



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Charles Peck Elementary School	34-67447-6034839	05/24/2022	June 28th, 2022

Purpose and Plan Summary

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable and sustained improvement of student outcomes.

Summarize 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.

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

- Goal 1: Connected School Communities
- Goal 2: Healthy Environments for Socio-Emotional Growth
- Goal 3: Engaging Academic Programs
- Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. Title I funded activities:

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);

- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
- Are reasonable, necessary, and allocable costs to the program (2 CFR 200.404 - 200.405);
- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

Table of Contents

- SPSA Title Page 1
- Purpose and Plan Summary 1
- Table of Contents..... 3
- Stakeholder Involvement 3
- Resource Inequities 4
- Goals, Strategies, & Proposed Expenditures..... 7
 - SPSA/Goal 1 7
 - SPSA/Goal 2 13
 - SPSA/Goal 3 21
 - SPSA/Goal 4 36
- Budget Summary 41
 - Budget Summary 41
 - Other Federal, State, and Local Funds 41
- Budgeted Funds and Expenditures in this Plan 42
 - Funds Budgeted to the School by Funding Source..... 42
 - Expenditures by Funding Source 42
 - Expenditures by Budget Reference 42
 - Expenditures by Budget Reference and Funding Source 43
 - Expenditures by Goal..... 43
- School Site Council Membership 45
- Recommendations and Assurances 46

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Involvement with developing the School Plan began in the winter of school year 2021-2022. Site Leadership teams, School Site Council and our English Learner Advisory Committee evaluated the current SPSA to determine if actions had been effective. SPSA Goals and Actions were shared with parents via newsletters due to pandemic rules and an inability to have parents on site for meetings. In the past, Zoom meetings didn't prove to be an effected way to meet with parents as attendance to those meetings was very low with only a handful of participants logged in. A SPSA Goals/Actions Parent Input Google Form (Survey) was sent to parents digitally along with a paper copy. ELAC Meetings included time to gather parent input regarding the SPSA, and SSC parent members took part in discussions, serving a parent/community representatives and sharing in the creation of the plan. Staff also provided input during staff meetings, grade level meetings, SSC, SLT leadership, conversations with the principal. We will continue to ask for input from parents, community, staff, and students throughout the year and make adjustments based on data. Our site will continue to participate in the LCSSP Grant and conduct listening sessions over the course of the year as now

we are able to have families on site. That information will also help us to monitor progress and needs, adjusting actions/expenditures as needed. We are also engaging in the Neighborhood Learning Project to nurture and sustain our relationships with families and to give opportunity for more parent voice, provide needed resources, make connections with community partners, and increase our participation in school/home input/feedback. All of the information gathered was used to create our plan. Educational partners will continue to monitor implementation of the plan and revise as needed to meet the needs of students.

SSC met throughout the year on 9/28, 10/26, 12/14, 2/15, 3/15, 4/19, & 5/24. SSC was interested in continuing to fund our counselor, campus representative, intervention teacher, and instructional aide positions. They also stressed the importance of ensuring that students had the devices needed to engage in both in person and distance learning. Current academic data, expenditures, resources needed to support in person learning, student engagement/attendance/barriers, and empathy gathering data were shared with the members.

Site Leadership Teams met monthly and voiced concerns and successes about student engagement, student social/emotional well-being, reading and math data, extending learning opportunities, assessments, intervention, English Learner supports, empathy gathering, special education needs, and family support. They also shared staff input and shared in the creation of solutions to support learning and close gaps.

The ELAC met on various dates this past school year 9/1, 11/1, 1/4, & 3/1 and examined data related to the progress of English learners and asked about the supports they felt would best support their children. They expressed interest in tutoring opportunities and intervention services. Summer Learning opportunities and community resources were shared with families as well. During the ELAC meetings SSC agendas, minutes, and SPSA/budget were shared with families. Families were encouraged to provide feedback on in person learning, barriers to growth, and what resources they felt were needed to increase engagement, attendance, and academic progress.

Empathy Sessions were held and groups reported the following: Educational Partner involvement was done virtually, through surveys, and newsletters. We held empathy sessions with staff, students, and parents. Staff input was gathered using various Google forms and modes, staff meetings, and shared via newsletter. The staff voiced many of the same concerns and bright spots as the parents and students. Parent voice was gathered through surveys, conversations, newsletter feedback emails, and Class Dojo/ClassTag messages.

Resource Inequities

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

Through the Comprehensive Needs Assessment process with a focus on the current situation of distance learning and uncertainty student's academic progress and social-emotional well-being, the focus of this plan is to address resource inequities related to supporting students return to in-person instruction and preparing them to meet grade level standards. Actions are designed to promote academic success and engagement through innovative teaching strategies, intervention, effective communication, and support with technology as described below and the inequities listed in the 2020-2021 school year continued into the 2021-2022 school year given the ongoing pandemic:

Intervention: Student learning loss varies according to each student's circumstance. There is an inequity in learning loss based on poverty, language proficiency and environmental factors. There is a need for an indicator of learning loss so that each student's situation can be addressed appropriately. Intervention will be critical to eliminating learning gaps.

Safety, Behavior, and Social Emotional: Student gaps in socially appropriate behaviors varies according to each student's circumstances. There is an inequity in behavior and interaction gaps based on poverty, housing insecurities, family stress, and environmental factors. There is a need for a screener to help identify students needing behavior or social/emotional, and safety supports. There is also a need for staff to make personal connections with students and check in with them regularly.

Effective communication: school and class newsletters, parent surveys, phone calls, emails, material distribution days when needed, Google Classroom, apps, and website.

Technology: While there is a digital divide, there is also an inequity in the level of comfort with technology and connectivity. While students have been provided Chromebooks, not all families have been provided the training they need to use the technology effectively.

Transportation: Families struggle with transportation whether is lack of reliable transportation, the cost of transportation, and parents working who not able to transport children or lack of affordable before school or after school childcare.

