# School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| **Peyton Elementary** | 396867660115303 | | 12/17/2024 |

# Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.
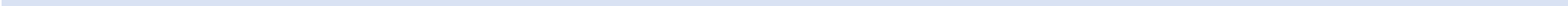
The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidatted application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Peyton's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds.  The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP) and as the Additional Targeted Support Improvement (ATSI) plan.

# Educational Partner Involvement

How, when, and with whom did your 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 staff meet regularly with our School Site Council (SSC) to review CA Dashboard, iReady, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a say in what Peyton's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- Feebruary 8th, 2024
- October 17th. 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

- Title 1 Parent Meeting on August 24, 2023

- Title 1 Parent Meeting on July 20, 2024
- English Language Advisory Committee on March 8th, 2024
- Parent Meeting on September 6th, 2024
- English Language Advisory Committee on October 18th, 2024
- Title I Parent Meeting on July 30th, 2024

Staff were engaged in SPSA review and development during the following meetings and days:

- Faculty Meeting on July 31st, 2024
- Literacy Leadership Meeting on November 4th, 2024

# Resource Inequities (CSI and ATSI Only)

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

**Differentiated Assistance:** Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)
Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)
Homeless Youth: Suspension Rate, College Career(HS)
Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)
American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Peyton, the student groups identified for Differentiated Assistance are perfroming as follows on the CA School Dashboard for 2023:

| Student Group | ELA | Math | Suspension Rate | Absenteeism Rate (ELEM) | Graduation Rate (HS) | College Career (HS) |
|---|---|---|---|---|---|---|
| **English Learner** | 28.4 ponts below standard (orange) | 35 points below standard (yellow) | X | X | X | N/A |
| **Foster Youth** | population too small, no indicator | population too small, no indicator | X | X | N/A | N/A |
| **Homeless Youth** | X | X | population too small, no indicator | X | X | N/A |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Students with Disabilities** | 47.5 points below standard (yellow) | 69.6 points below standard (yellow) | 2.4% suspended at least one day (orange) | X | N/A | N/A |
| **American Indian/ Alaskan Native** | population too small, no indicator | population too small, no indicator | population too small, no indicator | population too small, no indicator | N/A | N/A |

Students that are not meeting grade level standards often do not have adequate transportation to school or do not have access to Tier 2 supports due to staffing or programtic supports inside or outside of the classroom. Students that ride the bus often cannot participate in ELOP tutoring. These barriers often prevent students from accessing extra support to meet grade level standards.

# Comprehensive Needs Assessment

## Comprehensive Needs Assessment Summary

The Administrative team met with the leadership team, Parent Coffee Hour parents, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), iReady Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level.  See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. "The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

| Student Group | ELA | Math | Suspension Rate | Absenteeism Rate (ELEM) | Graduation Rate (HS) | College Career (HS) |
|---|---|---|---|---|---|---|
| All Students | | | | | | |
| Foster Youth | | | | | | |
| English Learner | 28.4 points below standard (orange) | | | 25.9% chronically absent (orange) | | |
| Long Term English Learner | | | | | | |
| Homeless Youth | | | | | | |
| Socioeconomically Disadvantaged | | | | 29.1% chronically absent (orange) | | |
| Student with Disabilities | | | 2.4% suspended at least one day (orange) | 33.9% chronically absent (orange) | | |
| African American | | | | 24.3% chronically absent (orange) | | |
| American Indian/ Alaskan Native | | | | | | |
| Asian | | | | | | |
| Filipino | | | | | | |
| Hispanic | | | | 33.1% chronically absent (red) | | |
| Two or More Races | | | | 29.3% chronically absent (orange) | | |

| | | | 3.2% suspended at least one day (orange) | 46.7% chronically absent (red) | | |
|---|---|---|---|---|---|---|
| Pacific Islander/ Native Hawaiian | | | | | | |
| White | | | 3.2% suspended at least one day (orange) | 46.7% chronically absent (red) | | |

Three major gaps were observed between student groups on the CA Dashboard Indicators for Peyton School, however, the White student with a disability that was suspended does not represent a significant subgroup comparatively speaking. Hispanic and Students with Disabilities had a higher rate of chronic absenteeism than the general student population. Trend data was also reviewed year over year which resulted in observing SED and SWD students averaging more chronic absenteeism than the overall student population. Data was reviewed utilizing the 5 Why's to identify specific areas of need. The 5 Why's procedure was conducted with Educational Partners to identify the specific needs of our students. In this process, we identified the need to develop Tier 2 and Tier 3 vocabulary as an area of focus for the 2024-2025 school year due to the fact that only 36% of students are at or near grade level in the area of vocabulary, affecting student comprehension of Informational Text and Literature. Geometry also has a lot of vocabulary and students struggle with academic vocabulary.

When using the 5 Whys technique to analyze the decline in math performance, we discovered the following strategies to support schoolwide improvement:

- Students need to be exposed to Geometry skills via a spiral review using digital platforms and other resources.

- Access to STEAM activities and experiences, including field trips, to help develop academic vocabulary that can be applied in Geometry. Students need fact fluency, student to student interaction, & conceptual understanding to progress in Geometry using digital licenses and supplemental materials for skill building and hands-on activities.
- Improved literacy and vocabulary

# Staffing and Professional Development

**Staffing and Professional Development Summary**

# Status of meeting requirements for highly qualified staff (ESEA)

46 teachers are tenured, 8 are probationary, 2 are considered other.

# Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Student non-contact days used for districtwide professional development, district trainings, and site profrossional development are in alignment with are SBD adopted materials Benchmark and Ready Math and districtwide initiatives such as; Professional Learning Communities, AVID, and LETRS.

# Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff Development is based on district intitiaves, requirements, and student data based on student performance on the CCSS and the domains that show where we need to improve. Out focus has been early literacy skills, comprehension, vocabulary acquisition, and veritcal articulation in ELA and Math.

# Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The instructional coach meets with each grade level or middle school department throughout the year to analyze data, plan units of instruction, set goals, and focus on specific skills/domains.  Teachers that are probationary or temporary meet with the instructional coach more frequently.  Teachers can also request in-class support or one to one coaching. The Guiding Coalition also meets with the coach from Solution Tree to support our professional learning teams, structuree MTSS, callibrate effective instructional and assessment practices, and set academic goals using a variety of data to inform whole class and small group instruction.

# Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate during regularly scheduled staff meetings and during their PLC grade level teams to create common assessments, analyze the data and make instructional decisions. The district has provided Solution Tree consultants for on-site coaching and training in effective development and implementation of Professional Learning Communities. These sessions include planning, instructional walkthroughs, coaching feedback, leadership building and the development of a guiding coalition.

# Equity

Teachers collaborate during regularly scheduled staff meetings as well as in their PLC's grade level/department teams to create common assessments, analyze the data and make instructional decisions. The district has provided Solution Tree consultants for on-site coaching and training in effective development and implementation of Professional Learning Communities. These sessions include planning, instructional walkthroughs, coaching feedback, leadership building, and the development of a guiding coalition.

## Staffing and Professional Development Strengths

Our professional development is based on student data and teachers' needs to address weaknesses in student performance or programs. Since most teachers have been at the site for multiple years and have on average 15 years of teaching experience, the professional development is not repetitive and build's upon prior knowledge and in alignment with the current beliefs and instructional practices.  We also try to monitor the outcomes of the professional development through classroom observations and collaboration forms as well as student data.

## Needs Statements Identifying Staffing and Professional Development Needs

**Needs Statement 1 (Prioritized):** According to the CNA for Teachers, 46% of the respondents would like professsional development on MTSS for students that are more than 2 years years below grade level due to lack of access to the curriculum, gaps in knowledge, or due to cognitive challenges.   **Root Cause/Why:** Teachers are not sure what to do when students do not attend school regularly or they are 2 or more years below grade level in ELA and/or Math. In addition to PD, support staff that can target absenteeism, work with students on behaviors and social skills, and support students with foundational skills in ELA and math are needed.

**Needs Statement 2 (Prioritized):** Professional Development needs to be more in depth around a constant theme that all stakeholders can identify.
**Root Cause/Why:** Due to Keenan trainings, virtual meetings for digital licenses, district safety initiatives, and a lack of a common meeting space, professional has been very disjointed this year unlike previous years.

**Needs Statement 3 (Prioritized):** According to the CNA for Teachers, 27% of the respondents, would like more professional development from consutants and team leaders on implementing effective Professional Learning Communities/PLTs.   **Root Cause/Why:** Effective PLC/PLTs will help address the 4 questions that support students' academic needs and provide systems to support them based on the evidence of learning per classroom, for each grade level, and schoolwide.

**Needs Statement 4 (Prioritized):** According to the CNA for Teachers, 46% of the respondents would like professional development about working with defiant students and resistant learners.   **Root Cause/Why:** Students are exhibiting social skills not appropriate for their age, for the classroom, and during unstructured times of the day. Professional development from consultants, attending conferences, and onsite support staff knowledgable about trauma, deescalation, researched based strategies, and brain compatible strategies would help address these issues so all students can learn at higher levels.

**Teaching and Learning**

**Teaching and Learning Summary**

## Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers are released from assignment to engage in opportunities for reflection, collaboration, and PD around effective instructional strategies for *all* students utlizing the core curriculum, district approved supplemental programs, and grade level standards.  Release time is also used for data analysis to monitor student progress and plan for instructional groupings so that all students have access to grade level standards.

## Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

 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 utlizing 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. T eachers 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.

## Availability of standards-based instructional materials appropriate to all student groups (ESEA)

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 utlizing 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. T eachers 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.

## Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

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 utlizing 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. T eachers 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.

## Services provided by regular program that enable underperforming students to meet standards (ESEA)

 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 utlizing 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. T eachers 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.

## Evidence-based educational practices to raise student achievement

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 utlizing 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. T eachers 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 as well as every other week. 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.

**CA Dashboard Performance Indicators**

- **ELA Proficiency Growth by subgroup: African American +15.7 points, Students with Disabilities +21.2 points, Filipino +9.2 points, Socioeconomically Disadvantaged +10.8 points, Asian +15.1 points**
- **Math Proficiency Growth by subgroup: African American +24.3 points, English Learners +17.4 points, Hispanic +10.7 points, Students with Disabilities +22.2 points, Filipino +12.3 points, Socioeconomically Disadvantaged +16.5 points, Asian +24.9 points**

# Needs Statements Identifying Teaching and Learning Needs

**Needs Statement 1 (Prioritized):** Our iReady Winter Diagnostic Assessment show that 49% of our students are performing one or more grade levels below grade level in Reading. On average 57% of students struggle with Comprehension (Informational Text and Literature). Also, 62% of our AA, 85% of ELs. 72% WH and 92% of our SPED students are performing 1+ grade levels below in reading. **Root Cause/Why:** Only 36% of students are at or near grade level in the area of vocabulary, affecting student comprehension of Informational Text and Literature. Students need to develop 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 to help develop academic vocabulary.

**Needs Statement 2 (Prioritized):** Our iReady Math Winter Diagnostic shows that 66.1 % of our students are performing 1+ grade levels below grade level in Math. Also, 73% of our AA, 88% ELs & 90% SPED students are 1+ grade levels below. 67% of students struggle with Geometry. **Root Cause/Why:** Geometry also has a lot of vocabulary and students struggle with academic vocabulary. Students need to be exposed to Geometry skills via a spiral review using digital platforms / resources. In addition, fluency practice is needed at the start of the year in a systematic way. Students need fact fluency, student to student interaction, & conceptual understanding to progress in Geometry.

**Needs Statement 3 (Prioritized):** Our multilanguage learners declined by 14.1 % from 2022 to 2023. Only 50% of the students progressed by one ELPAC level as compared to 61.3 % the previous year. **Root Cause/Why:** As a site we need to focus on strategies to teach academic language; especially Tier 2 words, morphology, and grammar to help ELs and native speakers understand the rules and exceptions of the English language. In addition we need to align our ELD instruction with the summative ELPAC with an emphasis on speaking, listening, and writing.

