School Year: **2023-24**

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	June 1, 2023	August 8, 2023

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

Additional Targeted Support and Improvement

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.

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Charles Peck Elementary School met the criteria for the following student groups:

1. Black or African Americans
2. Homeless

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Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

What did your data show (disaggregated by student group)?

	Guidance
Data Analysis	Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups. Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.

2022-2023 CAASPP data is not currently available and student results will be ready after approval of the 2023-2024 SPSA. However, that data will be reviewed and will serve a role in progress monitoring throughout the year. Adjustments will be made to actions to support student need if the data shows that those adjustments are needed to help students achieve academic/behavior goals. Data in the Comprehensive Needs Assessment includes surveys, local assessment, empathy gathering and observations. Students in grades 1-5 took the iReady Reading and Math Diagnostic Tests and Text Level as local assessments. Kindergarten students were given access to the diagnostic tests but used Text Level Assessments and other site based tests to measure growth and identify learning gaps.

Current Data 2022-2023 (Reflecting Students Tested)

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 18% , Tier 2 40% & Tier 3 42%
First Grade Tier 1 7%, Tier 2 64%, & Tier 3 29%
2nd Grade Tier 1 9% , Tier 2 58%, & Tier 3 33%
3rd Grade Tier 1 38% , Tier 23% , & Tier 3 40%
4th Grade Tier 1 16% ,   Tier 2 33\1% Tier 3 54%
5th Grade Tier 1 18% , Tier 2 27%, & Tier 3 55%

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 33 , Tier 2 37% & Tier 3 30%
First Grade Tier 1 27% , Tier 2 63%, & Tier 3 10%
2nd Grade Tier 1 33% , Tier 2 44% , & Tier 3 23%
3rd Grade Tier 1 42% , Tier 2 26%, & Tier 32%
4th Grade Tier 1 27%,   Tier 2 31% Tier 3 42%
5th Grade Tier 1 39%, Tier 2 18%, & Tier 3 43%

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 3% , Tier 2 46% & Tier 3 51%
First Grade Tier 1 2% , Tier 2 64%, & Tier 3 33%
2nd Grade Tier 1 4% , Tier 2 47%, & Tier 3 49%
3rd Grade Tier 1 4% , Tier 2 40%, & Tier 3 57%
4th Grade Tier 1 2% , Tier 2 42%, & Tier 3 56%
5th Grade Tier 1 2%, Tier 2 41%, & Tier 3 57%

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 14% , Tier 2 51% & Tier 3 35%
First Grade Tier 1 14% , Tier 2 70% , & Tier 3 16%
2nd Grade Tier 1 12% , Tier 2 57% , & Tier 3 31%
3rd Grade Tier 1 10% , Tier 2 47% , & Tier 3 43%
4th Grade Tier 1 18% ,   Tier 2 38% Tier 3 44%

5th Grade Tier 1 14% , Tier 2 48%, & Tier 3 39%

Text Level Data K-2 2022-2023:
1st Trimester - The percentage of students reading at or above grade level is K N/A, 1st 25%, and 2nd 58%
2nd Trimester - The percentage of students reading at or above grade level is K 21% , 1st 33% and, 2nd 68%

Text Level Data 3-5:
1st Trimester - The percentage of students reading at or above grade level is 3rd 51%, 4th 50%, and 5th 50%
2nd Trimester - The percentage of students reading at or above grade level is 3rd 53%, 4th 49%, and 5th 50%

Attendance 8/11/22 - 12/21/22:
87.4% overall (3.3% increase from previous year-same time frame)
85.1% African America (12.3% increase from previous year-same time frame)
87.3% Hispanic (3.7% increase from previous year-same time frame)
87.3% White (0.4% increase from previous year-same time frame)
87.4% ELL attendance rate (1.2% decrease from previous year-same time frame)
0% Foster Youth -
86.1% Special Education (2.6% increase from previous year-same time frame)
86.3% Low SES attendance rate (3% increase from previous year-same time frame)
77.2% Homeless (3.7% decrease from previous year-same time frame)

Chronic Absenteeism: 08/11/22 - 12/21/22
51.5% overall chronic absentee rate (decrease of 6.3% from previous year)
61.0% African America (decrease of 12.8% from previous year)
55.6% Hispanic (decrease of 8.3% from previous year)
49.7% White (decrease of 2.5% from previous year)
46.9% ELL attendance rate (decrease of 3.1% from previous year)
0% Foster Youth
50% Special Education (decrease of 13.3% from previous year)
53.4% Low SES attendance rate (decrease of 8.5% from previous year)
60% Homeless (2.3% increase from previous year)

When comparing attendance rates from August - December 21-22 and 22-23 with non-pandemic years Semester 1 2017-2018, 2018-2019, 2019-2020, & 2020-2021 for the same time period, there is a significant difference in both attendance rate and chronic absenteeism. The overall attendance rate in those years was 93.3%, 94.3%, 93.6%, & 94.5% respectively and the overall chronic absenteeism rate in those years was 21.5%, 18.4%, 20.6%, & 17.6% respectively. The subgroups data listed above also reflect 20-40% difference in both attendance and chronic absenteeism rates. Most notably, our African American students on average typically, pre-pandemic, had an attendance rated of 92% and a chronic absenteeism rate of 27%; Homeless students on average, pre-pandemic, had an attendance rate of 90% and a Chronic Absenteeism rate of 34%. We will examine the attendance patterns during non-pandemic times and will include both pandemic and pre-pandemic data in our needs assessment, root analysis, and resources inequities to determine goals and actions that will best address the needs of our Peck community.