Resources have been allocated to support both the academic readiness and the social-emotional well being of all of our students, especially our Low SES, EL, Foster Youth, and Homeless pupil populations. We allocated funds to build and sustain classroom libraries with a variety of leveled books and high interest books across many genres. Libraries need to be updated and replenished overtime as students either lose or damage some of the books. Also, there is a need to purchase books according to student reading levels which can change with each class and each year. Common Core aligned instructional and intervention materials were purchased to supplement our adopted texts in order to close gaps and to differentiate instruction based on student need as measured via text level assessments, iReady Reading and Math Diagnostic tests, and other classroom assessments both formative and summative. All students have access to a device for instruction and intervention purposes. We have enough Chromebooks and/or iPads for all students at Peck. Licenses were purchased to support both literacy and math instruction and intervention. Teachers use data from those programs to plan lessons targeted a a student's specific level of need. All classrooms are equipped with Apple TV/Large Screens to serve as visual supports for our EL learners and to support instruction and technology integration as students move toward digital literacy. Technology changes rapidly, so we need to allocate funds to keep up with those changes and advances as equipment becomes too old to operate or obsolete. We allocated funds to support our work with PBIS and school connectedness and data reflects that our community feels that our school climate is positive and that our campus is safe. We will continue to support this work and allocated funding to do so. Title I funds paid for a full time counselor and families benefited from that service. It provided them with a safe person to speak with and to help them deal with the trauma they experienced or continued to experience given their home circumstances. We also have a Campus Representative on site who provides both a sense of security and will provide direct services to students through CICO, SEL groups, classroom support, and structured recess/learning activities. While students made gains in math and reading as measured in our iReady results and other measures throughout the 2020-21 year, there is still a need for our students to receive extra support, especially given the events and circumstances dealing with COVID-19, so funds will be

allocated for after school tutoring for those students who require more intense and frequent intervention and/or instruction (Tutoring may be virtual due to COVID-19 health/safety guidelines).

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Connected School Communities

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

Charles Peck School will foster a connected school community through actively building community relationships, and connected students and families with resources to help them access the best opportunities.

Annual Review

SPSA Year Reviewed: 2021-22

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

What data did you use to monitor progress and how often?

Prior to the pandemic, we supported school connections via our Academic Parent Teacher Teams, Family Events such as Sami Circuit, Motivational Assemblies, Guest Performances such as Phil Tulga, among others. We sent home both class and school wide bulletins/newsletters, conducted Listening Sessions in partnership with the LCSSP grant, and invited families to engage in ELAC, SSC, PTC, and other discussions. The implementation of the actions described above and in the 2019-2020 SPSA, were mostly interrupted in March due to the conversation to distance learning in response to COVID-19. The barriers to goal implementation continued throughout the 2020-2021 school year due to COVID-19 restrictions and the ongoing pandemic.

During the course of the 2021-2022 school year we continued to use Academic Parent Teacher Team meetings to stay connected to our families and nurture relationships with our educational partners. While unable to host Sami Circuit on site, we used a digital on demand format to continue our student/family connections work throughout this year. School wide newsletters and updates were sent home via digital format and hard copies were available upon demand. The online formats used had translated versions

available to those that needed those services and supports. We also continued our partnership with LCSSP grant, engaged in parent voice/empathy surveys to bolster our educational partner participation, feedback, and collaboration efforts. We join the Neighborhood Learning Project and made connections with families, provided learning resources, signed students up for summer learning, provided non-perishable food, and providing information regarding, after school care, preschool options, technology resources, and EL/immigrant/refugee supports.

What worked and didn't work? Why? (monitoring)

The APTT meetings were not well attended this year. It was more difficult to build those partnerships via Zoom; in person interaction is a vital part of APTT. Our digital newsletter allowed for more frequent communication. Educational Partners were able to access information more frequently using the digital platforms. Communication with families and staff via Class Dojo and Class Tag were effective in that the platforms allowed for "texting" back and forth. Families received timely feedback and answers to questions. The platforms also have a translation component which allowed our English Learners access to all school related information. We utilized the digital platforms to advertise events, share data, ask for input towards SPSA goals, and conduct empathy inquiries to support our family connections.

What modification(s) did you make based on the data? (evaluation)

We scheduled our Zoom meetings at different times to allow those families with multiple Peck students to attend each meeting. We sent home paper copies of surveys knowing that some families struggled with technology and internet. School wide Data was shared with parents via newsletter and input was requested using the various platforms and email.

2021-22

Identified Need

There is a need, based on data collected so far, for a two way communication system and for opportunities for school/site to connect more consistently and frequently. Given the ever changing situation brought on by COVID-19, there is a need to be flexible in how and when we connect with families.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
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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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
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1.1	Implement various communication methods to create viable partnerships between families, community, and school. Publicize the resources provided. Inventory and monitor current resources and secure additional resources as needed. Solicit ideas for resources needs from parents through parent meetings, surveys,	X All Students English Learners Low-Income Students Foster Youth Other	Admin & Site Teams	Title I Part A Site Allocation 4000-4999: Books And Supplies	500	School year 2022-23
1.2	Schedule family meetings to share school data, academic progress, resources and curriculum, solicit ideas for school improvement,	All Students X English Learners X Low-Income Students X Foster Youth Other	Admin & Site Teams	Title I Part A Site Allocation 4000-4999: Books And Supplies	500	School year 2022-23

parent engagement opportunities, family events, and other school related issues. Meetings will be scheduled either in person or via virtual platform in accordance with COVID-19 safety guidelines and instructions when necessary. Provide childcare for parent education opportunities for in person meetings in accordance with COVID-19 safety guidelines when necessary. This supports our Low SES and EL learners and reinforces our

	commitment to equity.					
1.3	Plan and implement Family/Community Nights and Engagement Events to promote a partnership between school, home, and the community via in person or virtual platform. Create/secure motivational tools to encourage families to participate and engage in their child's education. Provide materials for APTT, Neighborhood Learning Project, or other Academic Events to support parent & teacher partnerships via various	X All Students English Learners Low-Income Students Foster Youth Other	Admin & Site Teams	Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	8,000	School year 2022-23

	instructional models, including but not limited to traditional, hybrid, or distance learning.					
1.4	Hire a parent liaison or establish a volunteer parent group to assist in maintaining the Family Resource & Information Area and to engage in bringing in resources and education opportunities for our parent population to better connect with the educational process and expectations.	X All Students English Learners Low-Income Students Foster Youth Other	Admin & Site Teams	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	4536	School year 2022-23

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Healthy Environments for Social-Emotional Growth

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

Charles Peck will implement healthy environments for social ad emotional growth by creating an inclusive, safe, equitable, culturally responsive and healthy environment through social and emotional learning.

Annual Review

SPSA Year Reviewed: 2021-22

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

What data did you use to monitor progress and how often?

We used SWIS data (Office Referrals), PBIS Team Referrals, Counseling Data, Surveys, Student Voice, Teacher Observation, Parent Voice, Staff Voice, and other informal assessments.

