

2022-2023 School Plan for Student Achievement Recommendations and Assurances

Site Name: Peyton (P2 - 270)

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee

5/19/2022

Date of Meeting

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

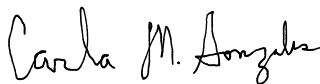
This SPSA was adopted by the SSC at a public meeting on 5/19/2022.

Date of Meeting

Attested:

Carla Gonzales

Typed Name of School Principal



Signature of School Principal

6/2/2022

Date

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Peyton Elementary	396867660115303	05/19/2022	06/28/2022

Purpose

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

Peyton Elementary is implementing a Schoolwide Program.

Description

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

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

Engaging Educational Partners

Refer to the comprehensive needs assessment.

Resource Inequities

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

Refer to the comprehensive needs assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Instructional Leadership Team 3/7/2022

Teachers 3/8/2022, 3/29/2022

School Site Council 3/24/2022

English Language Advisory Committee 1/27/22, 3/31/2022

The ELAC helped develop EL Parent Needs Assessment and it was approved by the ELAC on 1/27/22. On 3/31/22 the ELAC reviewed the responses and make recommendations to the SSC based on the 5 Why's that were developed by the SSC on 3/24/2022. The Peyton Leadership Team helped to develop the Teacher Needs Assessment. Teachers collaborated and answered the Teacher Needs Assessment individually on 3/8/2022. Teachers reviewed the results on 3/29/2022.

Staffing and Professional Development

Staffing and Professional Development Summary

Staff:

- All teachers are highly qualified staff, with the exception of 2 probationary teachers
- Resource Specialists (1.5)
- Media Assistant (.5)
- Two full time counselors
- One Mental Health Clinician (.5)
- One Program Specialist
- One Principal
- Assistant Principals (1.5)

Professional Development:

- Aligning District, Ed Services, School, and Classroom Goals
- Rebound Series (Doug Fisher) ***A Playbook for Rebuilding Agency, Accelerating Learning Recovery, and Rethinking Schools***
- Academic Vocabulary and Discourse
- Small Group Instruction
- iReady Data and Analysis
- Horizontal and Vertical Articulation (PLCs)
- Instructional Planning - Resources, data analysis, reflection, creating common formative assessments, and planning the unit ahead in ELA/Math

Formative Observations with Teacher Feedback

- Small Group Instruction
- Core Instruction
- ELD
- After School Tutoring

Staffing and Professional Development Strengths

- Series of PD for most of the school year based on Doug Fisher's *Rebound* that reinforced effective teaching practices and student practices. This series reinforced schoolwide practices we did prior to the pandemic and that need to be done now and in the future to develop teacher and student agency.
- **Rebound**PD fostered teacher collaboration across and within grade levels
- Instructional Leadership Team worked with Curriculum Associates and taught their grade level peers how to access, interpret, analyze, and act on iReady data for ELA and Math
- Instructional Planning allowed for grade levels to reflect, calibrate, and plan for the next unit
- Academic vocabulary and allowing opportunities for academic discourse within the curriculum, especially ELA

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Peyton School does not have 100% of it's staff trained on how to support students with Autism. **Root Cause/Why:** The SELPA training has been suspended in the district and new teachers and paras have not yet been trained.

Needs Statement 2 (Prioritized): Peyton School does not have Tier 2 and Tier 3 systems for students that need behavioral support. The results from the CNA taken by staff indicate that 91.7% of the respondents would like professional development to address reluctant learners and defiant students. **Root Cause/Why:** The focus has been on Tier 1 PBIS systems and incentives.

Needs Statement 3 (Prioritized): According to the CNA, approximately 13% of the staff would like to strengthen the instructional program through professional development in AVID, small group instruction, PLCs, and attending training/conferences that support their content areas or grade levels. **Root Cause/Why:** It has been over 3 years since staff have been allowed to attend off site trainings/conferences.