Suspensions and Behavior Reports 08/11/22-04/27/23 - There were no suspensions. We utilize the SWIS platform to track behaviors and plan instruction, provide intervention supports, and implement alternatives to suspension. Our data reflects both Major and Minor Student Behavior Referrals from 08/11/22-05/12/23 and the behaviors notes are as follows: Physical Aggression/Contact 125, Disrespect 63, Defiance 40, Inappropriate Language 31, Property Misuse 11, Theft 8, and Other 25.

Empathy Gathering - Peck Families: Families were given an opportunity to share there thoughts regarding what they liked about our school, what else they would like to see at our school, and how they can support or school (what role they can play). A sampling of there responses is as follows:

What do you like about our school community? Parent and Student Responses...the teachers and staff, the amazing staff, the best school I've gone to since Kindergarten, cool events and staff, thank you for holding community events, teachers and staff are kind, friendly, and helpful, field day, PE and music, I love this school to infinity, I never want this school to end, I love my school, you create our future, dismissal, supportive people and teacher, and learning. A parent from the Ukraine came to school following our family engagement ice cream social and resources fair and shared the following about our school and this is paraphrased...Thank you for doing this for our kids. We came from war and had no resources. Thank you for creating a safe and caring environment for our kids and for giving us resources to support

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What else would you like to see at our school? Parent and Student Responses...Roblox and games, infinite math, computer coding, longer recess, flag football, book vending machine, more field trips, clubs, guitar, keyboard, instrument lessons, weekly newsletter, monthly community events held at school, conflict managers, book clubs, Walk-a-thon, and a parade of costumes in October, and soccer.

How can you support our school or what volunteer opportunities are you interested in? Parent and Student Responses...be a good student, fundraisers, help with trash pickup, donate to the class, volunteer to help in class, create a directory of parents, student connections, ask families to be involved, and increase parent participation.

Staff Observations and Input/Voice: Data and Projected budgets were shared in several staff meetings throughout the year and staff was given time and space to analyze data and share their data based ideas regarding site needs and actions at those meetings. The Leadership Team also met throughout the year gathering staff input to determine best practices in alignment with LCAP goals and data results. Staff completed a survey which included data and were able to voice their thoughts as to which services were top priorities and which needed to be placed on the PKS list due to lack of funds. The were able to be part of the decision making process and the SPSA creating process too.
Staff was asked to provide input for the following questions. A sampling of responses include but are not limited to the following for each question:

What does teaching/supporting the whole child mean? - connection emotionally, academically, & socially; having empathy and patience for experiences, not just teaching academics, and finding out how they learn, finding out what they like; teaching and addressing every part of them so they feel safe at school; building relationships so you know the students not just academically; not every child needs the same supports

What does encouraging, safe environment mean? - enforcing the 3Bs; encouraging respect and empathy for others; PBIS; positive, safe place; students feel safe and cared for when they come to us; a place where students want to be and where they feel okay about making mistakes/taking chances; a place where successes are celebrated; cultivating a culture that welcomes learning through mistakes and collaboration

School Climate - What is working? - before/after school programs; students reporting that they like school; speaking about expectations at assemblies; we are a big family and although we have different styles, ideas, or attitudes...we all care about each other; an SST system that is effective, proactive, and helpful; PBIS; SEL curriculum and positive reinforcement; behavior trait celebrations

What else do we need to know or do? - more themed/incentive days; clubs; all classrooms teaching SEL...using provided curriculum; more get togethers; more before school activities; safety team meetings throughout the year

Student Voice: What services, resources, programs, and activities have been helpful to you this year? What would you like for us to continue to offer? What else would you like for us to offer at Charles Peck? Who has helped you at Charles Peck and how have they helped you?

District Climate Survey - Data reflects the percentage of parents, students, and staff who marked Strongly Agree/Agree

Caring Relationships
The school has a climate that is caring: 95.19% of parents, 76.47% of students, and 100% of staff agree/strongly agree

There are students and staff on campus who listen to students when they have something to say: 89.52% of parents, 63.53% of students, and 100% of staff agree/strongly agree
There is an adult from the school who checks on how students are doing: 85.71% of parents, 60.71% of students, and 100% of staff agree/strongly agree

Family and Staff Engagement: Staff at the school promptly reasons to family phone calls, messages, or emails: 95.24% of parents and 94.12% of staff agree/strongly agree. The school offers families opportunities to be involved in school and classroom activities: 87.50% of parents and 70.59% of staff agree/strongly agree. The school and families are partners in promoting positive behavior for my student: 97.06% of parents and 88.24% of staff agree/strongly agree. Families who speak a language other than English receive general information about our school in their home language: 97.09% of parents and 88.24% of staff agree/strongly agree

School Decision Making: School seeks input when making important decisions: 81.55% of parents, 65.88% of students, and 100% of staff agree/strongly agree. Important school decisions reflect diverse input: 78.64% of parents, 53.66% of students, and 100% of staff agree/strongly agree

Safety: Concerns about student safety are taken seriously: 95.1% of parents, 80% of students, and 94.12% of staff agree/strongly agree. My school is a safe place for all students: 91.26% of parents, 67.86% of students, and 94.12% of staff agree/strongly agree. I feel safe sharing different viewpoints and perspectives at my school: 85.44% of parents, 47.56% of students, and 76.47% of staff agree/strongly agree.