What worked and didn't work? Why? (monitoring)

We were able to use our referral data to determine which students needed intervention, counseling, wrap around services, CICO, behavior plans, and Social Skill Group time. The data also supported the need to purchase SEL curriculum to address self-awareness, regulation, problem solving, restorative language, creating a positive culture/climate, and school safety.

What modification(s) did you make based on the data? (evaluation).

We added more staff during recesses because the data showed that students needed more support, supervision, interaction, connections with adults. They struggles with problem solving in effective, positive ways so they require more coaching and modeling to help them with socially acceptable norms and expectations.

2021-22

Identified Need

Healthy Environments...Welcoming and school environments that value all students and families provide a foundation for effective learning. All district stakeholders will cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social emotional learning.

The barriers to goal implementation continued throughout the 2021-22 school year due to COVID-19 restrictions and the ongoing pandemic. Due to the social isolation caused by the pandemic, data shows the continued need for counselor, attendance, safety, and student engagement support. Data also shows a need for direct explicit instruction using a researched based SEL program to teach students self-awareness, self-regulation, problem solving, restorative language, and collaboration. Also, students need support in successful practices, life skills, and what it means to be a productive community member.

Suspensions and Behavior Reports (8/12/21-12/18/21): There were no students suspended during that time period. However, there student behavior referrals and data is gathered using the SWIS platform. That data is used to determine problem areas and possible solutions. There were at total of 121 referrals for 46 students in that time period with 58 being Major Incidents and 63 being Minor Incidents. The most frequent behaviors identified were Physical Aggression/Minor Contact 30, Disrespect 19, Inappropriate Language 17. The Locations with the most referrals were the Playground 51, Classroom 27, and P.E. 17. In terms of gender, there were 101 referrals for our male students and 20 for our female students. During that same time period there were 0 referrals for Kindergarten students, 21 for 1st grade, 4 for 2nd grade, 3 for 3rd grade, 25 for 4th grade, and 45 for 5th grade.

Suspensions and Behaviors Reports (1/4/22-4/4/22): There were 3 students suspended or sent home during this time period for fighting or physical aggression. The data from our SWIS platforms is as follows: There were a total of 88 referrals for 38 students for that time period with 46 being Major Incidents and 42 being Minor Incidents. The most frequent behaviors were Physical Aggression/Minor Contact 30, Disrespect 20, Defiance 11, and Inappropriate Language 14. The Locations with the most referrals were the Playground 38, Classroom 20, Cafeteria 14, and P.E. 12. In terms of gender, 70 referrals were for our male students and 18 for our female students. The referral breakdown for grade levels is as follows: Kindergarten 2 , 1st grade 15 , 2nd grade 9 , 3rd grade 33, 4th grade 15, and 5th grade 14.

The number of behavior referrals highlights the need for counselor support. Students continue to need emotional support during the ongoing pandemic. The school counselor along with the Student Support Center are working in unison to establish and sustain services needed during this time. They will continue to provide services during any transition or learning model as COVID-19 guidelines allow.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Winter Survey Results for School Culture/Safety from Stakeholders and Chronic Absenteeism	Results from the School Climate Survey 2021-2022 Q Attendance (Aug 2021-Dec 2021)	Growth of 2% on Winter Survey 2021-2022 Decrease of 50% Chronic Absenteeism on Q Attendance
District Survey - School Culture/Sense of Belonging Staff. Percent strongly agree/agree overall.	92.6%	94.6%
District Survey - School Culture/Sense of Belonging Parent. Percent strongly agree/agree overall.	95.1%	97.1%
District Survey - School Culture/Sense of Belonging Student. Percent strongly agree/agree overall.	72.6%	74.6%
School Chronic Absenteeism.	57.8%	28.9%
District Survey - Safety Staff. Percent strongly agree/agree overall.	92.3%	95.3%
District Survey - Safety Parent. Percent strongly agree/agree overall.	93.8%	95.8%
District Survey - Safety Student. Percent strongly agree/agree overall.	83.1%	85.1%

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Provide time for the	X All Students English Learners	Admin & School Teams			School year 2022-23

	attendance clerk to implement the attendance improvement plan to increase school-wide attendance and closely monitor chronic absenteeism. Schedule Habitual Truancy Conferences to support parents and students.	Low-Income Students Foster Youth X Other Chronically Absent Groups				
2.2	Purchase motivational tools for student attendance in alignment with instruction and intervention to close academic achievement gaps.	X All Students English Learners Low-Income Students Foster Youth Other	Admin & School Teams	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2022-23
2.3	Provide ongoing support for teachers, students and parents including but	X All Students English Learners Low-Income Students Foster Youth Other	Admin & School Teams	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2022-23

	not limited to PBIS, Restorative Practices, De-escalation, Growth Mindset, Trauma Informed Care, Equity, and Mindfulness. In addition, purchase resources and materials to support staff learning ie. book study opportunities.					
2.4	Provide supplemental support materials as needed including but not limited to books, instructional resources, recognition awards, and incentives to address the behavior/social-emotional needs of students, while	X All Students English Learners Low-Income Students Foster Youth Other	Admin & School Teams	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2022-23

	promoting a positive climate for students, families, and staff. Provide materials and supplies to support the Positive School Climate & Social Skills Instruction.					
2.5	Provide school counseling services for students in the areas of academic, student performance, personal and social relations, and parent and family relations.	X All Students English Learners Low-Income Students Foster Youth Other	Admin & School Teams	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	95,000	School year 2022-23
2.6	Fund a Campus Representative position to support increased student attendance, parent-school communication	X All Students English Learners Low-Income Students Foster Youth Other	Admin & School Teams	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplement	20,500 19,150	School year 2022-23

	, and parent and community involvement to increase student achievement by providing additional supports and incentives to students in feeling safe and ready to learn. In addition, the Campus Representative will utilize CICO via PBIS and other direct services to students to increase student engagement and close learning and behavior gaps.			tal Site Allocation 2000-2999: Classified Personnel Salaries		
2.7	Provide motivational resources and instructional materials to support and sustain a positive and	X All Students English Learners Low-Income Students Foster Youth Other	Admin & School Teams	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2022-23

	engaging, learning environment.					
2.8	Pay additional hours to Rec. Aides as needed to increase school wide safety measures and support a positive school climate.	X All Students English Learners Low-Income Students Foster Youth Other	Admin & School Teams	LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified Personnel Salaries	3,000	School year 2022-23
2.9		All Students English Learners Low-Income Students Foster Youth Other				

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.