Teaching and Learning

Teaching and Learning Summary

- Peyton teachers adhere to the 360 instructional minutes each day
- 37:39 teachers are highly qualified and are fully credentialed.
- English Learners have ELD for at least 30 minutes for grades K-6 and 50 minutes for grades 7-8 each day
- Peyton teachers use the core curriculum provided by the district (Benchmark Advance, Ready Math, Savvas, Studies Weekly, McGrawHill Impact, HMH Dimensions)
- The program specialist analyzes data and identifies students that need Tier 3 academic support. These students are prioritized for tutoring after school.
- Peyton teachers used small group instruction to provide intervention and enrichment opportunities for students.
- Peyton teachers use AVID strategies during core instruction to improve student learning.
- Grades 5 and 6 platoon for the Core subjects.

Teaching and Learning Strengths

- Most teams collaborate to plan instruction and assess student learning
- Teachers meet with the program specialist and admin to reflect, analyze, plan, and gather resources from core and supplemental programs
- Staff meetings are used as opportunities for professional development
- The Leadership Team is more focused on instruction and data this year vs. school culture/climate
- Teachers engage in vertical collaboration during staff meetings and PLCs
- The majority of teachers seize opportunities to learn when the district offers professional development on STA days and after school

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Our iReady Winter Diagnostic Assessment shows that 58% of our students are performing one or more grade levels below grade level in Reading. More than 55% of the students struggle with vocabulary, comprehension informational text, and comprehension literature. **Root Cause/Why:** Students need help from their teachers to make connections between the curriculum and their personal life in order to make reading more interesting and to support the students with developing their foundational reading skills.

Needs Statement 2 (Prioritized): Our iReady Winter Diagnostic Assessment shows that 69% of our students are performing one or more grade levels below grade level standards. Over 60% of our students are struggling with Geometry, Management & Data, Numbers and Operations, Algebra & Algebraic Thinking, **Root Cause/Why:** Once the students pass 3rd grade, those basic skills are not practiced as much. There is no accountability for students when they do not master their basic math facts due to pacing. In addition, there is a lack of scaffolding during instruction for those students that have not mastered their basic facts and not enough opportunities to practice the basic facts.

Needs Statement 3 (Prioritized): EL: By End of Year 2022, per ELPAC, we increased the number of students who reclassified to English Proficient by four students, thereby increasing the total number of reclassified students from four to eight [increase of 100% from 2020-21 to 2021-22 school-year. Traditionally, we R-FEP 2-3 times that many students. **Root Cause/Why:** During distance learning, socioeconomic conditions; language barriers and a lack of access to technology created barriers to students accessing grade level instruction and the ELPAC test.

Parental Engagement

Parental Engagement Summary

Exchange of Information with Parents:

EL Parent Needs Assessment - For all parents

Monthly Parent Coffee

School Website

School Messenger

Monthly Parent Newsletter

Marquee

Class Messaging Systems

Google Classroom

Parent Vue

District Surveys

Parent Committees:

English Learner Advisory Committee - Advisory Council to SSC

School Site Council monitors, evaluates, plans, and implements the SPSA and oversees the school budget, goals, and strategies.

Parent Teacher Student Association

Parent Support:

Mental Health Clinician

School Counselors

Operational School Bell

Families in Transition

Parental Engagement Strengths

57.1% of the CNA respondents reported that the teacher, "keeps me informed about my child's academic progress in a way that is easy to understand aside from report cards."

66.7% of the CNA respondents believed their child had access to a school counselor if they wanted one.

85.7% of the CNA respondents stated, "I feel my child's school enforces school rules fairly and consistently for all children."

85.7% of the CNA respondents stated, "The school responds promptly to my phone calls, messages, or emails."

100% of the CNA respondents stated, "The ELD (English Language Development) instruction has improved my child's English Language Proficiency."

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): 85.7% of the CNA respondents reported, "As a parent/guardian, I would like to be more informed about the emergency procedures at my school." **Root Cause/Why:** Language barriers and a lack of parent connectedness to the school affects the communication between the school and families about emergency procedures.