**Needs Statement 4 (Prioritized):** CAST results show that only 37% of Peyton students in Grade 8 and 31% in Grade 5 are 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, supplies, and especially consumable materials. Classroom teachers need materials and equipment that support project based and STEAM learning.

**Needs Statement 5 (Prioritized):** 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 the attendance and performance of this specific subgroup to target needs and align supports and services. Additional professional development in PLCs is needed to analyze measures of this subgroup's performance and lesson plan according to their needs. This subgroup must have opportunities to use differentiation resources, interventions, and platforms.

# Parental Engagement

## Parental Engagement Summary

# Resources available from family, school, district, and community to assist under-achieving students (ESEA)

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

Stockton Unified School District provides parents opportunities to provide input into the district LCAP, parent surveys, and district committees such as; PAC, DELAC, African American/Black Parent Advisory Committee Meeting, Community Advisory Committee, and the Latino Parent Advisory Committee. The Resource Family Center offers workshops, resources and events for our families throughout the school year.

# Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, Teachers, and Staff members provide input to the planning, implementation, and evaluation of consolidated application programs through their participation in staff meetings, parent education meetings, ELAC meetings, SSC meetings, AVID/Leadership meetings, PBIS meetings, Safety Team meetings, and Parent Coffee Hours.

## Parental Engagement Strengths

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. Parents have input into our SPSA through our Parent Needs Assessment, SSC and ELAC meetings and the Panorama Survey.

Peyton School communicates with our families through our monthly parent newsletter, Early Literacy and Math flyers, 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.

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 instructional assistant and 2 middle school teachers,there are staff members on campus to assist our Spanish speaking parents when needed. Monthly parent meetings, especially those that are before school, instead of during or after school, are well attended, 70 to over 100 parents. 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, Picture Day, and school events.

Teacher-parent conferences are conducted virtually and in person. We also provide parents the opportunity to attend SST and IEP meetings in person, virtually, and even by phone depending on their preference and access to technology.

According to our Peyton Parent Needs Assessmnet, 93% of the respondents state that the school environement "promotes a feeling of safety for parents and students" and 97% of the respondents report that "The office staff is polite and respectful when I visit or call the school."

## Needs Statements Identifying Parental Engagement Needs

**Needs Statement 1 (Prioritized):** Only half of our parents believe that English Language Development instruction has improved their child's English Language Proficiency.   **Root Cause/Why:** Only 36% of students are at or near grade level in the area of vocabulary, affecting student comprehension of Informational Text and Literature. Students need to develop more effective strategies for acquiring vocabulary and determining the meaning of unknown words and word parts.. There is a lack of background knowledge in STEAM & Social Studies to help develop academic vocabulary.

**Needs Statement 2 (Prioritized):** According to the Parent Needs Assessment, 85% of the respondents want to be more informed about the emergency procedures at the school.   **Root Cause/Why:** The parents that attend parent meetiings at the site are informed about the emergency procedures, but it is difficult to reach the parents that do not attend. We need to do it at a well attended parent event or via Zoom.

**Needs Statement 3 (Prioritized):** According to the ELAC parents there needs to be more flexible meeting times outside of the school day. Parents prefer to meet in the evening.   **Root Cause/Why:** Many parents work and it is challenging for them to meet in the morning.

**Needs Statement 4 (Prioritized):** Parents want more face to face meetings and/or parent conferences with the teachers.   **Root Cause/Why:** The direct communication between teachers and parents seems to have diminished since COVID and an over reliance on class messaging systems/email.

**Needs Statement 5 (Prioritized):** Parents want more forms of communication, more often about school events for parents that are not as connected to the school site.   **Root Cause/Why:** A staff member is needed to remind parents of the happenings and resources at school/district and to update social media and the calendar on the school website.

# School Culture and Climate

## School Culture and Climate Summary

# Surveys (students)

Students have the opportunity to email staff members, take district and nationally normed surveys such as; Panorama, Sown to Grow, and PLUS, , as well as meet with administration as needed.

# Values

As a staff we determined that we value and expect collaboration, communication, and dependability from all staff members.

# Beliefs

We, staff and students, believe in the potential for all students to learn and progress academically as well as make better behavioral choices to succeed at school.

# Equity-Opportunity and Equal Access

All students have access to a viable curriculum focusing on the essential standards for each grade level. PLUS students have leadership roles and provide student input to inititatives and events at school.

# School Culture and Climate Strengths

According to the Panorama Survey, 65% of the students perceive the overall social and learning climate of the school as being positive and 73% of the students perceive the energy of the school as being positive.

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 ad 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. Classroom and schoolwide expectations are defined and taught and expectations are reinforced by the majority of the staff. Weekly and monthly incentives are used to reward students observed being safe, kind, and productive as well as those that have excellent attendance (95% or better). 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, and incentives. Students are also praised in the school bulletin, marquee, and morning announcements.

**CA Dashboard Performance Indicators**

- **Chronic Absenteeism declined in 2023 for the following subgroups: African American - 3.8%, English Learners - 8.9%, Two or More Races - 10.7%, Socioeconomically Disadvantaged - 29.1%, Students with Disabilities - 8.4%, Asian - 10.8%**

- **Suspension Rates declined in 2023 for the following subgroups: African American - 3.3%, English Learners - 0.8%**

## Needs Statements Identifying School Culture and Climate Needs

**Needs Statement 1 (Prioritized):** According to the Panorama Survey, 46% of the students have challenging feeleings in 4th and 5th grade and 56% of students have in grades 6-8th. Students in grades 4-5 are mosstly stressed about their family members and friends. Most students in grades 6-8 are stressed about good grades/doing well in school. This is also evidenced in our Beacon alerts.   **Root Cause/Why:** Peyton School prioritizes high levels of learning and students and parents also measure success by how well they do in school as evidenced by assessment results, grades, and student data reports.

**Needs Statement 2 (Prioritized):** The California Dashboard indicates the absenteeism rate for the 22-23' school year was 25.%, with Hispanic students increasing their absenteeism rate by 1.6% and white students increasing their absenteeism rate by 4.7%. SPED students on average have a higher absenteeism rate than general education students at 34%.   **Root Cause/Why:** One white student that was also SPED was suspended for 7 days last year. Students and parents need to feel more connected to the school and feel supported in regards to academics and behaviors.