Sense of Belonging: School staff respects student diversity: 93.20% of parents, 83.53% of students, and 100% of staff agree/strongly agree. Adults at my school treat students respectfully: 95.15% of parents, 73.49% of students, and 100% of staff agree/strongly agree. Students are respectful to each other at school: 72.82% of parents, 35.71% of students, and 76.47% of staff agree/strongly agree.

Academic Progress:
Questions and concerns about schoolwork are addressed: 90.29% of parents, 78.82% of students, and 100% of staff agree/strongly agree
Student grades reflect their knowledge of the material: 80.58% of parents, 68.24% of students, and 94.12% of staff agree/strongly agree.
Students feel comfortable and not judged to ask their teacher for help: 86.54% of parents, 65.48% of students, and 100% of staff agree/strongly agree.

High Expectations: Students are challenged academically at school: 79% of parents, 62.35% of students, and 88.24% of staff agree/strongly agree. School recognizes and celebrates the academic success of all students: 84.31% of parents, 66.27% of students, and 82.35% of staff agree/strongly agree. School provides additional academic support when students are struggling: 81.55% of parents, 67.07% of students, and 82.35% of staff agree/strongly agree

Based on the information above, our educational partners concluded that providing intervention, counseling services, and other direct student supports continues to be a high priority for our site. We are making growth and closing gaps so we determined that we need to continue our current plan and progress monitor regularly in order to make any necessary changes. We will utilize the cycle of inquiry to determine student need and create intervention plans to best target need and to deliver appropriate and effective instruction and intervention. The data also shows that students who are engaged in guided reading, i-Ready reading/math, Lexia, RazKids, and other target programs are making growth so we plan to utilize those strategies, platforms, and instructional materials in order to meet the needs of our diverse learners. Another finding was that we will need to continue to utilize our positive behavior system, counseling services, and social worker services to address the social/emotional impact on students during the pandemic. Finally, attendance and engagement will continue to be a focus for us given the amount of disengagement or minimal work completion/attendance during Distance Learning, Hybrid, Short Term Independent Study, and our high absence rated during the continued pandemic. Charles Peck Elementary met the criteria for ATSI as a result of "low" performance on the California School Dashboard for two or more consecutive years for the following student group(s):African American & Homeless. Given that information, we will taking a deeper data dive to identify and progress monitor our African American and Homeless students to support an increase in attendance and a decrease in chronic absenteeism and to provide the necessary supports to remove barriers to consistent school attendance and engagement.

_____
_____

Root Cause Analysis

What did your root causes analysis reveal?

	Guidance
Root Cause Analysis	Root cause analysis follows directly from areas identified during data analysis. Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.

Site leadership including; administration, elected leadership team members, School Site Council and our English Learner Advisory Committee participated in data analysis to develop a deeper understanding of the data sources identified above and create recommendations based on identification of the root causes. Specifically, staff participated in the collaborative learning cycle to identify problem areas, determine causality and develop a comprehensive plan for improvement related to various models of instruction.

Charles Peck Elementary met the criteria for ATSI as a result of "low" performance on the California School Dashboard for two or more consecutive years for the following student group(s):African American & Homeless. Based on an analysis of state and local data, the following root causes contributing to the results were identified:

African American - Families are still struggling due to inflation and often tell us that they don't have enough gas to go to work and bring their students to school. They also share that they are house insecure or lack reliable transportation and aren't sure where they are going to stay for the night or how they will get their students to school. In addition, the continued COVID-19 symptom protocols affect student attendance as families are asked to keep students home until symptoms improve and they receive a negative test or have an alternative diagnosis from a healthcare provider. This is a barrier for families as home tests don't count and they struggle to get to a doctor or to a testing facility, including the school; so, students stay home longer than they should. The continued COVID-19 symptom protocols increased absences that would not have occurred pre-pandemic.

Homeless - Families are still struggling due to inflation and often tell us that they don't have enough gas to go to work and bring their students to school. They also share that they are house insecure or lack reliable transportation and aren't sure where they are going to stay for the night or how they will get their students to school.

In response to this data, we will implement the following evidence-based actions (i.e. interventions, practices, programs, services, and/or resources) to address the needs of our identified targeted student groups:

African American - meet with families early on to determine barriers, schedule more frequent attendance meetings, schedule follow up phone calls or meetings to report on attendance progress, create community partnerships to provide resources, make more frequent contact and use a variety of communication modes with families, and provide incentives for student attendance. Both social/emotional and academic interventions are available to students; we have a full-time counselor and 3 full-time intervention teachers. We have begun this work and this year saw a 12.9% decrease in chronic absenteeism for our African American students from August-December.

Homeless - meet with families early on to determine barriers, schedule more frequent attendance meetings, schedule follow up phone calls or meetings to report on attendance progress, create community partnerships to provide resources, make more frequent contact and use a variety of communication modes with families, and provide incentives for student attendance. Both social/emotional and academic interventions are available to students; we have a full-time counselor and 3 full-time intervention teachers.

The current COVID-19 symptom protocols and current economic conditions continue to affect our marginalized students in greater numbers than non-marginalized peers and the following applies to our Title 1 families which include our marginalized students:

Overall Attendance: Families are still struggling due to inflation and often tell us that they don't have enough gas to go to work and bring their students to school. They also share that they are house insecure or lack reliable transportation and aren't sure where they are going to stay for the night or how they will get their students to school. In addition, the continued COVID-19 symptom protocols affect student attendance as families are asked to keep students home until symptoms improve and they receive a negative test or have an alternative diagnosis from a healthcare provider. This is a barrier for families as home tests don't count and they struggle to get to a doctor or to a testing facility, including the school; so, students stay home longer than they should. The continued COVID-19 symptom protocols increase absences that would not have occurred pre-pandemic.