Needs Statement 2 (Prioritized): 57.1% of the CNA respondents reported that they think harassment/bullying is a problem at our school. **Root Cause/Why:** Language barriers and a lack of parent connectedness to the school affects the communication between the school and families about tiered interventions that the

school counselors and administration implement to address the offenders and support the victims.

Needs Statement 3 (Prioritized): We are limited in reaching our school-wide goal of the expected level of parental engagement and connectedness with the school community. **Root Cause/Why:** Language barriers and access to technology limits parents' awareness to school events and resources. This limits parent involvement and parental support,

School Culture and Climate

School Culture and Climate Summary

Surveys:

Fall, Winter, and Spring Student Climate Survey for Grades 4-8

Comprehensive Needs Assessment - Parents

Comprehensive Needs Assessment- Teachers

Values, Beliefs & Equity:

Vision

By focusing on a rigorous and challenging curriculum, we aspire for our students to become literate, critical thinkers, effective communicators and life-long learners.

Mission

Valentine Peyton School provides an instructional program that reflects high expectations for all students and focuses on mastery of the standards.

PBIS

Common Expectations Matrix for all common areas are posted and addressed by admin and reinforced by teachers and security staff

Peyton Pride Raffle each Friday

Daily Check In & Checkout for targeted students with Chronic Absenteeism

Monthly Coordination of Services Team to ensure students are monitored from Teacher Referral until they improve or have a SPED case manager

Student incentives for improved behavior, academics, and attendance

Conflict Mediation by school counselors

Social Skills class presentations and small groups by school counselors and MHC

Counseling by school counselors and MHC (school based and ERMS)

Behavioral support from psychologists and behavior specialists

Cross age activities

SPED and General Ed Teacher Collaboration and student integration

Monthly Super Recess organized by the PLUS team for students that are safe, kind, and productive for the month

PLUS

Student led class presentations about social topics - tobacco use, bullying, Autism Awareness, etc.

Philanthropic work for the community (Pennies for Patients, Food Drives, Etc..)

School Wide Family Events

Book Fairs

Family Nights

PTSA Fundraisers (Family dinners, Family dances, etc.)

Back to School

Open House

Parent Picnics

School Culture and Climate Strengths

High academic and behavioral expectations for all students

AVID

Parent Support

Opportunities for enrichment and remediation

Communication between families and the school

Grade level collaboration (PLCs)

In-house professional development

School Pride

Veteran and consistent staff

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): According to the Winter School Climate survey only 71-72% of our students feel like their voice matters to the adults at Peyton School. **Root Cause/Why:** Students are afraid of some of the teachers. They fear retaliation or that they will get picked on from the teacher, especially if they are not a part of the top 10% of class academically.

Needs Statement 2 (Prioritized): Only 71% of the students feel that they are treated fairly at school. **Root Cause/Why:** Some teachers look for students' faults vs. working with the students and building that relationship. As a result, consequences are not applied consistently to all students.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP Goal

Goal 1: Student Achievement

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

Goal 1.1

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

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

By June 2023, the goal is to increase the number of students at grade-level Proficiency in Reading by at least 5 to 7 percentage points.

By June 2023, the goal is to decrease the number of students two or more years below grade-level in Reading by at least 5 to 7 percentage points.

EL: By EOY 2023, per ELPAC, increase the number of students who reclassify by four students, thereby increasing the total number of reclassified students from 12 to 16 students.

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

By June 2023, the goal is to increase the number of students at grade-level Proficiency in Math by at least 5 to 7 percentage points.

By June 2023, to decrease the number of students two or more years below grade-level in Math by at least 5 to 7 percentage points.

Identified Need

Peyton School does not have 100% of it's staff trained on how to support students with Autism.

Peyton School does not have Tier 2 and Tier 3 systems for students that need behavioral support. The results from the CNA taken by staff indicate that 91.7% of the respondents would like professional development to address reluctant learners and defiant students.