# Goals, Strategies/Activities, and Expenditures

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

## Goal 1.1

| Goal # | Description |
|---|---|
| Goal 1.1 | School Goal for ELA/ELD: (Must be a SMART Goal)<br>The following ELA & Math Goals are based on the growth from our end of year baseline data on i-Ready Diagnostic III:<br>By June 2025, the goal is to increase the number of students at grade-level Proficiency in Reading by at least 5 to 7 percentage points.<br>By June 2025, 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.<br><br>EL: By EOY 2025, per ELPAC, increase the number of students who reclassify by four students, thereby increasing the total number of reclassified students from 13 to 16 students.<br><br>School Goal for Math: (Must be a SMART Goal)<br>By June 2025, the goal is to increase the number of students at grade-level Proficiency in Math by at least 5 to 7 percentage points.<br>By June 2025, 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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our multilanguage learners declined by 14.1 % from 2022 to 2023. Only 50% of the students progressed by one ELPAC level as compared to 61.3 % the previous year.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Number of students reclassified as fluent english proficient | 16 RFEPs | 20 RFEPs |
| Percent of students performing at grade level or above | Winter ELA 41% of students (327 students) meet or exceed standards. Winter Math 34% of students (270 students) meet or exceed standards. | Winter ELA 46% of students (367 students) meet or exceed standards. Winter Math 39% of students (310 students) meet or exceed standards. |

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|---|---|---|
| Percent of English Learners improving one level on ELPAC | ELs Making Progress 47% | ELs Making Progress 52% |
| Percent of students performing 2 or more grade levels below | ELA 25% (197 students) Math 22% (175 students) | ELA 20% (157 students) Math 17% (135 students) |

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

## Strategies/Activities Table

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures | Funding Source(s) |
|---|---|---|---|---|
| 1.1.1 | Career & Technical Education<br>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.<br><br>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.<br><br>Field Trips will be used to develop background knowledge in the arts, social studies, STEAM and develop social emotional skills. They will also be used to promote CTE, AVID, and STEAM activities such as; PLTW and Computer Science.<br><br>Title I Funding Allocation:<br>Instructional Materials/Supplies - $4,948<br><br>LCAP 1.1 Career & Technical Education:<br>Transportation Costs- $9,866 | All Students, English Learners, Low Income, Foster Youth, Students with Disabilities | $4,948<br><br>$9,866 | 3010 - Title I<br><br>0100 - LCFF/S&C (site) |

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| 1.1.2 | College Readiness<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 1.2 College Readiness:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 1.1.3 | A-G High School Courses<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 1.3 A-G High School Courses:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 1.1.4 | Bilingual Instructional Support<br><br>Bilingual instructional program support for K-8th grade students: Bilingual Assistant  (0.75 FTE Centralized Funding) in-class learning support for English learners focused on increasing or improving the supplemental learning support provided within the classroom, during lessons and one-on-one/small group setting.<br><br>A bilingual paraprofessional to provide additional support to our English Learners, especially students that are emerging and expanding their English skills.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 1.4 Bilingual Instructional Support<br>No additional site LCFF is being allocated for this strategy. | English Learners | | |

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|---|---|---|---|---|
| 1.1.5 | English Learner Professional Development<br><br>Peyton School is working in conjunction with Dr. Sharroky Hollie focusing on Culturally and Linguistically Responsive Teaching and Learning to focus on the needs of our English Learners. Teachers are provided professional development and instructional support.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 1.5 English Learner Professional Development<br>No additional site LCFF is being allocated for this strategy. | English Learners | | |
| 1.1.6 | English Learner Programs and Supports<br><br>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].<br><br>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.<br><br>Peyton will provide certificated and classified additional compensation/substitute costs needed for building educational partnerships, community events, and engaging parents in student support.<br><br>Title I Funding Allocation:<br>Paraprofessional or Bilingual Assistant  Additional Compensation $3,000<br><br>LCAP 1.6 English Learner Programs and Supports:<br>No additional site LCFF is being allocated for this strategy. | English Learners | $3,000 | 3010 - Title I |

| 1.1.7 | Teacher Collaboration, Professional Development, & Academic Support<br><br>Provide teachers with professional learning opportunities and to support supplementary and 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.<br><br>Title I Funding Allocation:<br>Additional Compensation for Teachers : 10 Teachers X 5 Days X $75 =$3,750<br>Substitute Pay  10 Substitutes X 10 Days X $200 = $10,000<br><br>LCAP 1.7 Teacher Collaboration, Professional Development, & Academic Support<br>No additional site LCFF is being allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $3,750<br><br><br>$10,000 | 3010 - Title I<br>Account Code: 1000<br>Certificated Salaries<br><br>3010 - Title I |
| 1.1.8 | School Site Administrators Leadership Professional Development<br><br>The administrators will participate in district funded professional development or participate with the teachers.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 1.8 School Site Administrators Leadership Professional Development<br>No additional site LCFF is being allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | | |

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| 1.1.9 | Professional Learning Community Implementation, Professional Learning & Curriculum Implementation<br><br>Professional Development/Consultant for collecting, analyzing, and interpreting data as well creating formative assessments and creating MTSS to meet the needs of all students, especially those identified as White, SWD, Hispanic, and SED.<br><br>Title I Funding Allocation:<br>Consultant $5,720<br><br>LCAP 1.9 Professional Learning Community Implementation, Professional Learning & Curriculum Implementation<br>No additional site LCFF is being allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $5,720 | 3010 - Title I |
| 1.1.10 | Data Analysis and Evaluation<br><br>Data analysis and student progress monitoring is conducted during collaboration with the instructional coach and admin team during and after the instructional day.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 1.10 Data Analysis and Evaluation<br>No additional site LCFF is being allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | | |

| 1.1.11 | Access to Foundational & Outdoor Learning Spaces<br><br>Transitional Kindergarten is offered at Peyton School to support the students' transition from preschool to kindergarten.<br><br>Provide students opportunities to:<br>*interact with their peers who will attend their kindergarten class promoting social skills,<br>*establish a connection between the kindergarten teacher and preschooler,<br>*practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and<br>*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.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 1.11 Access to Foundational & Outdoor Learning Spaces<br>No additional site LCFF is being allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | | |

| 1.1.12 | Acceleration of Learning | All Students, | $36,020 | 3010 - Title I |
|---|---|---|---|---|
| | | English Learners, | $17,000 | 3010 - Title I |
| | 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 (White) to differentiate for their needs and provide additional opportunities to accelerate learning. | Foster Youth, Low Income, Students with Disabilities | $1,000 | 0100 - LCFF/S&C (site) |