Engagement: Student engagement increased as a result of in person learning and the removal of mask wearing requirements. Students engaged in conversations, had more personal interactions, were more expressive this year. They were able to play together, perform at assemblies, attend as active audience members, and enjoy a more traditional school experience. Also, student engagement increased for students who were at school and able to receive core instruction and needed intervention services. They are making growth and are happy to be at school with friends and our staff. Those that are absent struggle more to make connections and growth.

Assignment Completion: Assignment completion continues to increase as students are able to seek help from their teachers in a timely manner and teacher can address academic, behavior, and social/emotional issue quickly during in person learning.   Students who have good attendance are also more engaged in learning and have a greater sense of belonging. Our frequently absent students have a difficult time reintegrating and struggle to "catch up." The struggle to complete assignments is evident for those who are chronically absent because upon return, they feel lost, don't know what to do, and lack the knowledge and skill level to complete assignments without the instructional components. They also are not able to participate in our intervention programs due to their absences. Once their attendance rate improves, they will be afforded intervention opportunities when openings in our programs are available.

Findings: After analyzing the data and taking the pandemic's continued effects on our data into account, we found that we continue to have too many students absent from school. We need to focus on identifying barriers to attendance earlier and explore possible solutions including meeting with families to learn more about their circumstances. We also need to create partnerships with community members to increase the types and numbers of resources we can provide families who struggle with transportation costs or who don't have a vehicle. While many of our subgroups struggle with absenteeism, we will focus on our African American and Homeless students as part of our ATSI status. we found that we need to continue to focus on our reading/writing instruction. In addition, guided reading instruction or other strategic small group instruction needs to be delivered consistently throughout all grade levels. The data also shows a need for foundation skills instruction to ensure reading readiness and to close gaps in those skills due to the lack of engagement during distance learning. Intervention services should continue to be strategic, targeted, implemented, and frequently monitored for progress to be most effective. Our math data also reflects a need to focus on basic math skills and facts in order to promote better math readiness and higher level math proficiency. The literacy and math data show that overall students who attend regularly make growth, that our intervention programs and core instruction are making a positive difference, and that we need to continue to provide high quality first instruction and intervention to ensure that all students meet academic and social skills expectations. Given our absenteeism rates, scheduling attendance meetings more frequently to support students and parents to improve attendance is an identified need. The data also showed a need to conduct more parent contact attempts and use a variety of communication methods to reach families before students reach chronic absenteeism status; establishing a partnership with families and identifying barriers so we can find support to interrupt poor attendance patterns will be an ongoing practice. We continue to see a drop in both home and in-school suspensions due to our work with PBIS, Restorative Practices, and our alternative discipline practices. Work in this area remains a need as changing behaviors takes consistent instruction, guidance, support, and time. Our focus on alternative discipline is showing positive results.

Resource Inequities

What resource inequities did you discover?

	Guidance
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

Through the Comprehensive Needs Assessment process with a focus on the current situation of in person learning while in recovery from a pandemic, continued quarantine/isolation/testing requirements, COVID symptom related absences, and uncertainty around student academic levels due to the above described circumstances and the Distance Learning barriers of the previous years, the focus of this plan is to address resource inequities related to mitigating learning gaps and supporting students as they adapt to in classroom instruction. 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 population. We allocated funds to build and sustain classroom libraries with a variety of leveled books and high interest books across many genres. 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, Lexia, and other classroom assessments both formative and summative. iPads were purchased for our ILS students to support technology integration and to support students with communication difficulties. Licenses were purchased to support both literacy and math instruction and intervention. Teachers use data from those programs to plan lessons targeting students' 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. 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 1 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. While students made gains in math and reading as measured in our iReady test scores, there is still a need for our students to receive extra support, so we need to allocated funds for after school tutoring for those students who require more intense and frequent intervention. In summary, resources were allocated meet the diverse needs of our students based on multiple data points and are reflected in but are not limited to the areas listed below.

1. Providing additional hours for our Parent/Neighborhood Liaison to spend time on family outreach.
2. Providing extra hours for staff to provide small group intervention outside of the regular school day
3. Utilizing supplement funded staff to provide counseling and intervention to students during the regular school day
4. Utilizing educational online platforms to provide extended learning opportunities and to provide target instruction grounded in ongoing progress monitoring.
5. Utilizing our PBIS and SEL resources to support the Social/Emotional needs of all learners.

Input from Educational Partners

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 2022-2023. 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 Opportunity was sent conducted during our Ice Cream Social/Neighborhood Learning Project event; families were able to give feedback that was used in creating the CNA, Inequities, and Goal/Action areas of the SPSA. Parents also were sent a Google Form Survey early in the year to share there ideas and questions regarding safety, instruction needs, volunteerism, and school climate/culture. 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 participated in the LCSSP Grant and conducted listening sessions. That information helped us to monitor progress and needs, and adjust actions/expenditures as needed throughout the year. We

participated 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 school year on 9/20, 10/25, 11/29, 12/20, 1/17, 3/21, 4/24, & 6/1. 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. The 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 on 8/30, 11/1, 1/10, & 3/27 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, in person activities, and newsletters. Staff input was gathering 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, social events, newsletter feedback emails, and Class Dojo/ClassTag messages. Student voice was gathered through a listening session, google survey, observations, and conversational feedback opportunities. An in person family event was held on 5/25/23 where families were given the opportunity to share their thoughts about what they liked about our school, what they'd like to see at our school, and how they can help or be more engaged/partner with us. Their responses were used in our CNA and included in actions to support our work in alignment with the LCAP goals and student achievement.