Annual Review

SPSA Year Reviewed: 2021-22

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

What data did you use to monitor progress and how often?

We used Running Records, iReady ELA/Math, Lexia, and other classroom assessments to monitor progress and adjust instruction and intervention groups as needed based on assessment results.

What worked and didn't work? Why? (monitoring)

The data showed that students who received intervention services made growth in reading levels. It also showed that students who consistently used iReady and other learning platforms made progress towards goals. Students had access to technology and utilized it across all subjects. Our EL students received intensive and frequent instruction from our full time ELD teacher, helping to close learning gaps from Distance Learning where they rarely participated in learning. Our IA was able to provide direct service to students everyday and used data to guide her support.

What modification(s) did you make based on the data? (evaluation)

We adjusted intervention & support groups using a cycle of inquiry model and ongoing progress monitoring to move students in and out of groups based on assessment results. We were able to provide services to more students and target interventions accordingly in the first half of the year. We did have to limit mixing students from multiple classes due to COVID and trying to keep cohorts together. We had 3 intervention teachers at the start of the year but lost one due to retirement and not being able to fill the position. We had to make adjustments in scheduling groups and cut down the number of students receiving services in the second half of the year. We used text level data and other classroom assessments to determine which students needed intervention, had good attendance records, and would benefit the most from support given our circumstances.

2021-22

Identified Need

Connected communities and personal relationships are foundational for learning. We will ensure each student is engaged and supported in a challenging and broad course of study that builds skills, knowledge and experiences preparing students to be critical thinkers who communicate effectively, collaborate and are civic minded.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Text Level Assessment	<p>Text Level Data K-2: 1st Trimester - The percentage of students reading at or above grade level is K 15%, 1st 26%, and 2nd 42% 2nd Trimester - The percentage of students reading at or above grade level is K 19% , 1st 45% and, 2nd 52%</p> <p>Text Level Data 3-5: 1st Trimester - The percentage of students reading at or above grade level is 3rd 35%, 4th 43%, and 5th 65% 2nd Trimester - The percentage of students reading at or above grade level is 3rd 48%, 4th 46%, and 5th 63%</p> <p>Low SES: 41.29% 2nd Trimester K-2</p>	<p>All Students Goal: +5% Low SES Goal: +7.5% EL Goal: +5%</p>

Metric/Indicator

Baseline 2021-22

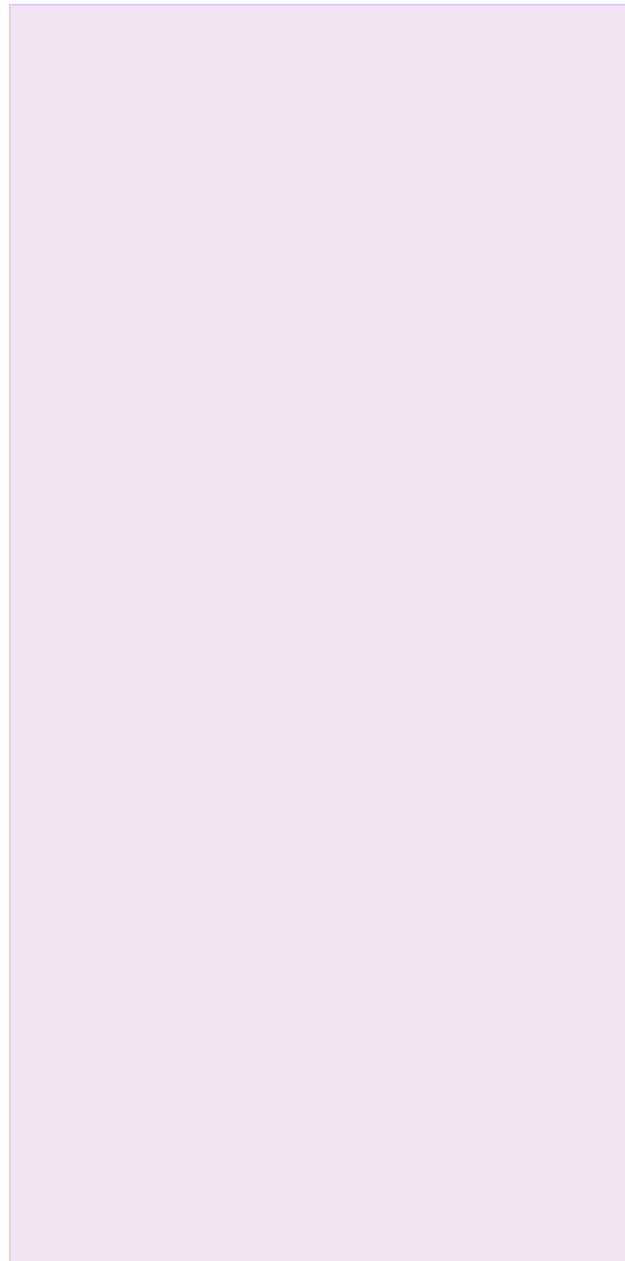
Expected Outcome 2022-23

	<p>EL: 19.36% - 2nd Trimester K-2</p>	
<p>Local assessments - iReady Diagnostic Tests</p>	<p>Fall i-Ready Reading - Tier 1 On Grade Level, Tier 2 One Grade Level Below, & Tier 3 Two/Three Grade Levels Below Overall in Grades 1-5, Tier 1 , Tier 2 & Tier 3 First Grade Tier 1 8%, Tier 2 76%, & Tier 3 16% 2nd Grade Tier 1 13% , Tier 2 41%, & Tier 3 46% 3rd Grade Tier 1 28% , Tier 23% , & Tier 3 49% 4th Grade Tier 1 16% , Tier 2 33% Tier 3 51% 5th Grade Tier 1 18% , Tier 2 27%, & Tier 3 55%</p> <p>Winter i-Ready Reading - Tier 1 On Grade Level, Tier 2 One Grade Level Below, & Tier 3 Two/Three Grade Levels Below Overall in Grades 1-5, Tier 1 , Tier 2 & Tier 3 First Grade Tier 1 16% , Tier 2 73%, & Tier 3 10% 2nd Grade Tier 1 31% , Tier 2 33% , & Tier 3 35% 3rd Grade Tier 1 43% , Tier 2 19%, & Tier 3 38% 4th Grade Tier 1 27%, Tier 2 24% Tier 3 49% 5th Grade Tier 1 26%, Tier 2 33%, & Tier 3 42%</p>	<p>Spring 2022 iReady Reading Spring 2022 iReady Math</p> <p>Tier 1 at or above grade level: All Students Goal: +5% Low SES Goal: +7.5% EL Goal: +5%</p>