Instructional Materials:
Grades K-8, for the support of AVID & CORE strategies and other supplemental programs that require the use of headphones, composition books, copy paper, copier, 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. The instructional materials/supplies will also support small group instruction and tutoring strategies through the use of copy paper, copier, toner, ink, flashcards, educational games, manipulatives and other applicable supplemental materials/ supplies. The duplication of materials is to support skill reinforcement and conceptual development. Supplemental materials may include 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.

Licenses: Title 1
Technology tools to supplement our literacy and math programs in order to differentiate instructional based on student needs and build foundational skills in ELA and Math. Whenever possible, students are also able to use these programs at home for additional support and practice.

Accelerated Reader (Grades 1-5 for fluency and comprehension)
Moby Max (Grades 1-8 to address skill gaps in reading, language, grammar and vocabulary)
Reading Eggs (Grades 1-2 to address skill gaps and reinforce phonics and foundational reading skills)
Study Island (Grades 5-8 to develop, reinforce, or advance students in grade level in ELA, Science, and Math CCSS
TPT (Grades Tk-8) to use supplementary materials aligned with the core

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| curriculum, SEL, and CCSS.<br>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<br><br>LCAP 1.12 Acceleration of Learning:<br>Instructional Materials/Supplies -$1,000<br><br>Title I Funding Allocation:<br>License Agreements- $36,020<br>Instructional Materials/Supplies/Copier: - $17,000 | | | | |

| 1.1.13 | Literacy and Library Supports

The library media assist (0.4375 - 0.375 FTE Centralized Funding, 0.0625 FTE Site Funding) 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.

Library Media Assistants support student literacy by oversight of the school library through the acquisition, circulation, maintenance and distribution of library books and instructional materials at an assigned school site; assist students and teachers in the selection, location and use of library materials and equipment. Maintaining library functionality at the school site increases and improves unduplicated pupils' access to current and culturally relevant reading materials that support increased and improved student achievement.

Books 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.

Title I Funding Allocation:
No additional site Title I funding is being allocated for this strategy.

LCAP 1.13 Literacy and Library Supports
Library Media Assistant Salary and Benefits (0.0625 FTE): $2,808
Books and Reference Materials: $1,000 | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $2,808<br><br>$1,000 | 0100 - LCFF/S&C (site)<br><br>0100 - LCFF/S&C (site) |
|---|---|---|---|---|

| 1.1.14 | Advancement Via Individual Determination (AVID)<br><br>Provide professional development within and out of district on effective AVID Strategies, including but not limited to parent engagement, EL strategies, student engagement, as well as effective instructional strategies in all Math & ELA domains.<br><br>Instructional materials for 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.<br><br>Instructional and consumable materials may 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, and other enrichment activities.<br><br>Title I Funding Allocation:<br>No additional site Title I funding is being allocated for this strategy.<br><br>LCAP 1.14 Advancement Via Individual Determination (AVID):<br>Instructional Materials/Supplies - $8,000 | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $8,000 | 0100 - LCFF/S&C (site) |
| 1.1.15 | Recapturing Learning Loss<br><br>Peyton School has an intervention teacher to help students that are still developing their foundational reading skills. We have a variety of supplemental digital licenses for differentiation and our parent meetings focus on the needs we see as a result of the pandemic or learning loss such as; developing literacy and math skills, socioemotional needs, and the importance of attendance.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 1.15 Recapturing Learning Loss:<br>No additional site LCFF is being allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | | |

# Annual Review

**SPSA Year Reviewed: 2023-2024**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

1.1.1 Professional Development, Collaboration, and Ongoing Instructional Support Plan has helped us strengthened PLC process and PLT protocols. The creation of a Guiding Coalition, on site PLC coaching, and the PLC Academy have helped us focus and develop action steps as a school and by grade level to strengthen teaching and learning. Teachers are focusing more on the 4 questions and common formative assessments as evidenced by our walkthroughs and collaboration forms. 1.1.2 Support Staff Salary for Plan Implementation and Additional Instructional Supports has been working because the program specialist and instructional coach closely monitor student data in regards to AVID, SIPPS, SBE materials and subgroups of students in order to share it with teachers to assist with whole class and small group instruction. Peyton School exited ATSI for students that are 2 more races. 1.1.3 Supplemental Curriculum, Materials, and Programs to Support Improvement have helped improve instruction with the interactive boards that were purchased as well as additional and consumable materials used to support classroom instruction.

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

1.1.4 Other Services and Operational Costs Associated with Plan Implementation transportation is still limited, so students are doing mostly walking fieldtrips that are more rewards based than educational to build more content knowledge. In addition, are obsolete copiers have had issues functioning properly so teachers cannot print what they want or the quantity that is needed to support core and supplemental programs. This is evidenced by the number of field trips taken using district transportation and the number of service calls and emails from staff this year in regards to the copiers not functioning.

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.

Goal 1 - Student Achievement will remain the same, but we want to have more students meeting or exceeding grade level proficiency vs. a decrease in students at 2 or more grade levels since this last year we did not have as many students meet or exceed grade level standards. Overall, the percentage was the same, but most of the gains were made from students making progress at Levels 1 and 2.