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 student engagement, academic gaps/gains, and students' social/emotional status, and attendance, our plan is to address resource inequities related to supporting the whole child and preparing them to meet grade level standards. Actions, in keeping with our 8 Point Commitment to Equity, are designed to promote academic success, school attendance, and engagement through innovative teaching strategies, intervention, effective communication, character education, problem solving/conflict resolution skills, and support with technology as described below:

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.

Attendance: Charles Peck Elementary met the criteria for ATSI as a result of "low" performance on the California School Dashboard for two or more consecutive years for the following student group(s):African American & Homeless therefore, we will collect weekly and monthly attendance data via Q, and collect phone and visit records via Q for both of our identified marginalized groups. Families, most notedly our marginalized groups, continue to struggle with the COVID symptom restrictions, the high cost of fuel, and the lack of reliable transportation - There is a need to more clearly identify barriers, identify possible solutions/transportation options, increase communication/partnership with families, & build relationships with community partners to support attendance.

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 and also helped support students who were absent a great deal by giving them someone to connect with and who checked in with them. The counselor not only works with students with social/emotional or academic need, but supports students who are experiencing chronic absenteeism. A focus are will be to monitor and support our ATSI identified African American and Homeless students. Funds have been allocated to provide attendance incentives and engagement opportunities. While students made gains in math and reading as measured in our iReady results and other measures throughout the 2022-2023 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.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	%	0%	1		0
African American	10.7%	9.84%	8.17%	34	30	25
Asian	4.4%	3.93%	5.56%	14	12	17
Filipino	1.0%	1.31%	0.98%	3	4	3
Hispanic/Latino	30.6%	31.15%	35.29%	97	95	108
Pacific Islander	1.3%	0.98%	1.96%	4	3	6
White	41.6%	44.92%	41.18%	132	137	126
Multiple/No Response	10.1%	7.87%	6.86%	32	24	21
			Total Enrollment	317	305	306

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	52	49	35
Grade 1	52	55	56
Grade 2	52	54	53
Grade3	52	43	59
Grade 4	58	54	51
Grade 5	51	50	52
Total Enrollment	317	305	306

Student Enrollment by Grade Level

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	53	49	61	16.70%	16.1%	19.9%
Fluent English Proficient (FEP)	11	17	19	3.50%	5.6%	6.2%
Reclassified Fluent English Proficient (RFEP)	2			3.8%		

		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
Group	Total Enrollment	Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	174	47	55	0	48	63	63			
Black/African Am.	28	14	4	2	18	7	3			
Hispanic or Latino	57	12	21	18	12	22	23			
White	72	15	24	23	13	28	31			
EL	35	11	19	2	7	23	5			
RFEP	6	0	1	4	0	1	4			
Low SES	112	32	38	27	28	48	36			
SWD	35	18	11	3	21	9	4			
FY	3	0	0	0	1	1	1			
Homeless	11	3	4	0	5	4	1			

Charles Peck Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
Group	Total Enrollment	% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	175	46.1%	53.9%	0.0%	27.4%	36.0%	36.0%			
Black/African Am.	28	70.0%	20.0%	10.0%	64.3%	25.0%	10.7%			
Hispanic or Latino	57	23.5%	41.2%	35.3%	21.1%	38.6%	40.4%			
White	72	24.2%	38.7%	37.1%	18.1%	38.9%	43.1%			
EL	35	34.4%	59.4%	6.3%	20.0%	65.7%	14.3%			
RFEP	6	0.0%	20.0%	80.0%	0.0%	16.7%	66.7%			
Low SES	112	33.0%	39.2%	27.8%	25.0%	42.9%	32.1%			
SWD	35	56.3%	34.4%	9.4%	60.0%	25.7%	11.4%			
FY	3				33.3%	33.3%	33.3%			
Homeless	11	42.9%	57.1%	0.0%	45.5%	36.4%	9.1%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Approaching, One, or Two grade levels below standard

Charles Peck Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0	0	0	0	0	0	0			
K	47	36	0	0	26	13	8			
1	64	6	37	15	12	34	18			
2	63	5	18	32	10	16	37			

Charles Peck Elementary -2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0									
K	47	100.0%	0.0%	0.0%	55.3%	27.7%	17.0%			
1	64	10.3%	63.8%	25.9%	18.8%	53.1%	28.1%			
2	63	9.1%	32.7%	58.2%	15.9%	25.4%	58.7%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Approaching, One, or Two grade levels below standard