According to the CNA, approximately 13% of the staff would like to strengthen the instructional program through professional development in AVID, small group instruction, PLCs, and attending training/conferences that support their content areas or grade levels.

Our iReady Winter Diagnostic Assessment shows that 58% of our students are performing one or more grade levels below grade level in Reading. More than 55% of the students struggle with vocabulary, comprehension informational text, and comprehension literature.

Our iReady Winter Diagnostic Assessment shows that 69% of our students are performing one or more grade levels below grade level standards. Over 60% of our students are struggling with Geometry, Management & Data, Numbers and Operations, Algebra & Algebraic Thinking,

EL: By End of Year 2022, per ELPAC, we increased the number of students who reclassified to English Proficient by four students, thereby increasing the total number of reclassified students from four to eight [increase of 100% from 2020-21 to 2021-22 school-year. Traditionally, we R-FEP 2-3 times that many students.

Annual Measurable Outcomes

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

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

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

All Students

English Learners

Foster Youth

Strategy/Activity

Provide teachers with professional learning opportunities and support to supplement core instruction, such as co-teaching, peer observation, demonstration lessons, conferences, consultants, data analysis for teachers and students, coaching, additional collaboration outside of instructional hours around effective primary instruction in the areas of listening, vocabulary acquisition, and writing across the content areas. Teachers will also collaborate on a variety of Leadership Teams to improve teaching and learning. (2 @ .5 FTE Instructional Coaches - Centralized Service)

Provide professional development on effective AVID, CORE, Student Engagement, Strategies for working with students with special needs and students that demonstrate defiant behavior as well as instructional strategies in all Math & ELA domains, including writing, listening, and vocabulary acquisition.

Additional Hours Pay Calculation:
35 teachers X 5 days X \$60= \$10,500 - Title I

Additional Hours Pay Calculation 1 Program Specialist and 1 Instructional Coach:
1 program specialist X 23 hours X \$60 rate of pay = \$1365 - Title I
1 instructional coach X 23 hours X \$60 rate of pay = \$1365 - Title I

Substitute Pay Calculation:
10 substitutes X 9.314 of days X \$200 = \$ 18,628 - Title I

Additional Compensation for teachers acting as instructional leaders during the Summer Learning Academy
1 teacher X 9 days X 189.29 = \$1,704
\$1584 -Title 1
\$ 120 - LCFF

The Program Specialist assists with collecting, analyzing, and interpreting data as well as technology integration and supplemental programs like PLTW and AVID to better meet the needs of our students that are not yet at grade level in ELA and Math and those students that are underrepresented and underserved.
35% - Title I (\$55,196) - The Program Specialist helps the teachers use their data to support differentiation, small group instruction, address students' needs in ELD, as well as target students for supplemental programs, extended day, and extended year programs to support students that are not yet at grade level in ELA, Math, or making sufficient progress in English.

65% - LCFF (\$102,508) - 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.

75% -Title I (\$32,930) A .5 paraprofessional will assist with students one year or more below grade level needing Tier 2 support in ELA and Math.

25%- LCFF (\$10,977) A .5 paraprofessional will assist with students one year or more below grade level needing Tier 2 support in ELA and Math.

Conferences:
AVID
PLTW
Specific Content Areas
Grade/Life Level Conferences

Progress Monitoring:
Peer Feedback Forms and Collaboration Forms
Assessment scores from iReady (F,W,S)
State and Federal logs for the Instructional Coach and Program Specialist
% of students at grade level % of students below grade level % of students making progress on district and state assessments
Trainings/ conferences attended
Common Formative Assessments

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$10500	50643 - Title I
\$1365	50643 - Title I
\$1365	50643 - Title I
\$18628	50643 - Title I
\$55196	50643 - Title I

\$102508	23030 - LCFF (Site)
\$10977	23030 - LCFF (Site)
\$32930	50643 - Title I
\$1584	50643 - Title I
\$120	23030 - LCFF (Site)

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Provide students with opportunities to increase reading proficiency through literacy programs via license agreements (\$20,800 - Title I):

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

Moby Max (Grades 1-8 to address skill gaps in reading, language, grammar and vocabulary) - 3,500

Study Island (Grades 5-8 to develop, reinforce, or advance students in grade level in ELA and Math CCSS

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

TPT (Grades Tk-8) to use supplementary materials aligned with the core curriculum and standards. - 4,400

Books (\$800 - Title I) to include: leveled, chapter, library, beginning literacy and materials for Literacy Centers and small group instruction.