Metric/Indicator

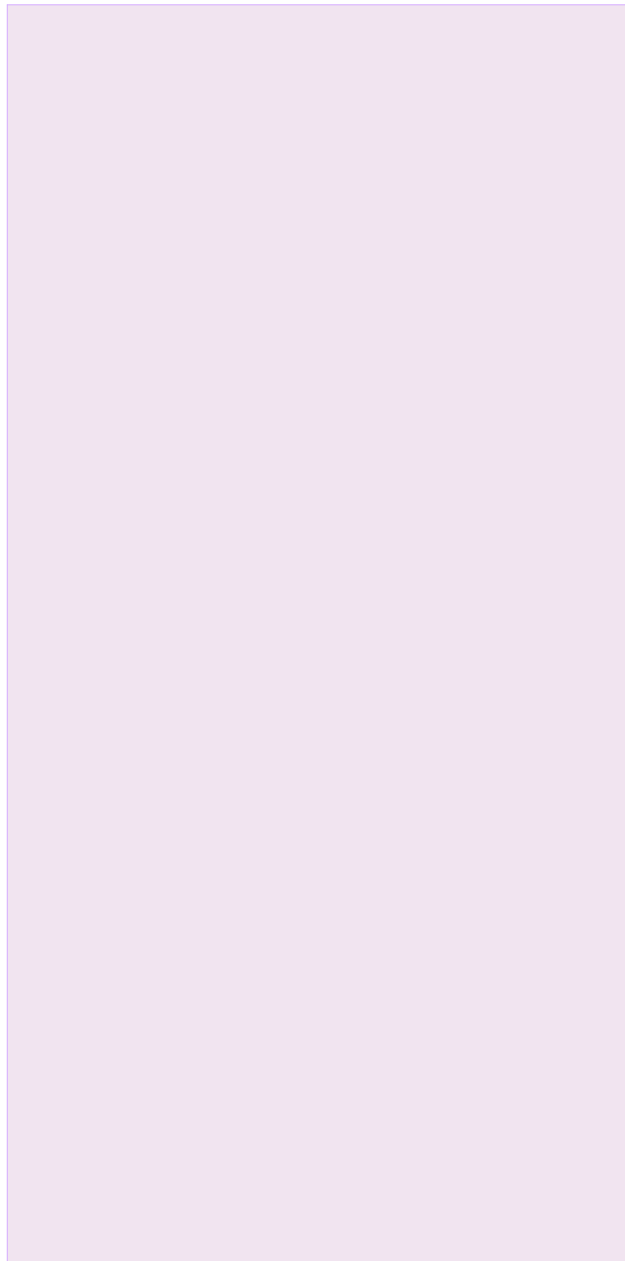
Baseline 2021-22

Expected Outcome 2022-23



Fall i-Ready Math - Tier 1 On Grade Level, Tier 2 One Grade Level Below, & Tier 3 Two/Three Grade Levels Below Overall in Grades 1-5, Tier 1 , Tier 2 & Tier 3
 First Grade Tier 1 4% , Tier 2 69%, & Tier 3 27%
 2nd Grade Tier 1 9% , Tier 2 50%, & Tier 3 41%
 3rd Grade Tier 1 3% , Tier 2 45%, & Tier 3 53%
 4th Grade Tier 1 2% , Tier 2 39%, & Tier 3 59%
 5th Grade Tier 1 7%, Tier 2 47%, & Tier 3 47%

Winter i-Ready Math - Tier 1 On Grade Level, Tier 2 One Grade Level Below, & Tier 3 Two/Three Grade Levels Below Overall in Grades 1-5, Tier 1 , Tier 2 & Tier 3
 First Grade Tier 1 12% , Tier 2 68% , & Tier 3 20%
 2nd Grade Tier 1 15% , Tier 2 63% , & Tier 3 23%
 3rd Grade Tier 1 7% , Tier 2 50% , & Tier 3 43%
 4th Grade Tier 1 6% , Tier 2 45% Tier 3 49%
 5th Grade Tier 1 24% , Tier 2 38%, & Tier 3 38%



Winter School Survey 2021-2022 School Year: Academic Progress - Percent

Overall 91.4% of students strongly agree/agree

Overall 93.4% of students strongly agree/agree

Metric/Indicator

Baseline 2021-22

Expected Outcome 2022-23

strongly agree/agree overall

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Identify and obtain supplemental materials/resources needed to support CCSS Literacy, Math, and ELD instruction in all academic areas for all modes of instruction including but not limited to in person and distance learning settings. Materials will be procured based on data and the targeted needs of our student groups. Attention will be paid to our	X All Students English Learners Low-Income Students Foster Youth Other	Admin & Site Teams	Title I Part A Site Allocation 4000-4999: Books And Supplies	10,000	School year 2022-23

	English Learners, Foster Youth, Homeless, and Low SES student populations to ensure that they have the appropriate instructional materials and resources.					
3.2	Provide Time/Subs for Data Conversations. Provide professional development for teachers and support staff to support Literacy, Math, and ELD instruction. Professional development consists of conferences, workshops, and professional consultations both in person and/or virtual. Purchase	X All Students English Learners Low-Income Students Foster Youth Other	Admin & Site Teams	Title I Part A Site Allocation None Specified	10,000	School year 2022-23

	books/resources for staff to participate in professional learning team book studies in support of Literacy, Math, and ELD instruction and improving student literacy, math, and language proficiency.					
3.3	Purchase reading materials for classroom libraries including book bags/boxes to provide students with independent reading books, furniture for book organization. Update and organize classroom environments annually to support student learning. Purchase at	X All Students English Learners Low-Income Students Foster Youth Other	Admin & Site Teams	Title I Part A Site Allocation 4000-4999: Books And Supplies	2,000	School year 2022-23

	home libraries for students to support distance learning and mitigate learning loss and purchase books as needed in the school library to support a variety of levels and genres.					
3.4	Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 0.5 FTE ELD	All Students X English Learners Low-Income Students Foster Youth Other	Admin & Site Teams	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	67,437	School year 2022 - 23
3.5	Hire an Intervention teacher to support and nurture improved instructional processes, resulting in increased	X All Students English Learners Low-Income Students Foster Youth Other	Admin & Site Teams	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation	100,000 36,283 86,631	School year 2022-23

student achievement. An Intervention Teacher's time includes (but is not limited to): Building rapport with staff, identifying the specific needs of students to help the teacher implement effective instructional strategies, collaborating with teacher teams on lesson design and instruction, and student academic interventions, engage in discussions on formative and summative assessment, and assisting in the development of school Title 1 programs. Intervention teachers may