# Goal 2.1

| Goal # | Description |
|---|---|
| Goal 2.1 | School Goal for Suspension: (Must be a SMART Goal)<br>By June 2025, our goal is to suspend .5% or less of the total student population.<br>By June 2025, our goal is to decrease the suspension rate of each subgroup by the following amount: Hispanic less than 1%, Students with Disabilities less than 2%, and White students less than 2% of the population.<br>By June 2025, our goal is to decrease our chronic absenteeism rate to 15% or less.<br>By June 2025, 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.<br><br>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.<br><br>Teachers will also collaborate on Leadership Teams to improve the school climate.<br><br>Progress Monitoring:<br># of overall students suspended/ISS<br># of students suspended/ISS in each significant subgroup<br>% of students with chronic absenteeism<br>% of students with chronic absenteeism in each significant subgroup. |

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Percent of students suspended at least one day. | Suspension Rate 0.5% | Suspension Rate 0.5% or below |
| Students response to School Climate survey | 69% Peyton students feel their voice matters to the adults at the school | 75% of our students will feel their voice matters to the adults at Peyton School. |
| Chronic Absenteeism Rate | Chronic Absenteeism 25.5% | Chronic Absenteeism 15% or less |

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

## Strategies/Activities Table

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures | Funding Source(s) |
|---|---|---|---|---|
| 2.1.1 | Educational Equity, Diversity, and Inclusion<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.1 Educational Equity, Diversity, and Inclusion:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 2.1.2 | Ethnic Studies Program<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.2 Ethnic Studies Program:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 2.1.3 | Equity and Inclusion Training and Workshops<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.3 Equity and Inclusion Training and Workshops:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 2.1.4 | Cultural Relevance, Outreach, and Support<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.4 Cultural Relevance, Outreach, and Support<br>No additional site LCFF is being allocated for this strategy. | | | |
| 2.1.5 | Positive Behavior Interventions and Support (PBIS)<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.5 Positive Behavior Interventions and Support (PBIS):<br>No additional site LCFF is being allocated for this strategy. | | | |

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| 2.1.6 | Student Assistance Program Support (SAP)<br><br>Counselors: School counselors at all school sites provide increased or improved academic guidance, social-emotional support and services, career exploration experiences, and collaborative services in partnership with staff and families to address the academic and social-emotional needs.<br>Mental Health Clinicians: Provide increased or improved mental health direct services to students, families, and staff district wide<br><br>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.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.6 Student Assistance Program Support (SAP)<br>No additional site LCFF is being allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | | |
| 2.1.7 | Behavior Support Services<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.7 Behavior Support Services<br>No additional site LCFF is being allocated for this strategy. | | | |
| 2.1.8 | New Teacher Training and Support<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.8 New Teacher Training and Support<br>No additional site LCFF is being allocated for this strategy. | | | |
| 2.1.9 | Social Service Supports for Families in Transition<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.9 Social Service Supports for Families in Transition:<br>No additional site LCFF is being allocated for this strategy. | | | |

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| 2.1.10 | Central Enrollment Direct Services to Families<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.10 Central Enrollment Direct Services to Families:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 2.1.11 | Student Attendance and Truancy<br><br>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.<br>(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.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.11 Student Attendance and Truancy:<br>Noninstructional Materials and Supplies: $1,000 | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $1,000 | 0100 - LCFF/S&C (site) |
| 2.1.12 | Health and Wellness Services and Supports<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.12 Health and Wellness Services and Supports:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 2.1.13 | Mental Health Resources and Supports for Students<br><br>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.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.13 Mental Health Resources and Supports for Students:<br>No additional site LCFF is being allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | | |

| 2.1.14 | Social Emotional and Restorative Practices and Responsive Schools | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | | |
|---|---|---|---|---|
| | Restorative practices and responsive schools' resources, training, professional development, and direct services provided to school sites and staff focused on increasing and improving the learning experience and culture and climate supports provided to students.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools<br><br>No additional site LCFF is being allocated for this strategy. | | | |
| 2.1.15 | School Connectedness | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $7,500 | 0100 - LCFF/S&C (site) |
| | 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.<br><br>ASCA Conference- PBIS team will attend the Annual ASCA conference to learn effective practices, discover evidence-based resources, and expand professional network to improve school climate, social emotional learning, and develop capacity in building positive student/family relationships.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.15 School Connectedness:<br>Conferences: $7,500 | | | |
| 2.1.16 | Assistant Principal Restoration at TK-8th Grade School Sites<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites:<br>No additional site LCFF is being allocated for this strategy. | | | |

| 2.1.17 | Additional School Site Support

The Program Specialist (1.0 FTE - Centralized Funding) 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.

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.

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 2.17 Additional School Site Support:
No additional site LCFF is being allocated for this strategy. | All Students, English Learners, Foster Youth, Students with Disabilities, Low Income | | |
|---|---|---|---|---|
| 2.1.18 | Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 2.18 Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning:
No additional site LCFF is being allocated for this strategy. | | | |

| 2.1.19 | Technology and Innovation Support<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.19 Technology and Innovation Support:<br>No additional site LCFF is being allocated for this strategy. | | | |
|---|---|---|---|---|
| 2.1.20 | Instructional Technology<br><br>Increase and/or improve unduplicated pupil access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allows teachers to remotely monitor student learning.<br>Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of Common Core state standards.  Such equipment may include student laptops, tablet devices, E-readers, projectors, large monitors, document readers/cameras, interactive SMART boards, printers, copiers, laminators, poster makers, wireless audio components, and other instructional ancillary devices.<br><br>Peyton School uses technology as tool for learning, to differentiate instruction for students, provide multiple data points to monitor student progress, and extend learning for students and ways to demonstrate their learning.<br><br>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.<br>Title I Funding Allocation:<br>Maintenance Agreements: $6,150<br><br>LCAP 2.20 Instructional Technology:<br>Capitalized Equipment: $54,346 | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $54,346<br><br>$6,150 | 0100 - LCFF/S&C (site)<br><br>3010 - Title I |

| 2.1.21 | Instruction and Teacher Staffing<br><br>-2.1.21.A-<br>The Instructional Coach provides teachers with professional learning opportunities to support supplementary and 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.<br><br>Title I Funding Allocation:<br>Instructional Coach Salary and Benefits (1.0 FTE): $118,350<br><br>LCAP 2.21 Instruction and Teacher Staffing:<br>No additional site LCFF is being allocated for this strategy,<br><br>-2.1.21.B-<br>One 0.4375 FTE Instructional Aides 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, SWD, SED, and Hispanics. The paraprofessional 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.<br><br>Title I Funding Allocation:<br>Instructional Assistant Salary and Benefits (0.4375 FTE): $35,552<br><br>LCAP 2.21 Instruction and Teacher Staffing:<br>No additional LCFF is being allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $118,350<br><br>$35,552 | 3010 - Title I<br><br>3010 - Title I |
| 2.1.22 | Recruit, Hire, Retain High Qualified Staff<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff:<br>No additional site LCFF is being allocated for this strategy. | | | |