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

Library Media Clerk (24101)--3.5 hr.- LCFF (\$32,386)

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

Instructional Materials:

Grades K-8, for the support of AVID & CORE strategies the use of headphones, composition books, copy paper, toner, graph paper, chart paper, planners, binders, post-its, dry erase pens/erasers, small white boards, dividers, folders, and other applicable supplemental materials/supplies. Cost of materials/supplies = \$6,000 - Title I

Grades K-8, for the support of small group instruction and tutoring strategies the use of copy paper, toner, flashcards, educational games, manipulatives and other applicable supplemental materials/supplies. Cost of materials/supplies = \$2,114 - Title I, \$389 LCFF

The duplication of materials to support skill reinforcement.

Equipment to enhance instructional strategies through blended learning may include: interactive boards, large monitors, student laptops and printers, (dependent on supplemental) projectors, Doc Cams. Cost: \$9,000 - Title I

Maintenance agreements ensure the equipment such as the laminator, copier, Duplo, and poster maker are available and usable to provide a print rich environment to support understanding of STEM concepts. (\$8,500- Title 1)

Progress Monitoring:

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

of classes using the library

Literacy program reports

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$20800	50643 - Title I
\$800	50643 - Title I

\$32386	23030 - LCFF (Site)
\$6000	50643 - Title I
\$2114	50643 - Title I
\$9000	50643 - Title I
\$8500	50643 - Title I
\$389	23030 - LCFF (Site)

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

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

Additional Hours Pay Calculation for tutoring: 1 teachers X 3 hours per week X 17 weeks X \$60 = \$3,060 (Allocating \$3,060 - Title I)

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

Supplemental materials include computer programs, visual aids, newcomer materials, and vocabulary aids as well as colored pencils, highlighters and markers for color coding text and paper for interactive notetaking, visual representations, and student created dictionary/reference materials. Cost: \$2,000 - Title I

Non-instructional materials include paint, glue, office supplies, folders, dividers, poster boards, display play boards, chart paper, to support AVID strategies, STEM and other enrichment activities. Cost: \$2,000-Title 1

Progress Monitoring:

of EL students

of EL students RFEP

% of EL students assessed with ELPAC

% of students at each overall English performance level

Web-based Program Monitoring Common Formative Assessments

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$3060	50643 - Title I
\$2000	50643 - Title I
\$2000	50643 - Title I

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

All Students

English Learners

Foster Youth

Low Income

Strategy/Activity

Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Art Mathematics (STEAM) projects to include, but not limited to, PLTW/STEAM project materials: Cost \$2500 Title 1

Conferences that include STEAM as a content area (including registration, accommodations, per diem, consultant): \$2,000 - Title I

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, science specific project materials, 3D printers and Project Lead the Way specific project material for Science enrichment to provide students in grades K-8 with opportunities for problem solving, looking for patterns, collaboration, and engineering using technology, building materials, writing in their STEAM logs, and reading manuals/directions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$2000	50643 - Title I
\$3000	50643 - Title I

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and
- *attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

SPSA Year Reviewed: 2021-2022

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. Activities that required subs such as peer observations and co-teaching, did not occur because of a sub shortage due to COVID. Some teachers participated in AVID trainings online, but not many. In-person conferences were not permitted for most of the school year due to COVID. Consultants and partnerships were non-existent because outside visitors were not allowed most of the school year as well. Instructional planning for grade levels did occur, but our instructional coach returned to the virtual classroom. The media assist was hired after school started and the library then opened up during Trimester 2. CORE assessments were administered to the primary students. Once the library reopened, there was an increase in students meeting their AR goals.