Charles Peck Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

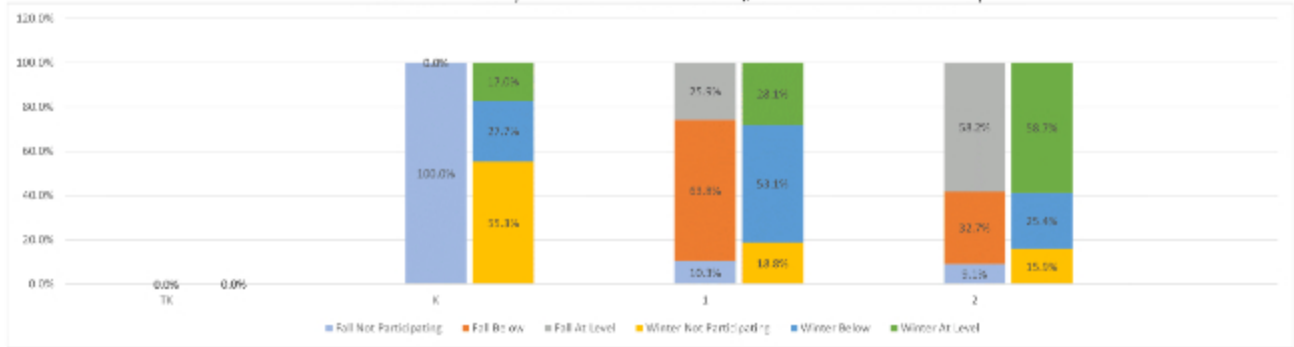Charles Peck Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	174	65	81	3	82	89	3			
Black/African Am.	28	16	4	0	24	4	0			
Hispanic or Latino	57	21	29	1	24	32	1			
White	72	20	41	1	27	44	1			
EL	35	14	18	0	15	20	0			
RFEP	6	1	3	1	1	3	1			
Low SES	112	42	53	2	52	58	2			
SWD	35	21	11	0	22	12	0			
FY	3	0	0	0	3	0	0			
Homeless	11	4	3	0	6	4	0			

Charles Peck Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	175	43.6%	54.4%	2.0%	46.9%	50.9%	1.7%			
Black/African Am.	28	80.0%	20.0%	0.0%	85.7%	14.3%	0.0%			
Hispanic or Latino	57	41.2%	56.9%	2.0%	42.1%	56.1%	1.8%			
White	72	32.3%	66.1%	1.6%	37.5%	61.1%	1.4%			
EL	35	43.8%	56.3%	0.0%	42.9%	57.1%	0.0%			
RFEP	6	20.0%	60.0%	20.0%	16.7%	50.0%	16.7%			
Low SES	112	43.3%	54.6%	2.1%	46.4%	51.8%	1.8%			
SWD	35	65.6%	34.4%	0.0%	62.9%	34.3%	0.0%			
FY	3				100.0%	0.0%	0.0%			
Homeless	11	57.1%	42.9%	0.0%	54.5%	36.4%	0.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Approaching, One, or Two grade levels below standard

Charles Peck Elementary - 2022-2023 Grades TK-2 i-Reacy Math Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0	0	0	0	0	0	0			
K	47	36	0	0	47	0	0			
1	64	19	38	1	18	45	1			
2	63	10	43	2	17	44	2			

Charles Peck Elementary -2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0									
K	47	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
1	64	32.8%	65.5%	1.7%	28.1%	70.3%	1.6%			
2	63	18.2%	78.2%	3.6%	27.0%	69.8%	3.2%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard

Charles Peck Elementary - 2022-2023 Grades TK-2 i-Reacy Math Grade Level Proficiency
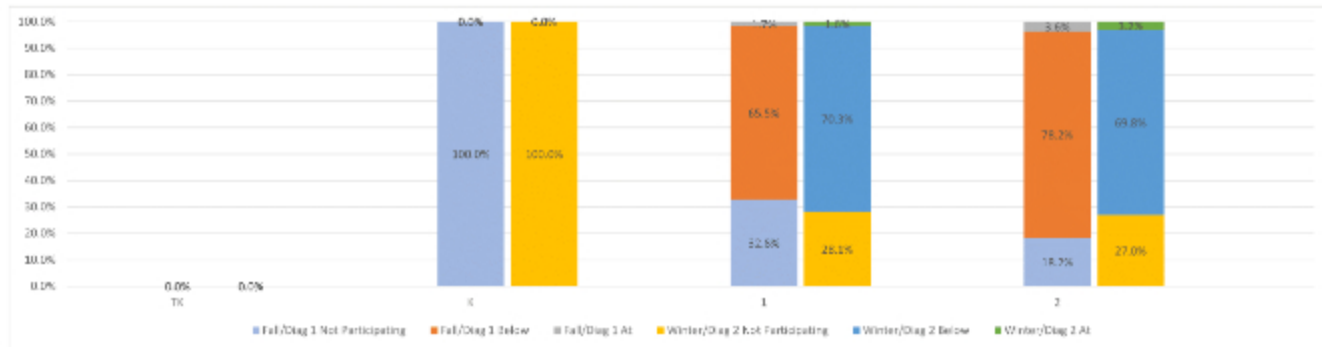
Conclusions based on this data:

1. Conclusions based on i-Ready Reading Data:
   We found that 36% of all students in grades K-2 were at or above grade level proficiency
   We found that 32.1% of Low Socio-Economic students in grades 1-2 were at or above grade level proficiency
   We found that 14.3 % of English Language Learners in grades K-2 were at or above grade level proficiency

   Conclusions based on i-Ready Math Data:
   We found that 1.7% of all students in grades K-2 were at or above grade level proficiency
   We found that 0% of Low Socio-Economic students in grades 1-2 were at or above grade level proficiency
   We found that 1.8% of English Language Learners in grades K-2 were at or above grade level proficiency

   Based on this data, we will continue to support guided reading as a significant way to differentiate literacy instruction. Teachers will continue to utilize ongoing assessments in the form of running records to determine appropriate reading level placement, book selection, and next steps instructional moves. Teachers will work together to calibrate assessment administration, analyze miscues and reading behaviors, engage in a cycle of inquiry to move students through flexible groupings in order to support student achievement in reading/literacy. There will be several opportunities for grade level and whole school data conversations to help monitor student reading levels and math and to target those needing literacy or math intervention. Based on the Math data, there is a need to provide differentiated math instruction, create and implement a variety of alternative formative assessments, use multiple data points to progress monitor student growth and needs in math. Also, we need to increase our usage of the i-Ready platform and monitor usage more diligently. Also, there is a need to use the i-Ready data to assign lessons and create other instructional learning groups based on identified needs. Tutoring opportunities will be available on a limited basis to help address gaps in literacy and math.

