS training and implementation took longer than anticipated to fully implement and the paraprofessional to assist with SIPPS did not start until February of 2023. Also, teachers in the primary grades spent more time in small group instruction due to the different SIPPS levels and they felt that the strategic students not in SIPPS, were not targeted enough to have more students progress to proficiency. We had a Spanish bilingual aide for about 6 weeks and then she returned to her former assignment at the high school and position was not filled. In Math, we addressed Geometry throughout the year and focused more on academic vocabulary and math discourse, increasing the number of students performing at grade level in Math and helping ELs become reclassified.

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.

The paraprofessional will begin at the start of the year and we will hire a second one for students in the intermediate grades. We should also be hiring a full time bilingual aide. This will allow teachers more time to provide quality Tier 1 and Tire 2 instruction for strategic students during the core subjects. We will also try to integrate science and social science more during ELA time to increase background knowledge, comprehension, vocabulary and writing skills.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

School Goal for Suspension: (Must be a SMART Goal) By June 2023, our goal is to suspend .9% or less of the total student population. By June 2023, our goal is to decrease the suspension rate of each subgroup by the following amount: African American less than 1%, Hispanic less than 1%, Students with Disabilities less than 2%, and White students less than 1% of the population. By June 2023, our goal is to decrease our chronic absenteeism rate to less than 5%. By June 2023, our goal is to decrease our Chronic Absenteeism in the following subgroups: African American students, Students with Disabilities, Students identifying as Two or More Races, and students that are Socio Economically Disadvantaged. To provide strategies and support for teachers, parents and students 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.

Identified Need

Peyton School does not have 45% of it's staff trained on how to support students with Autism.

Peyton School does not have Tier 2 and Tier 3 systems for students that need behavioral support. The results from the CNA taken by staff indicate that 45.5% of the respondents would like professional development to address reluctant learners and defiant students.

According to the Winter School Climate Survey, only 77% of students in Grades 4-5 and 61% of our students in Grades 6-8 and feel that their voice matters to the adults at Peyton School.

Only 81% of students in Grades 4-5 and 57% of students in Grades 6-8 feel that they are treated fairly at school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students response to School Climate survey	71-72% Peyton students feel their voice matters to the adults at the school	By June 2023, 76-78% of our students will feel their voice matters to the adults at Peyton School.
Chronic Absenteeism Rate	Chronic Absenteeism 35.7%	Chronic Absenteeism will be at 5% or less
Percent of student suspensions	Two students were suspended this school year, one African American and one Hispanic for a total of 11 days.	Less than 1% of the student population will be suspended.

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

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan To provide strategies and support for teachers, parents and student through Positive Behavior Intervention and Support (PBIS), PLUS, Restorative Practices, etc. focusing on improving attendance and discipline. Teachers will also collaborate on Leadership Teams to improve the school climate. The ELAC recommended soliciting more student input on the performance of their respective teachers that may help a teacher improve or build on their instructional delivery and relationships with students. Non-Instructional Consultant Services: Consultant to provide structured student engagements activities such as a Science Technology Engineering Art & Math (STEAM), structured activities/games that promote positive SEL program during lunch recess with focus on teaching a growth mindset, 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

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

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports 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.) Peyton will provide certificated and classified additional compensation/substitute costs needed for SEL instruction, school culture & climate building, and PBIS supports. 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

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

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

Strategy/Activity 2.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement 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.) Buy tactile devices/manipulatives and alternative seating for students struggling in the general education environment. (LCFF funded or general funds only.) \$ 1,000 -LCFF 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

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

Amount(s)	Source(s)
\$1,000	23030 - LCFF (Site)

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

Strategy/Activity 2.1.4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Other Services and Operational Costs Associated with Plan Implementation