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

Technology and our digital licenses were utilized, but students seemed to tire of online activities and often preferred paper assignments TK-5. Students in grades 6-8 liked to use their Chromebook with the textbook and resources online, but write down their answers on the hard copy, using them simultaneously. Teachers were overwhelmed for most of the school year with addressing learning loss in ELA and Math and did their best to integrate STEAM activities, but it was not consistent.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will keep the same percentages as a minimal growth. We will keep developing our MTSS of support, focusing on Tier 2 instruction for all kids and Tier 3 for students that are performing 2 or more years below grade level. Supplementary materials will be purchased for small group instruction and/or after school tutoring or ELA/Math intervention. We will hire paraprofessionals to assist the teacher in implementing effective small group instruction in ELA/Math/ELD (Strategy 3).

LCAP Goal

Goal 2: Safe and Healthy Learning Environments

Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

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

By June 2023, our goal is to suspend .9% or less of the total student population.

By June 2023, our goal is to decrease the suspension rate of each subgroup by the following amount: African American less than 1%, Hispanic less than 1%, Students with Disabilities less than 2%, and White students less than 1% of the population.

By June 2023, our goal is to decrease our chronic absenteeism rate to less than 5%.

By June 2023, our goal is to decrease our Chronic Absenteeism in the following subgroups: African American students, Students with Disabilities, Students identifying as Two or More Races, and students that are Socio Economically Disadvantaged.

To provide strategies and support for teachers, parents and students through Positive Behavior Intervention and Support (PBIS), PLUS, etc. focusing on improving attendance and discipline.

Teachers will also collaborate on Leadership Teams to improve the school climate.

Progress Monitoring:

of overall students suspended/ISS

of students suspended/ISS in each significant subgroup

% of students with chronic absenteeism

% of students with chronic absenteeism in each significant subgroup.

Identified Need

According to the Winter School Climate survey only 71-72% of our students feel like their voice matters to the adults at Peyton School.

Only 71% of the students feel that they are treated fairly at school.

Annual Measurable Outcomes

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

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

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

Low Income

English Learners

All Students

Foster Youth

Strategy/Activity

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.

Non-Instructional Consultant Services:

Consultant to provide structured student engagements activities such as a Science Technology Engineering Art & Math (STEAM), structured activities/games that promote positive SEL program during lunch recess with focus on teaching a growth mindset, teamwork, fair play, and physical activity.

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

Progress Monitoring:

of overall students suspended/ISS

of students suspended/ISS in each significant subgroup

% of students with chronic absenteeism

% of students with chronic absenteeism in each significant subgroup

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

- All Students
- Low Income
- Foster Youth
- English Learners

Strategy/Activity

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

(Funds not allocated.)

Progress Monitoring:

- # of overall students suspended/ISS
- # of students suspended/ISS in each significant subgroup
- % of students with chronic absenteeism
- % of students with chronic absenteeism in each significant subgroup

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 2.1.3

Students to be Served by this Strategy/Activity

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

- Low Income
- Foster Youth
- English Learners
- All Students

Strategy/Activity

Daily/Weekly check-ins for students with the highest rates of absenteeism and/or discipline referrals with support staff that may include weekly incentives such as toys, school supplies, books, edibles, and gift cards for increased attendance and/or decreased office referrals. (Incentives/gifts/appreciation "events"/entertainment are not allowable using State and Federal funds.)