Caring Relationships

		Parent		Student (gr. 4-12)		Staff	
Pct Strongly Agree/Agree		N	Pct	N	Pct	N	Pct
A) School has a climate that is caring.		104	95.19%	85	76.47%	17	100.00%
B) There are students and staff on campus who listen to students when they have something to say.		105	89.52%	85	63.53%	17	100.00%
C) There is an adult from the school who checks on how students are doing.		105	85.71%	84	60.71%	17	100.00%
D) School has the materials, staff, programs, and supports needed to help all students do their best.		105	87.62%	84	72.62%	17	94.12%
E) Staff feels supported to do their job well in meeting the needs of all students.						17	76.47%
F) Staff feels part of an effective team.						17	76.47%

Family and Staff Engagement

		Parent		Student (gr. 4-12)		Staff	
Pct Strongly Agree/Agree		N	Pct	N	Pct	N	Pct
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.		105	95.24%			17	94.12%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.		104	93.27%			17	88.24%
C) The school offers families opportunities to be involved in school and classroom activities.		104	87.50%			17	70.59%
D) The school keeps families well-informed about school activities.		104	93.27%			17	100.00%
E) The staff at our school listens to family concerns about issues.		103	89.32%			17	100.00%
F) The staff at school are helpful and welcoming when families come to school or call.		102	95.10%			17	94.12%
G) The school and families are partners in promoting positive behavior for my student.		102	97.06%			17	88.24%
H) Families who speak a language other than English receive general information about our school in their home language.		103	97.09%			17	88.24%
I) Staff receive information about upcoming events and important information about the school.						17	100.00%

School Decision Making

		Parent		Student (gr. 4-12)		Staff	
Pct Strongly Agree/Agree		N	Pct	N	Pct	N	Pct
A) School seeks input when making important decisions.		103	81.55%	85	65.88%	17	100.00%
B) Important school decisions reflect diverse input.		103	78.64%	82	53.66%	17	100.00%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.		103	88.35%				
D) The principal and staff listen to concerns of other staff members about issues.						17	94.12%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.						16	100.00%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.						17	100.00%
G) Our school uses data from this survey to inform site decision making.						17	94.12%
H) Staff voice matters in decision making.						17	88.24%

Safety

		Parent		Student (gr. 4-12)		Staff	
Pct Strongly Agree/Agree		N	Pct	N	Pct	N	Pct
A) Concerns about student safety are taken seriously.		103	95.15%	85	80.00%	17	94.12%
B) Concerns about student safety are addressed in a timely manner at my school.		102	93.14%	85	77.65%	17	100.00%
C) My school is a safe place for all students.		103	91.26%	84	67.86%	17	94.12%
D) My school is a safe place for all staff.						17	88.24%
E) Students know what staff member to go to if they have a safety concern.		103	93.20%	84	75.00%	17	100.00%
F) Students know school safety protocols.		103	87.38%	84	89.29%	17	88.24%
G) I feel safe sharing different viewpoints and perspectives at my school.		103	85.44%	82	47.56%	17	76.47%

Sense of Belonging

		Parent		Student (gr. 4-12)		Staff	
Pct Strongly Agree/Agree		N	Pct	N	Pct	N	Pct
A) School staff respects student diversity.		103	93.20%	85	83.53%	17	100.00%
B) Adults at my school treat students respectfully.		103	95.15%	83	73.49%	17	100.00%
C) Students are respectful to each other at school.		103	72.82%	84	35.71%	17	76.47%
D) Students have opportunities to socialize with other students often at school.		101	91.09%	85	76.47%	17	100.00%
E) Students have an adult on campus they trust.		104	90.38%	85	85.88%	17	100.00%
F) Students trust other students at school.		104	76.92%	84	70.24%	17	94.12%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.		103	77.67%	85	63.53%	17	88.24%
H) School staff reflects student diversity.		104	82.69%	84	66.67%	17	58.82%

Academic Progress

		Parent		Student (gr. 4-12)		Staff	
Pct Strongly Agree/Agree		N	Pct	N	Pct	N	Pct
A) Families and students understand how assignments and tests are graded.		103	84.47%	85	81.18%	17	88.24%
B) Questions and concerns about schoolwork are addressed.		103	90.29%	85	78.82%	17	100.00%
C) Student grades reflect their knowledge of the material.		103	80.58%	85	68.24%	17	94.12%
D) Adults at my school believe all students can be successful.		103	97.09%	84	80.95%	16	87.50%
E) Students feel comfortable and unjudged to ask their teacher for help.		104	86.54%	84	65.48%	17	100.00%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.		104	96.15%	82	70.73%	17	100.00%
G) Teachers at my school go out of their way to help all students.		104	90.38%	84	80.95%	17	100.00%
H) Students receive timely and regular feedback on their learning.		102	84.31%	82	74.39%	17	100.00%
I) Staff at my school provides resources or ideas that help families support their students at home.		104	85.58%			17	88.24%