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

No African American students were suspended inside or outside of school during the 2022-2023 school year. One Hispanic student was suspended or .003 of the Hispanic student population. Out of the 4 students that were suspended, all students were identified as SPED or 3% of the SPED student population. We had one White student suspended for 4 days and he accounted for 3% of the White student population. Students that were suspended had a multitude of interventions and parent meetings and accounted for 0.3% of the student population. We try to intervene immediately when we see students demonstrating unsafe behaviors and make parent contact early on to garnish their support when making a mutually agreed upon BIP. We utilize all Gen Ed and SPED support staff at the site and district to construct a individualized behavior plan that will help the student be safe and remain at school. These suspensions were the result of staff and other students being physically assaulted multiple times by the same student. Unfortunately, 34.05% of the students were chronically absent this school year. African American students constituted 25.71% of the students chronically absent. Hispanic students made up 32.47% of the students chronically absent, SPED students composed 35.77% of the students chronically absent, and 26.09% of the students that identify as 2 or more races were chronically absent. We do not have data for SED, just 75% of the homeless students were identified as chronically absent.

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

We have 2 new counselors and a new Student Support Tech so the monitoring of and providing supports for students with only chronic absenteeism was more challenging this year unless the student exhibited academic and/or behavioral needs. Transportation provided by the school district has not been reliable this school year.

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.

We need to be more realistic when setting our goal for Chronic Absenteeism. We are re-establishing our Student Engagement Team to monitor and support our students with chronic absenteeism, including parent meetings, goal setting, and incentives to improve student attendance. .

LCAP Goal

Goal 3: Meaningful Partnerships Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

Due to the residual effects of the Pandemic, the frequency of staff interactions and meeting with parents is still limited. Therefore, we were unable to fulfill the first goal: By June 2023, increase the number of in-person family nights/parent meetings from 2 to 4, including Back to School Night and PTSA events. By June 2023, increase the number of parent volunteers participating in school events hosted on the site from 3 to 8. By June 2023 Peyton will increase the number of participants at each of the ELAC meetings by the 4th meeting of the year.

Identified Need

Our iReady Winter Diagnostic Assessment show that 57% of our students are performing one or more grade levels below grade level in Reading. 62% of students struggle with Vocabulary. 55% of students struggle with Comprehension (Informational Text and Literature). Also, 66% of our African American, 84% of our ELs and 88% of our SPED students are performing 1+ grade levels below in reading.

Our iReady Math Winter Diagnostic shows that 64% of our students are performing 1+ grade levels below grade level in Math. Also, 76% of our AA, 90% ELs & 90% SPED students are 1+ grade levels below. 56% of students struggle with Number and Operations. 56% of students struggle with Algebraic Thinking. 59% of students struggle with Measurement and Data. 65% of students struggle with Geometry.

EL: by the End of Year 2023, per ELPAC, we increased the number of students who reclassified to English Proficient by 4 students, thereby increasing the total number of reclassified students from 24 to 28. Traditionally we R-FEP about 20 students annually.

100% of the CNA respondents reported, "As a parent/guardian, I would like to be more informed about the emergency procedures at my school."

According to the Winter School Climate Survey, only 77% of students in Grades 4-5 and 61% of our students in Grades 6-8 and feel that their voice matters to the adults at Peyton School.

Only 81% of students in Grades 4-5 and 57% of students in Grades 6-8 feel that they are treated fairly at school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Flyers/Agendas/Minutes Sign -In Sheets	Family Nights - 1 nights/meetings Parent Volunteers - 3 parents ELAC Meetings - 4 meetings	Family Nights/Meetings -4 Parent Volunteers- 8 ELAC Meetings- At least 4 ELAC meetings with more participants each meeting.