Progress Monitoring:

- # of overall students suspended/ISS
- # of students suspended/ISS in each significant subgroup
- % of students with chronic absenteeism
- % of students with chronic absenteeism in each significant subgroup

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 2.1.4

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

Purchase books or social stories to help teach about appropriate social skills and student self-care. (State and Federal funding allowable.) \$500-Title 1

Buy fidgets (tactile devices/manipulatives) and alternative seating for students struggling in the general education environment. (LCFF funded or general funds only.) \$ 1,000 -Title 1

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$500	50643 - Title I
\$1000	50643 - Title I

Annual Review

SPSA Year Reviewed: 2021-2022

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We suspended 2 students, both SPED. One was African-American and the other a Latino student. Both students had BIPs. One student had wrap around services and one worked with a ABA specialist at home. The PBIS Team and Leadership Team did collaborate about incentives and strategies to use with students that are not as engaged in school or demonstrate defiant behavior. Super Recess is now more structured with the PLUS students helping and setting up play stations. Due to COVID, our absenteeism rate is at 33%, especially among students enrolled in the Virtual Academy or Independent Study and homeless students (87%). The 2021-2022 Winter Climate Survey indicates that we are still struggling to show that we care about students and treat them fairly.

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

Teachers are utilizing more flexible seating than years previously. Fidgets, social emotional stories, and additional flexible seating were not approved for this year. Despite efforts to reach students and incentives, our chronic absenteeism rate is over 8 times as high as it used to be.

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.

For the 2022-2023 school year, we will again attempt to purchase items like flexible seating, fidgets, social stories, and other items that help students focus more and reduce their anxiety. It will be a strategy for LCAP Goal 2 -Safe and Healthy Learning Environments.

LCAP Goal

Goal 3: Meaningful Partnerships

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

Goal 3.1

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

By June 2023, increase the number of in-person family nights/parent meetings from 0 to 4.

By June 2023, increase the number of parent volunteers participating in school events hosted on the site from 3 to 8.

By June 2023 Peyton will increase the number of ELAC Meetings from 4 to 5.

Identified Need

We are limited in reaching our school-wide goal of the expected level of parental engagement and connectedness with the school community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Flyers/Agendas/Minutes Sign -In Sheets	Family Nights - 0 nights/meetings Parent Volunteers - 3 parents ELAC Meetings - 4 meetings	Family Nights/Meetings -4 Parent Volunteers- 8 ELAC Meetings-5

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

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

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

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

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

Equipment & Materials - \$1,397: Materials & equipment for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night, parent workshops and other family engagement events. Equipment, such as a digital Public Address System (PA), will be used for community outreach and outdoor Safe School assemblies, which are aligned to safety and social distancing guidelines currently being enforced. Agendas of Parent Meetings and parent sign-in sheets for each meeting. List of parent/community volunteers from beammentor.org/Stockton

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$1000	50647 - Title I - Parent
\$1000	50647 - Title I - Parent
\$1397	50647 - Title I - Parent

Strategy/Activity 3.1.2

Students to be Served by this Strategy/Activity

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

All Students
Low Income
Foster Youth
English Learners

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 3.1.3

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

SPSA Year Reviewed: 2021-2022

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Teachers had parent conferences on Zoom or by teleconference due to COVID. There were no events at the school due to COVID restrictions, but we did have a few virtual family nights. We do have a MHC on site 2 days a week and she counsels students and supports families with resources. Parent Coffee meetings and Parent classes were held on Zoom, with 1-7 parents attending each time.

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

The money allocated for parent engagement, materials, and mentors was not spent since parents and visitors were not allowed on campus until April of 2022.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will also seek professional development for our staff to understand how to better address the needs of students with special needs and/or exhibit defiant behavior with the intention of reducing behavior incidents and suspensions by 5-7% or more using the district report for chronic absenteeism and discipline. It will be a strategy in LCAP Goal 3: Meaningful Partnerships.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$185739
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$332119

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
50643 - Title I	\$182342
50647 - Title I - Parent	\$3397

Subtotal of additional federal funds included for this school: \$185739

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
23030 - LCFF (Site)	\$146380
50334 - CSI	\$[Enter Amount here]
50039 - ELSB	\$[Enter Amount here]

Subtotal of state or local funds included for this school: \$146380

Total of federal, state, and/or local funds for this school: \$332119