



SCHOOL PLAN
FOR
STUDENT ACHIEVEMENT

YEAR 3 REVISION
(SY 2019-2020)

PEYTON ELEMENTARY

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School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Peyton Elementary	396867660115303	Original – 01/11/2018 Revision – 05/23/2019	Original – 04/10/2018 Revision – 06/25/2019

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 three-year (2017-2020) school plan which 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 January 11, 2018 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 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 2017-2018 (Year 1) culminating the document 2017-2018 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 November 15, 2018 School Site Council meeting.

In school year 2018-2019, also Year 2, Peyton Elementary initiated meetings with stakeholders and conducted the SWIFT FIA, Schoolwide Integrated Framework for Transformation Fidelity Integrated Assessment. These meetings were held on Oct. 25, 2018 and May 22, 2019. In summary, we need to systematize the SAP process so that student socioemotional and academic needs are being met in a timelier manner. Staff will be hired to work with struggling students in the primary grades in ELA and Math. 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 March and April 2019. 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.

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.

Goal 1 – Student Achievement

ELA/ELD SMART Goal:

In June 2020, the goal is to decrease from 3 in ELA for All Students by 3 points to -13.4 points (Yellow).

In June 2020, the goal is to decrease from 3 in ELA for African American Students by 3 points to -56.9 (Orange)

In June 2020, the goal is to decrease from 3 in ELA for Students with Disabilities by 3 points to -74.3 (No Color)

In June 2020, the goal is to decrease from 3 in ELA for ELs by 3 points to 1.4 points (Yellow).

Math SMART Goal:

In June 2020, the goal is to decrease from 3 in Math for All Students by 3 points to -38.5 points (Orange).

In June 2020, the goal is to decrease from 3 in Math for African American Students by 3 points to -82.0 points (Orange)

In June 2020, the goal is to decrease from 3 in Math for Students with Disabilities by 3 points to -44.4 points (No Color)

In June 2020, the goal is to decrease from 3 in Math for ELs by 3 points to 56 points (Orange).

Identified Need

ELA/ELD:

SBAC:

Although we increased from 38% to 45% (Yellow) 55% percent of the students in grades 3-8 still did not meet ELA grade level standards

ELA MAP:

46% of our students met grade level standards, a 3% increase from Fall to Winter. The average RIT score from Winter 2017 to Winter of 2018 has increased.

ELs:

25% of the students met Level 4 on the ELPAC, 54% of our kinder students met Level 4, and 29% of our students were RFEP.

SBAC:

Students overall are -16.4 points away from meeting grade level standards. SWD are 77.3 points away and AA are 59.9 points away

All students are struggling with listening. SWD and AA need to improve with reading and writing as well.

Grade 5 has subs in long term positions, they stayed the same at 41% and over the course of 3 years. Grade 6 has only increased by 1-2% since 2016.

ELA MAP: We need 48% or more of the students to meet ELA grade level standards by Spring

Grade 5 has 2:3 subs and has decreased 18% from F-W. Grade 3 also saw an 8% decrease

ELs: We need 33% or more of our ELs to be RFEP to in alignment with the state average.

Reading and Writing need to improve for more students to be at a Level 4.

Math:

SBAC:

Although we increased from 33% to 34% (Orange) 66% percent of the students in grades 3-8 still did not meet Math grade level standards

Math MAP:

42% of our students met grade level standards, a 3% increase from Fall to Winter. The average RIT score from Winter 2017 to Winter of 2018 has increased.

SBAC:

Students overall are -42 points away from meeting grade level standards. Students are struggling with Problem Solving/ Modeling and Data Analysis. Only 4% of our ELs meet grade level standards, they are -59 points away from meeting grade level standards.

Grade 4 has basically stayed stagnant over the last 3 years and declined by 2% from 2017 to 2018.

Grade 8 has drastically declined over the last 3 years and declined from 41% to 22% from 2017 to 2018.

Math MAP: We need 45% or more of the students to meet Math grade level standards by Spring

Grade 5 declined 5% from 2017 to 2018 with 2:3 subs. Eight percent of SPED and 15% of ELs met grade level standards. Students are struggling most with Measurement & Data as well as Geometry.

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	16.4 points below	13.4 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	41.5 points below	38.5 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, sub groups; African American students 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 writing across the content areas, math, ELA and ELD.

The Program Specialist helps support the coach with co-teaching, demonstration lessons, peer observation feedback, and data analysis, especially in Math and ELD.

Conferences:

Kindergarten Conference

AVID

SJCOE Conferences in writing, math, ELA, ELD and Math.

Consultants:

Nancy Fetzer - Writing Across the Curriculum

Progress Monitoring:

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

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

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

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

2 specialists X 9 X \$60 = \$1,080

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)
\$48,600 - 11700	Title I - 50643
\$6,480 - 11500	Title I - 50643
\$1,080 - 19500	Title I - 50643

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, sub groups; African American students 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), Book Flix (Grades K-2 for fluency of books that are not decodables and concept development), Moby Max (Grades 5-8 to address skill gaps in reading, language, grammar and vocabulary), 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), leveled books, chapter books, library books, beginning literacy books and materials for Literacy Centers and small group instruction. A poster maker will be purchased for common instructional procedures, graphic organizers, and to create a print rich environment.