3000-3999:
Employee Benefits
Other
1000-1999:
Certificated Personnel Salaries

also work with the principal and Parent Liaison to accomplish the school's PIP, work directly with parents of English Learners, teachers in the classroom, teachers outside the classroom, with students. Intervention teachers will participate in trainings and other duties as assigned and should have experience in best practices teaching strategies, knowledge of strategic and intensive interventions, data analysis, and understanding of the role of both formative and summative assessments,

possess a strong knowledge of the key areas of both primary and intermediate literacy development, and possess collaborative skills for working with staff, parents, and students.

Hire an additional 1.0 FTE Intervention Teacher as part of the ELO Grant Plan to increase direct services to students and address learning loss issues based on ongoing data and progress monitoring through a cycle of inquiry. Hire an additional 1.0 FTE

	Intervention Teacher as part of the ELO Grant Plan supplemented with Title 1 funds to increase direct services to students and address learning loss issues based on ongoing data and progress monitoring through a cycle of inquiry.					
3.6	Hire an Instructional Assistant for 6 hours per day to provide direct services and support to socioeconomically disadvantaged and low performing students and assist the teacher in implementing content	All Students English Learners X Low-Income Students Foster Youth Other	Admin & Site Teams	Title I Part A Centralized Services (District Only) 2000-2999: Classified Personnel Salaries Title I Part A Centralized Services (District Only)	18,243 30,052	School year 2022-23

	standards and providing quality instruction. Instructional Assistant will provide daily support base on student identified needs. .75 FTE			3000-3999: Employee Benefits		
3.7	Allocate funds for extra student support through tutoring opportunities, especially for our low Income, EL, Foster Youth, and homeless populations.	All Students X English Learners X Low-Income Students X Foster Youth Other	Admin & Site Teams	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	8,000	School year 2022-23
3.8	Refine technology/instruction plan to integrate the skills of technology, creative and critical thinking, and collaboration to support the development of	X All Students English Learners Low-Income Students Foster Youth Other	Admin & Site Teams	Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	5,767	School year 2022-23

	<p>21st Century Skills in all classrooms in alignment with the CC ELA/ELD, and Math standards. Purchase materials, supplies, technology, licenses, and instructional materials/equipment needed to support ELA/ELD and Math practices, including other content areas aligned to the CCSS.</p>					
3.9		<p>All Students English Learners Low-Income Students Foster Youth Other</p>				
3.10		<p>All Students English Learners Low-Income Students Foster Youth Other</p>				
3.11		<p>All Students</p>				

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

Charles Peck will offer clear pathways to bright futures by engaging each student in discovering their limitless potential to prepare them for college, career, and bright futures with opportunity.

Annual Review

SPSA Year Reviewed: 2021-22

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

What data did you use to monitor progress and how often?

Student student surveys/voice, PBIS referrals, staff observations, district survey, parent survey, and other informal assessments.

What worked and didn't work? Why? (monitoring)

Virtual on demand sessions with Sami's Circuit were not well attended at night, however, teachers were able to use the digital links in class. Lunch time activities were used in lieu of clubs due to COVID safety precautions. On site assemblies and speakers were not reasonable due to the ongoing pandemic so students did not have access to our normal offerings. There were a few virtual field trips and while not ideal, they did offer some outside experiences vital to student growth.

What modification(s) did you make based on the data? (evaluation)

We tried more virtual activities, met in smaller cohorts, utilized all safety measures including masking and space. Our counselor met with 5th grade students to share high school graduation requirements and college/career paths.

2021-22

Identified Need

We continue to see a need to offer school clubs as a means of providing students with learning beyond the core. This gives them an opportunity to explore career options as well as expand their knowledge and interests in career/college readiness. STEAM activities and Field Trips also offer extended learning opportunities that might otherwise not be available to our students especially those in the target areas of EL, Low SES, Foster Youth, and Homeless. The same is true for any guest speakers, assemblies, or other means that expose our students to the world around them.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Winter 2021-22 School Survey - College and Career - Parents/Students know what classes to pass to graduate high school. Percent strongly agree/agree.	Parents: 71.4% Students: 50.0%	Parents: 73.4% (an increase of 2%) Students: 52.0% (an increase of 2%)
Winter 2021-22 School Survey - College and Career - Students and Parents know the kinds of courses they need to pass to be prepared for college. Percent strongly agree/agree.	Parents: 70.1% Students: 33.9%	Parents: 72.1% (an increase of 2%) Students: 35.9% (an increase of 2%)
Number of enrichment opportunities offered before, during or after school.	Lunch Bunch Groups were offered during the pandemic and with the strict COVID-19 physical distancing and safety rules, clubs were not an option during the 2021-22 school year. Clubs will resume in 2022-23 and will be available to students in grades 4-5 initially and then will gradually include all grades to the extent possible.	School Clubs for all grades increase of 5% engagement

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 & Proposed Expenditures



SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	STEAM and Extended/Enrichment Learning Opportunities via Field Trips, Speakers, Clubs, Assemblies, Arts Integration, and other resources, materials, and activities. Provide students opportunities, materials, and resources to engage in higher order thinking and creativity to support learning and the demonstration of knowledge through the use of multiple	X All Students English Learners Low-Income Students Foster Youth Other	Admin & Site Teams	Title I Part A Site Allocation 4000-4999: Books And Supplies	5,000	2022-23

	modalities and through the integration of other subject areas including, but not limited to, the arts and sciences.					
4.2	Provide opportunities, resources, materials for students to engage in goal setting, progress monitoring, and next step goals. Provide opportunities for character building and student engagement through activities including by not limited to assemblies, guest speakers school events, clubs, etc. Provide opportunities to explore college	X All Students English Learners Low-Income Students Foster Youth Other	Admin & Site Teams	LCFF Supplemental Site Allocation 5000- 5999: Services And Other Operating Expenditures Title I Part A Site Allocation	3,710 3,000	2022-23

and career interests.