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

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan 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. Consultants may be utilized to conduct parent trainings and educational partners may register for relevant conferences to build skills needed to provide parental support for student achievement and overall health and well-being. The ELAC recommended a school-wide Culture/Spirit-Day where students' cultural backgrounds are acknowledged and celebrated. The ELAC recommended grade-level academic conferencing where teachers meet with parents to go over Student progress, and parent workshops on accessing academic resources for their children.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

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

Strategy/Activity 3.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports 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, Multicultural Night, etc. Teachers will also collaborate on Leadership Teams to provide clear expectations for parents, family nights, and parent meetings. \$1000 Additional Compensation for Certificated/Professionally led parent trainings (counselor, specialist, teachers) Resources & support may include family counseling before, during and after school, as well as technology training/support for parents to access their student's 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 Vue, etc.]. 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. A Spanish-speaking office assistant will be in the front office to help Spanish speaking families understand the resources we have and how to access parent and student digital resources and technology. Peyton will provide certificated and classified additional compensation/substitute costs needed for building educational partnerships, community events, and engaging parents in student support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$500	50647 - Title I - Parent
\$250	50647 - Title I - Parent
\$250	50647 - Title I - Parent

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

Strategy/Activity 3.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement 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, Multicultural Night, etc. Teachers will also collaborate on Leadership Teams to provide clear expectations for parents, family nights, and parent meetings. Parent Engagement - Light snacks and refreshments, parent training materials, such as chart paper, markers, white boards, toner, paper, copy 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. \$1,500 for snacks and parent training materials (50647). Equipment & Materials - \$1,397: 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), 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$1,231	50647 - Title I - Parent
\$1,500	50647 - Title I - Parent

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

Strategy/Activity 3.1.4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Other Services and Operational Costs Associated with Plan Implementation

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Our monthly parent meetings are seeing an increase in participants as well as SSC and ELAC. We make 2 notices, one that is an inviting flyer and one with the agenda. Spanish speaking parents seek out the Spanish secretary for inquiries and assistance. Teachers that have parent conferences and attend SST/IEP meetings generally have positive parent support through out the school year. Parents that attend the monthly meetings enjoy the updates and assistance they get from the school. We still have 3 parents doing most of the volunteer work, but more parents are volunteering during schoolwide events.

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

We did not have as many parent conferences, parent meetings, and family events this year as we had planned. Staff are relying more on class messaging systems like Class Dojo and Remind to communicate with parents vs. phone calls or in person meetings. It was challenging to secure the consumable materials for STEM Night using State and Federal funds so it was delayed from the fall to the spring. Currently the STA contract says teachers can choose either Back to School Night or an Open House, they do not need to attend both. As a result, we did not have Open House. Adult stamina has been affected by the pandemic and teachers are putting a lot of energy into quality instruction and not as interested in connecting with families and students during evening events. Our parents do not want to know as much about community resources as they do about the instructional programs and how to ensure their student succeeds academically and their social emotional needs are being met. They like events that include quality time with their children because many parents work, many out of the area and many with more than one job but they are not interested in the usual topics that are appropriate at other schools.

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.

More participants vs. more events, see expected outcomes. Have specialists or teachers present on digital programs and reports, and allow parents to visit classrooms to view the instructional programs. Have more events that offer opportunities for the parents to just be on campus like a parent rally vs. just the traditional required meetings. See strategies 3.1.1-3.1.3. as well as the ELAC and SSC minutes. Active recruitment for more volunteers.

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	\$226,171.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$372,551.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
50643 - Title I	\$213,835.00
50647 - Title I - Parent	\$3,731.00
50643 - Title I Salary Contingency	\$8,605.00

Subtotal of additional federal funds included for this school: \$226,171.00

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 (\$)
23030 - LCFF (Site)	\$131,874.00
23030 - LCFF Salary Contingency	\$14,506.00

Subtotal of state or local funds included for this school: \$146,380.00

Total of federal, state, and/or local funds for this school: \$372,551.00

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description
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I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description
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K

Acronym	Description
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L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description
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MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description
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R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
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S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	Western Association of Schools and Colleges (Outside CDE Source)
WestEd	WestEd (Outside CDE Source)
WIC	Women, Infants, and Children (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	Year-round Education

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