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|---|---|---|---|---|
| 2.1.23 | School Facilities<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.23 School Facilities<br>No additional site LCFF is being allocated for this strategy. | | | |
| 2.1.24 | Student and Campus Safety<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.24 Student and Campus Safety:<br>No additional site LCFF is being allocated for this strategy. | | | |

# Annual Review

**SPSA Year Reviewed: 2023-2024**
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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

2.1.1 Professional Development, Collaboration, and Ongoing Instructional Support Plan and 2.1.2 Support Staff Salary for Plan Implementation and Additional Instructional Supports. In addition to student accountability, the site is offering more incentives for effort and attendance. We are celebrating our students in a

variety of ways instead of focusing on mostly academics. The school counselors provided more small group support and classroom presentations than the previous year. 2.1.3 Supplemental Curriculum, Materials, and Programs to Support Improvement more flexible seating was used in the primary grades, counselors checked in more frequently with students that needed more behavioral and emotional support and incentives were provided. We significantly the amount of incentives provided to students from January-May to increase student engagement and positive behavior.

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 recognize efforts for excellent attendance at the start of the school year, but in the spring, we gave out monthly certificates and weekly/monthly incentives by student and grade spans for student attendance. We did not find a Board approved consultant for STEM/SEL lessons/activities during unstructured times. Some teachers did ask for feedback from their students on their instructional delivery. Some students did not receive Tier 3 interventions due to parents declining or their guardians not having educational rights. 2.1.3 Supplemental Curriculum, Materials, and Programs to Support Improvement -Due to district PBIS and ESSR funding, we did not have to spend money on incentives and flexible seating.

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.

2.1.2 Support Staff Salary for Plan Implementation and Additional Instructional Supports, - The school counselors/staff will start earlier in the school year providing incentives for behavior and attendance. Students with the highest chronic absenteeism and/or have BIPS will be connected to the school counselors/MHC sooner in the school year for a formalized check-in/out. We will look at the data and create an action plan for the 2024-2025 school year with the PBIS/SET Team. The ELAC recommended a parent liaison, funded through the district or the Sown to Grow grant, to strengthen parent connections for parents that are currently less engaged with the school as well as increase communication on social media. They also suggested a safety procedures infographic or pamphlet for parents, a web-based parent calendar, and more in person parent teacher conferences/meetings, curriculum-based nights, and flexible scheduling of community meetings/events for working parents. If possible, a staff member would host a virtual tutoring session to support multilanguage learners and students struggling academically.

# Goal 3.1

| Goal # | Description |
|--------|-------------|
| Goal 3.1 | |

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
| | | |

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

## Strategies/Activities Table

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures | Funding Source(s) |
|---------------------|-------------|-----------------------|-----------------------|-------------------|
| 3.1.1 | Student Engagement and Leadership Opportunities<br><br>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. Students have the opportunity to participate in PLUS to build leadership skills in the middle school grades.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 3.1 Student Engagement and Leadership Opportunities<br>No additional site LCFF is being allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | | |

| | | | | |
|---|---|---|---|---|
| 3.1.2 | Youth Engagement Activities and Athletic Programs<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 3.2 Youth Engagement Activities and Athletic Programs:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 3.1.3 | Arts Programming<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 3.3 Arts Programming<br>No additional site LCFF is being allocated for this strategy. | | | |
| 3.1.4 | Expanded Learning and Enrichment Opportunities<br><br>Extended Day/Year Programs to increase and/or improve unduplicated pupil access to academic experiences and activities beyond the regular instructional day (before, after, intersession) and school year (summer). The expanded learning activities will be inclusive of tutoring (reading, writing, math, etc.) for Common Core standards mastery, enrichment activities, outdoor education/ elementary science camps, academic competitions, and athletics which will promote increased engagement, social emotional growth, accelerated learning, interventions, and support to students.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 3.4Expanded Learning and Enrichment Opportunities:<br>No additional site LCFF is being allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | | |

# Annual Review

**SPSA Year Reviewed: 2023-2024**
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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We did get a parent newsletter to promote literacy and math activities at home. The monthly parent meetings were well attended and the feedback from those parents was positive. Most parent meetings focused on SEL, school safety. and academics as evidenced by the parent meeting minutes.

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

Consultants were not utilized to conduct parent trainings and educational partners did not register parents for relevant conferences to build skills needed to provide parental support for student achievement and overall health and well-being due to a lack of meeting space. We did not have any curriculum-based family nights.

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.

Allot additional funds to pay teachers for parent trainings or curriculum-based family nights/activities. Additional compensation can also be used for staff or subs can release teachers during the instructional day to make how-to videos for parents working on literacy and numeracy skills at home.

## Goal 4.1

| Goal # | Description |
|---|---|
| Goal 4.1 | 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:<br>By June 2025, increase the number of in-person family nights'/parent meetings from 2 to 4, including Back to School Night and PTSA events.<br>By June 2025, increase the number of parent volunteers participating in school events hosted on the site from 3 to 8.<br>By June 2025 Peyton will increase the number of participants at each of the ELAC meetings by the 4th meeting of the year. |

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| 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 the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

## Strategies/Activities Table

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures | Funding Source(s) |
|---|---|---|---|---|
| 4.1.1 | Family and Community Communication, Empowerment, and Engagement<br><br>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.<br><br>Consultants may be utilized to conduct parent trainings and educational partners may register for relevant conferences to build skills needed to provide parental | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $500<br><br>$7,000<br><br>$250<br><br>$500<br><br>$250<br><br>$500 | 3010 - Title I - Parent<br><br>3010 - Title I<br><br>3010 - Title I - Parent<br><br>3010 - Title I<br><br>3010 - Title I - Parent<br><br>3010 - Title I |

| | | | $1,500 | 3010 - Title I - Parent |
|---|---|---|---|---|

support for student achievement and overall health and well-being.