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<ol style="list-style-type: none"> 1. Summer Programs 2. Intervention 3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language 4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students. 	<p>School year 2022-23</p> 	<p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p> <p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p> <p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p> <p>Salary and benefits, materials, and supplies.</p>	<p>\$1,200,000</p> <p>\$617,219</p> <p>100,000</p> <p>771,420</p>	<p>Title I</p> 

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	\$288,586.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$539,309.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Centralized Services (District Only)	\$3,000.00
LCFF Supplemental English Learner Central	\$67,437.00
LCFF Supplemental Site Allocation	\$45,360.00
Other	\$86,631.00
Title I Part A Centralized Services (District Only)	\$48,295.00
Title I Part A Parent Involvement	\$4,536.00
Title I Part A Site Allocation	\$284,050.00

Subtotal of state or local funds included for this school: \$539,309.00

Total of federal, state, and/or local funds for this school: \$539,309.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	45,360.00	0.00
LCFF Supplemental English Learner Central	67,437.00	0.00
LCFF Supplemental Centralized Services (District Only)	3,000.00	0.00
Title I Part A Site Allocation	284,050.00	0.00
Title I Part A Parent Involvement	4,536.00	0.00
Title I Part A Centralized Services (District Only)	48,295.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	3,000.00
LCFF Supplemental English Learner Central	67,437.00
LCFF Supplemental Site Allocation	45,360.00
Other	86,631.00
Title I Part A Centralized Services (District Only)	48,295.00
Title I Part A Parent Involvement	4,536.00
Title I Part A Site Allocation	284,050.00

Expenditures by Budget Reference

Budget Reference	Amount
	3,000.00
1000-1999: Certificated Personnel Salaries	357,068.00
2000-2999: Classified Personnel Salaries	65,429.00
3000-3999: Employee Benefits	66,335.00
4000-4999: Books And Supplies	20,000.00
5000-5999: Services And Other Operating Expenditures	3,710.00

5800: Professional/Consulting Services And Operating Expenditures	13,767.00
None Specified	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	67,437.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	39,650.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	2,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	3,710.00
1000-1999: Certificated Personnel Salaries	Other	86,631.00
2000-2999: Classified Personnel Salaries	Title I Part A Centralized Services (District Only)	18,243.00
3000-3999: Employee Benefits	Title I Part A Centralized Services (District Only)	30,052.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	4,536.00
	Title I Part A Site Allocation	3,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	203,000.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	36,283.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	18,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	13,767.00
None Specified	Title I Part A Site Allocation	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	13,536.00
Goal 2	139,650.00
Goal 3	374,413.00
Goal 4	11,710.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Ana Simmons	Parent or Community Member
Amanda Conaway	Parent or Community Member
Selena Broyles	Parent or Community Member
Morgan Medrano	Parent or Community Member
Taylor Hice	Parent or Community Member
Sharan Kaur	Classroom Teacher
Gail Dunham	Classroom Teacher
Shelley Littlefield	Classroom Teacher
Alison Jones	Other School Staff
Mary Cardoso	Principal

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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.

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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.

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 5/24/2022.

Attested:



Principal, Mary Cardoso on 05/24/2022



SSC Chairperson, Gail Dunham on 05/24/2022

Budget By Expenditures

Charles Peck Elementary School

Funding Source: LCFF Supplemental Centralized Services (District Only) \$3,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Pay additional hours to Rec. Aides as needed to increase school wide safety measures and support a positive school climate.	2000-2999: Classified Personnel Salaries	\$3,000.00	Healthy Environments for Social-Emotional Growth	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$3,000.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental English Learner Central \$67,437.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 0.5 FTE ELD	1000-1999: Certificated Personnel Salaries	\$67,437.00	Engaging Academic Programs	
LCFF Supplemental English Learner Central Total Expenditures:		\$67,437.00		
LCFF Supplemental English Learner Central Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental Site Allocation \$45,360.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Charles Peck Elementary School

Provide opportunities, resources, materials for students to engage in goal setting, progress monitoring, and next step goals. Provide opportunities for character building and student engagement through activities including by not limited to assemblies, guest speakers school events, clubs, etc. Provide opportunities to explore college and career interests.	5000-5999: Services And Other Operating Expenditures	\$3,710.00	Clear Pathways to Bright Futures
	2000-2999: Classified Personnel Salaries	\$19,150.00	Healthy Environments for Social-Emotional Growth
Purchase motivational tools for student attendance in alignment with instruction and intervention to close academic achievement gaps.	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Social-Emotional Growth
Provide ongoing support for teachers, students and parents including but not limited to PBIS, Restorative Practices, De-escalation, Growth Mindset, Trauma Informed Care, Equity, and Mindfulness. In addition, purchase resources and materials to support staff learning ie. book study opportunities.	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Social-Emotional Growth
Provide supplemental support materials as needed including but not limited to books, instructional resources, recognition awards, and incentives to address the behavior/social-emotional needs of students, while promoting a positive climate for students, families, and staff. Provide materials and supplies to support the Positive School Climate & Social Skills Instruction.	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Social-Emotional Growth

Charles Peck Elementary School

Fund a Campus Representative position to support increased student attendance, parent-school communication, and parent and community involvement to increase student achievement by providing additional supports and incentives to students in feeling safe and ready to learn. In addition, the Campus Representative will utilize CICO via PBIS and other direct services to students to increase student engagement and close learning and behavior gaps.	2000-2999: Classified Personnel Salaries	\$20,500.00	Healthy Environments for Social-Emotional Growth
Provide motivational resources and instructional materials to support and sustain a positive and engaging, learning environment.	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Social-Emotional Growth

LCFF Supplemental Site Allocation Total Expenditures: \$45,360.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	1000-1999: Certificated Personnel Salaries	\$86,631.00	Engaging Academic Programs	

Other Total Expenditures: \$86,631.00

Other Allocation Balance: \$0.00

Funding Source: Title I Part A Centralized Services (District Only)

\$48,295.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Charles Peck Elementary School

	3000-3999: Employee Benefits	\$30,052.00	Engaging Academic Programs
Hire an Instructional Assistant for 6 hours per day to provide direct services and support to socioeconomically disadvantaged and low performing students and assist the teacher in implementing content standards and providing quality instruction. Instructional Assistant will provide daily support base on student identified needs. .75 FTE	2000-2999: Classified Personnel Salaries	\$18,243.00	Engaging Academic Programs

Title I Part A Centralized Services (District Only) Total Expenditures: \$48,295.00