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

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)

\$x,xxx - 42000 (books)

Title I - 50643

\$x,xxx - 58450 (license agreements)

Title I - 50643

\$8,000 - 46000 (capital expense)

Title I - 50643

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

To provide EL 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.

Progress Monitoring:

of EL students

of EL students RFEP

% of EL students assessed with ELPAC

% of students at each overall English performance level

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 - 43110

Title I - 50650

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, sub groups; African American students 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, extended day/year (e.g., summer school, intersession, etc.), etc. addressing reading, writing, and mathematics. A paraprofessional will be hired to assist with students in grades K-3 in ELA and Math.

Instructional Assistant -

Additional Hours Pay Calculation for tutoring: 9 teachers X 3 hour X # weeks X \$60 = \$x,xxx

Progress Monitoring:

Web-based Program Monitoring 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)
\$x,xxx - 21101 (Instructional Assist)	LCFF - 23030
\$x,xxx - 11500 (additional hours)	LCFF - 23030

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students, sub groups; African American students 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:

* PLTW Conference - June 2020 - grade level representation - 1 teacher from each life level if they have not already been trained

Registration and accommodations

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 materials.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment to support understanding of Science concepts.

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)

\$x,xxx - 43110

[Add source(s) here]

Strategy/Activity 6

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

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)

Centralized Service.

Title I

Annual Review – Goal 1

SPSA Year Reviewed: 2017-2018

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.

Implementation

Tier 1 - Utilizing PLC format, Peyton provided Instructional Planning opportunities routinely to improve student achievement by aligning academic rigor with common core standards and develop assessments and resources to monitor and support standards mastery. We had six attendees participate in the 2018 AVID Summer Institute. Focus was placed on writing to learn and writing process across the curriculum. Collaboration and professional development centered on the development and implementation of AVID instructional practices were coordinated through staff and grade level meetings.

Grade levels provided Tier 2 interventions via computer programs, small group instruction, or platooning.

Supplemental resources, materials and technology to supplement Tier 1 and Tier 2 instruction

Peyton continued using Fountas Pinnell guided-reading assessment material, Accelerated Reader, and Reading Eggs in grades K-1. These programs help in supporting small group guided-reading instruction.

Strategic students and LTELs were invited to summer school that included skill review and enrichment.

Effectiveness

Instructional planning via the PLC process and supplemental resources, materials and technology helped us focus on the standards and effective instructional practices, resulting in a 7% ELA increase in MAP and SBAC scores. However, we only saw a 1% increase in our Math scores.

Peyton School was certified as an AVID school at the elementary and middle school level. AVID strategies, across grade levels, helped increase our ELA scores.

EL tutoring with small group instruction kits were helpful in our Reclassification rate we increased by 7% to a 29% reclassification rate. The majority of students were reclassified in the primary grades; time in program 4 years or less.

AVID Leadership Walk and certification process demonstrated that Peyton School utilized interactive note taking across the grade levels and students had and utilized their data binders in most classrooms. As a site we need to work on writing to learn and collecting evidence of the writing process across grade levels.

Instructional coaching focused primarily on new teacher support and grades 2 and 5.

Students made progress on the Moby Max assessment and running records (grade 1) for summer school. Six LTEL's were reclassified fall of this year 2018.

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

Material Changes

Staff members did not attend the PLC conference. This year’s team sent 5 members to the AVID Summer Institute, all which were paid for by the district office.

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.

Future Changes

Teachers will start implementing the new math curriculum to teach the grade level standards. Teachers will be trained and if necessary the site will pay for the subs for PD and coaching. (SSC)

Purchase primary books for students in grades 1 and 2 so they have an opportunity to access fiction and nonfiction stories in addition to decodable readers. (SSC)

Google Classroom and Moby Max training for parents so they can better support their children. (SSC)

Math models for parents, especially place value, multiplication and composing and decomposing numbers. (SSC)

Staff for primary intervention in ELA/Math (Leadership)

GLAD training to enhance ELD instruction in the primary grades (Leadership)

Phonics supplemental materials for grades 3-8 (Leadership)

Staff and enrichment for extended day/year program including but not limited to; drama, STEM, Art, Cooking, Gardening (Leadership)

Team Teaching during summer school with an opportunity to collaborate each day/weekly (Leadership)

Offer more tutoring classes & smaller group settings for the students (ELAC)

Parent Workshops for parents of ELs to better support the students

Goal 2 – School Climate

Suspension –

By June 2020 we will decrease our suspension rate among all subgroups by at least 3%, especially SED (4%) and African American (6%) students who are over represented.

Expulsion –

By June 2020 we will continue to have 0 expulsions.

Attendance/Chronic Truancy –

By June 2020 we will decrease our chronic absenteeism rate from 9% to 6%.

School Climate –

By June 2020 we will increase student and teacher/admin connectedness, especially in the middle school grades. 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.