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.].

Parents will be provided training materials and light snacks and refreshments.

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

Title I Funding Allocation:
Certificated Additional Compensation: $500 Title I - Parent
Certificated Additional Compensation: $7,000
Program Specialist Additional Compensation: $250 Title I - Parent
Program Specialist Additional Compensation: $500
Counselor Additional Compensation:  $250 Title I - Parent
Counselor Additional Compensation: $500
Meeting Expenses: $1,500 Title I - Parent
Instructional Materials: $1,380 - Title I Parent

LCAP 4.1 Family and Community Communication, Empowerment, and Engagement:
No additional site LCFF is being allocated for this strategy.

The second value row, positioned near the top:

$1,380 — 3010 - Title I - Parent

| 4.1.2 | District Strategic Planning and Communication<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 4.2 District Strategic Planning and Communication:<br>No additional site LCFF is being allocated for this strategy. | | | |
|---|---|---|---|---|
| 4.1.3 | Community Schools Supports and Resources<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 4.1 Community Schools Supports and Resources<br>No additional site LCFF is being allocated for this strategy. | | | |
| 4.1.4 | Parent Advisory Committee Supports and Resources<br><br>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.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 4.4 Parent Advisory Committee Supports and Resources:<br>No additional site LCFF is being allocated for this strategy. | English Learners | | |

# Annual Review

**SPSA Year Reviewed: 2023-2024**
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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

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

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.

## Goal 5.1

| Goal # | Description |
|--------|-------------|
| Goal 5.1 | . |

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

|  |
|--|
|  |

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|  |  |  |

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

## Strategies/Activities Table

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures | Funding Source(s) |
|---------------------|-------------|----------------------|----------------------|-------------------|
| 5.1.1 | Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap:<br>No additional site LCFF is being allocated for this strategy. |  |  |  |
| 5.1.2 | Developing Student Individual Transition Plans<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP Strategy 5.2 Developing Student Individual Transition Plans:<br>No additional site LCFF is being allocated for this strategy. |  |  |  |

| | | | | |
|---|---|---|---|---|
| 5.1.3 | Accelerate Learning for all SPED Students<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 5.3 Accelerate Learning for all SPED Students:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 5.1.4 | Culturally Responsive Professional Development<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 5.4 Culturally Responsive Professional Development:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 5.1.5 | Meaningful Student Experiences and Opportunities<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 5.5 Meaningful Student Experiences and Opportunities:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 5.1.6 | Recruit, Hire and Retain Student Support Personnel<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 5.1.7 | Parent and Family Supports and Resources<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 5.7 Parent and Family Supports and Resources:<br>No additional site LCFF is being allocated for this strategy. | | | |

| 5.1.8 | Enhancing School Engagement and Attendance for Students with Disabilities<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities:<br>No additional site LCFF is being allocated for this strategy. | | | |

# Annual Review

**SPSA Year Reviewed: 2023-2024**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

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

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.

## Goal 6.1

| Goal # | Description |
|---|---|
| Goal 6.1 | . |

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | | |

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

## Strategies/Activities Table

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures | Funding Source(s) |
|---|---|---|---|---|
| 6.1.1 | Student Achievement Plan<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 6.1 Student Achievement Plan:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 6.1.2 | Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA):<br>No additional site LCFF is being allocated for this strategy. | | | |

| | | | | |
|---|---|---|---|---|
| 6.1.3 | Educator Gap Equity Plan<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 6.3 Educator Gap Equity Plan:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 6.1.4 | BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy<br><br>Provide books that represent students of color, especially Black students, and other marginalized groups of students.<br><br>Title I Funding Allocation:<br>Books - $5,000<br><br>LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy:<br>No additional site LCFF is being allocated for this strategy. | | $5,000 | 3010 - Title I |
| 6.1.5 | BSAP Community Partnerships<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 6.5 BSAP Community Partnerships:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 6.1.6 | Development of an African American Studies Course<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 6.6 Development of an African American Studies Course:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 6.1.7 | BSAP School Climate & Wellness Personnel Support<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 6.7 BSAP School Climate & Wellness Personnel Support :<br>No additional site LCFF is being allocated for this strategy. | | | |

| 6.1.8 | BSAP Community -Based Safety Pilots Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy. | | | |
|---|---|---|---|---|

# Annual Review

**SPSA Year Reviewed: 2023-2024**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

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

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.

# Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary Table

| Description | Amount |
|---|---|
| Total Funds Provided to the School Through the ConApp | $257,370.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $342,890.00 |

## Other Federal, State, and Local Funds

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

| Federal Programs | Allocation ($) |
|---|---|
| 3010 - Title I | $253,490.00 |
| 3010 - Title I - Parent | $3,880.00 |

Subtotal of additional federal funds included for this school: $257,370.00

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 ($) |
|---|---|
| 0100 - LCFF/S&C (site) | $85,520.00 |

Subtotal of state or local funds included for this school: $85,520.00

Total of federal, state, and/or local funds for this school: $342,890.00

# Addendums

# 2024-25 School Plan for Student Achievement
# Recommendations and Assurances

Site Name: _____

The School Site Council (SSC) recommends this school plan and proposed expenditures(s) to the 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 materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

_____
Date of Meeting

4. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

      English Learner Advisory Committee       _____
                                                                         Date of Meeting

5. The SSC reviewed the content requirements for school plans of programs included in the 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.
6. 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.

2024-25 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
Attested:

_____   _____   _____
  Typed Name of School Principal       Signature of School Principal         Date

# 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 |
|---------|-------------|

## 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 |
|---------|-------------|

## K

| Acronym | Description |
|---------|-------------|

## 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 |
|---------|-------------|

| 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 |
|---|---|

# R

| Acronym | Description |
|---|---|
| RFA | Request for Applications |
| RFP | Request for Proposals |

| | Regional Occupational Centers and Programs |
|---|---|
| ROCP | Regional Occupational Centers and Programs |

# 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<br><br>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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