Title I Part A Centralized Services (District Only) Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement **\$4,536.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Hire a parent liaison or establish a volunteer parent group to assist in maintaining the Family Resource & Information Area and to engage in bringing in resources and education opportunities for our parent population to better connect with the educational process and expectations.	2000-2999: Classified Personnel Salaries	\$4,536.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures: \$4,536.00

Title I Part A Parent Involvement Allocation Balance: \$0.00

Funding Source: Title I Part A Site Allocation **\$284,050.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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Charles Peck Elementary School

Hire an Intervention teacher to support and nurture improved instructional processes, resulting in increased student achievement. An Intervention Teacher's time includes (but is not limited to): Building rapport with staff, identifying the specific needs of students to help the teacher implement effective instructional strategies, collaborating with teacher teams on lesson design and instruction, and student academic interventions, engage in discussions on formative and summative assessment, and assisting in the development of school Title 1 programs. Intervention teachers may also work with the principal and Parent Liaison to accomplish the school's PIP, work directly with parents of English Learners, teachers in the classroom, teachers outside the classroom, with students. Intervention teachers will participate in trainings and other duties as assigned and should have experience in best practices teaching strategies, knowledge of strategic and intensive interventions, data analysis, and understanding of the role of both formative and summative assessments, possess a strong knowledge of the key areas of both primary and intermediate literacy development, and possess collaborative skills for working with staff, parents, and students.	1000-1999: Certificated Personnel Salaries	\$100,000.00	Engaging Academic Programs
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Hire an additional 1.0 FTE Intervention Teacher as part of the ELO Grant Plan to increase direct services to students and address learning loss issues based on ongoing data and progress monitoring through a cycle of inquiry. Hire an additional 1.0 FTE Intervention Teacher as part of the ELO Grant Plan supplemented with Title 1 funds to increase direct

Charles Peck Elementary School

services to students and address learning loss issues based on ongoing data and progress monitoring through a cycle of inquiry.

STEAM and Extended/Enrichment Learning Opportunities via Field Trips, Speakers, Clubs, Assemblies, Arts Integration, and other resources, materials, and activities. Provide students opportunities, materials, and resources to engage in higher order thinking and creativity to support learning and the demonstration of knowledge through the use of multiple modalities and through the integration of other subject areas including, but not limited to, the arts and sciences.

4000-4999: Books And Supplies

\$5,000.00 Clear Pathways to Bright Futures

\$3,000.00 Clear Pathways to Bright Futures

Allocate funds for extra student support through tutoring opportunities, especially for our low Income, EL, Foster Youth, and homeless populations.

1000-1999: Certificated Personnel Salaries

\$8,000.00 Engaging Academic Programs

Refine technology/instruction plan to integrate the skills of technology, creative and critical thinking, and collaboration to support the development of 21st Century Skills in all classrooms in alignment with the CC ELA/ELD, and Math standards. Purchase materials, supplies, technology, licenses, and instructional materials/equipment needed to support ELA/ELD and Math practices, including other content areas aligned to the CCSS.

5800: Professional/Consulting Services And Operating Expenditures

\$5,767.00 Engaging Academic Programs

3000-3999: Employee Benefits

\$36,283.00 Engaging Academic Programs

Charles Peck Elementary School

<p>Identify and obtain supplemental materials/resources needed to support CCSS Literacy, Math, and ELD instruction in all academic areas for all modes of instruction including but not limited to in person and distance learning settings. Materials will be procured based on data and the targeted needs of our student groups. Attention will be paid to our English Learners, Foster Youth, Homeless, and Low SES student populations to ensure that they have the appropriate instructional materials and resources.</p>	<p>4000-4999: Books And Supplies</p>	<p>\$10,000.00</p>	<p>Engaging Academic Programs</p>
<p>Provide Time/Subs for Data Conversations. Provide professional development for teachers and support staff to support Literacy, Math, and ELD instruction. Professional development consists of conferences, workshops, and professional consultations both in person and/or virtual. Purchase books/resources for staff to participate in professional learning team book studies in support of Literacy, Math, and ELD instruction and improving student literacy, math, and language proficiency.</p>	<p>None Specified</p>	<p>\$10,000.00</p>	<p>Engaging Academic Programs</p>
<p>Purchase reading materials for classroom libraries including book bags/boxes to provide students with independent reading books, furniture for book organization. Update and organize classroom environments annually to support student learning. Purchase at home libraries for students to support distance learning and mitigate learning loss and purchase books as needed in the school library to support a variety of levels and genres.</p>	<p>4000-4999: Books And Supplies</p>	<p>\$2,000.00</p>	<p>Engaging Academic Programs</p>

Charles Peck Elementary School

<p>Implement various communication methods to create viable partnerships between families, community, and school. Publicize the resources provided. Inventory and monitor current resources and secure additional resources as needed. Solicit ideas for resources needs from parents through parent meetings, surveys,</p>	<p>4000-4999: Books And Supplies</p>	<p>\$500.00</p>	<p>Connected School Communities</p>
<p>Schedule family meetings to share school data, academic progress, resources and curriculum, solicit ideas for school improvement, parent engagement opportunities, family events, and other school related issues. Meetings will be scheduled either in person or via virtual platform in accordance with COVID-19 safety guidelines and instructions when necessary. Provide childcare for parent education opportunities for in person meetings in accordance with COVID-19 safety guidelines when necessary. This supports our Low SES and EL learners and reinforces our commitment to equity.</p>	<p>4000-4999: Books And Supplies</p>	<p>\$500.00</p>	<p>Connected School Communities</p>
<p>Plan and implement Family/Community Nights and Engagement Events to promote a partnership between school, home, and the community via in person or virtual platform. Create/secure motivational tools to encourage families to participate and engage in their child's education. Provide materials for APTT, Neighborhood Learning Project, or other Academic Events to support parent & teacher partnerships via various instructional models, including but not limited to traditional, hybrid, or distance learning.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>\$8,000.00</p>	<p>Connected School Communities</p>
<p>Provide school counseling services for students in the areas of academic, student performance, personal and social relations, and parent and family relations.</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>\$95,000.00</p>	<p>Healthy Environments for Social-Emotional Growth</p>

Charles Peck Elementary School

Title I Part A Site Allocation Total Expenditures:	\$284,050.00
Title I Part A Site Allocation Allocation Balance:	\$0.00
Charles Peck Elementary School Total Expenditures:	\$539,309.00