Identified Need

Suspension-

Overall our suspension rate has decreased from 11% in 2017 to 3% in 2018 (yellow). Currently we have suspended 6 students this school year.

Expulsion –

Maintain our no expulsion status

Attendance/Chronic Truancy –

Overall our chronic absenteeism rate has remained the same at 9% from 2017-2018 (orange).

Our current rate is 7% with 23 less students chronically absent than last year.

Forty-two percent of our homeless youth were chronically absent, currently 29%. Thirteen percent of our SWD were chronically absent last year, currently 15% of SWD are chronically absent.

School Climate

We need to increase teacher to student connectedness by meeting or exceeding the national average on the End of the Year PLUS Survey in regards to teachers treating students fairly, trusting an adult at school or an adult caring about students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension (All Students)	3.3%	3%
Chronic Absenteeism (All Students)	9.4%	8.9%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, sub groups; 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.

Poster maker to post school wide common behavioral expectations in the common areas

PBIS Conference for a team consisting of an administrator, counselor and teachers

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)

\$x,xxx - 52150 (conference)

[Add source(s) here]

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, sub groups; 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

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)

Funds not allocated.

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, sub groups; 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

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)

Funds not allocated.

Funds not allocated.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, sub groups; 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

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)

Funds not allocated.

Funds not allocated.

Annual Review – Goal 2

SPSA Year Reviewed: 2017-2018

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.

Implementation

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.

PLUS 6th period elective for grades 6-8

PLUS Forums and school wide activities

Behavior Expectations Assembly grades 1-8

ProDad and iMom - PLUS Monthly Character Traits

Classroom Presentations by the school counselor/admin

Grade 6-8 interventions

Professional Development for certificated, CSAs and Noon-Duty Supervisor

PLUS Climate Surveys

Student Incentives

Goal Setting

CARE and SST Teams

Admin Support Team that includes student data

Effectiveness

PLUS Survey Data for Grades 6-8 Spring - need to work on students feeling they are being treated fairly, tension between races and student to student connectedness

PLUS Survey Data for Grades 4-5 Spring- need to work on teacher to student connectedness and student to student connectedness

66 Total Days of Suspension for 18-19 compared to 144 Total Days of Suspension for 16-17

62 Total Number of Offenses

Lowest amount of suspensions in our school zone

10.14% of the students were in considered chronically absent in 2017-2018 vs. 9.69% of students during the 2016-2017 school year

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

Material Changes

None.

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.

Future Changes

Coordination of Services each month to ensure students are receiving Tier 1-3 interventions, if applicable (SSC)

Systematize the SST process with timelines, communication protocol for staff and parents, SST notes available for all stakeholders upon request (Leadership)

Teacher Teams with clear roles and accountability with hourly compensation to help improve school climate and primarily focus on Goal 1 and Goal 2

Goal 3 – Meaningful Partnerships

By June 2020 a school chaplain will have been assigned to Peyton School and a part time social worker. We will increase the number of family nights'/parent meetings. We will increase the number of parent volunteers participating in school events.

Identified Need

We will use the results of the EL Needs Assessment, LCAP Survey and Community Engagement Survey from 2019. 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	Establish baseline	

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, sub groups; 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...

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)

\$1,000 - 434000 (Parent Meeting)

Title I - 50647

\$1,838 - 43200 (Non-instructional materials)

Title I - 50647

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, sub groups; 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

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)

[Add Amount(s) here]

[Add source(s) here]

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, sub groups; African American students and Students with Disabilities.

Strategy/Activity

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

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)

Funds not allocated.

Funds not allocated.

Annual Review – Goal 3

SPSA Year Reviewed: 2017-2018

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.

Implementation

Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, etc.

Back to School and Open House

Links to computer programs on school website

Parent Teacher Conferences, SSTs, IEPs

Remind or Class Dojo Apps

Family Nights (Science & Literacy), Parent Coffee, iMom, ProDad

Renaissance Awards

School Marquee & Website

School Messenger

Parent Newsletters- Puma News, classroom newsletter, parent calendar

Wednesday Folder and/or data binders with student work

Books to Take Home

After School Program Family Events and Meetings

Classroom and Trimester Progress Reports

Effectiveness

On average forty percent or more of the parents attend Back to School Night. Ten percent or less of parents attended open house as evidenced by parent sign-in sheets.

Literacy and Science Night were well attended during the 2017-2018 school year.

Data provided on website usage and phone calls and email received

Parent Coffee not as well attended as iMom or ProDad as evidenced by parent-sign in sheets

Accelerated Reader and Library Usage Data

Students meeting AR goals - AR School wide report

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

Material Changes

Parents were not interested in attending parent conferences during the 2017-2018 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.

Future Changes

Continue communication from school to parents, put the parent newsletter on PeachJar in addition to the hard copy and school website (SSC)

Accelerated Reader celebration with parents and students and snacks (SSC)

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	\$146,176
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	\$298,211

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	\$146,176

Subtotal of additional federal funds included for this school: \$146,176

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	\$152,035

Subtotal of state or local funds included for this school: \$152,035

Total of federal, state, and/or local funds for this school: \$298,211