High Expectations

		Parent		Student (gr. 4-12)		Staff	
Pct Strongly Agree/Agree		N	Pct	N	Pct	N	Pct
A) Students are challenged academically at school.		100	79.00%	85	62.35%	17	88.24%
B) School recognizes and celebrates the academic success of all students.		102	84.31%	83	66.27%	17	82.35%
C) Adults on campus motivate students to do their best.		104	84.62%	84	82.14%	17	88.24%
D) School provides additional academic support when students are struggling.		103	81.55%	82	67.07%	17	82.35%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Student Engagement							
		N	Pct	N	Pct	N	Pct
A) Students are interested in what they are learning.		103	82.52%	85	62.35%	17	94.12%
B) Students have access to classes and activities that meet their interests and talents.		103	77.67%	83	57.83%	17	76.47%
C) Students understand how to complete their schoolwork.		103	79.61%	84	71.43%	17	82.35%
D) Students complete assignments on time.		103	81.55%	85	37.65%	17	64.71%
E) Students are motivated to do their schoolwork.		102	74.51%	83	63.86%	17	64.71%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
College and Career Readiness							
		N	Pct	N	Pct	N	Pct
A) Students are encouraged to take the required courses needed to be prepared for college and career.		95	45.26%	83	56.63%	17	35.29%
B) Students and families know what classes they will have to take and pass to graduate from high school.		91	54.95%	83	39.76%	17	17.65%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.		93	54.84%	83	69.88%	17	41.18%
D) School offers college and career programs.		94	24.47%	81	34.57%	17	17.65%
E) Students participate in programs to learn about different jobs, careers, and colleges.		93	20.43%	83	28.92%	17	41.18%
F) Students are prepared for the next step of their educational experience.		92	55.43%	83	59.04%	17	47.06%
G) Staff are optimistic about the future of their career in San Juan Unified.						17	82.35%
H) There are equitable opportunities for advancement in the district.						16	75.00%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Customer Satisfaction							
		N	Pct	N	Pct	N	Pct
A) I would recommend my school to other families.		100	88.00%	85	68.24%	17	88.24%
B) San Juan Unified School District is a district that I would recommend to other families.		100	85.00%	84	77.38%	17	94.12%

Charles Peck Elementary 2022-2023 Suspension Data
Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	336	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Black/African Am.	40	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Hispanic or Latino	117	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
White	148	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
ELL	64	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
RFEP	22	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Low SES	206	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
SWD	78	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
FY	-	-		-	-	#DIV/0!	0	#DIV/0!	0	#DIV/0!
Homeless	25	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%

% of Students with 1+ Days Home Suspensions

Home Suspension Rate

% of Students with 1+ Days PASS/In-Class Suspensions

PASS or In-Class Penalty Rate
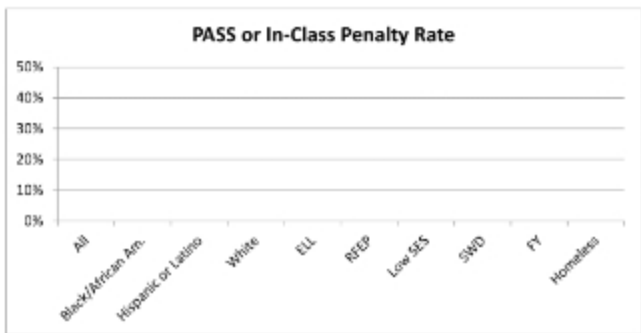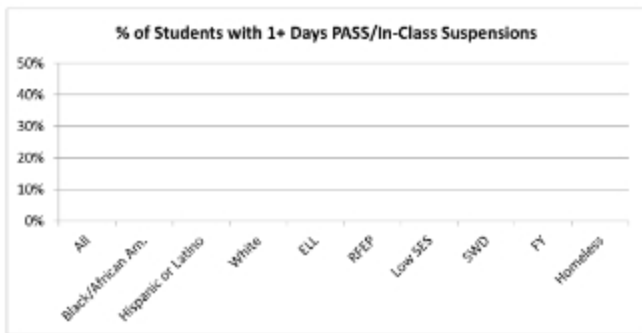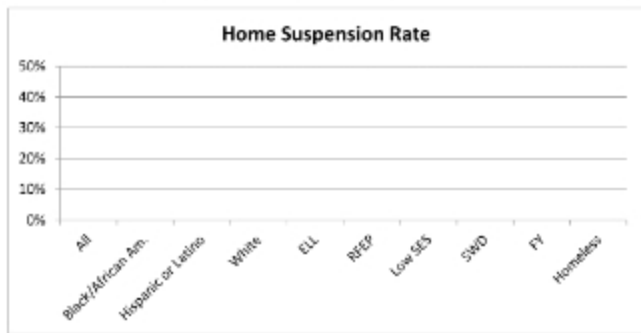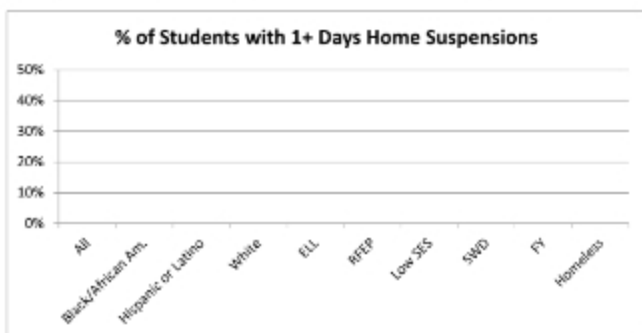
* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

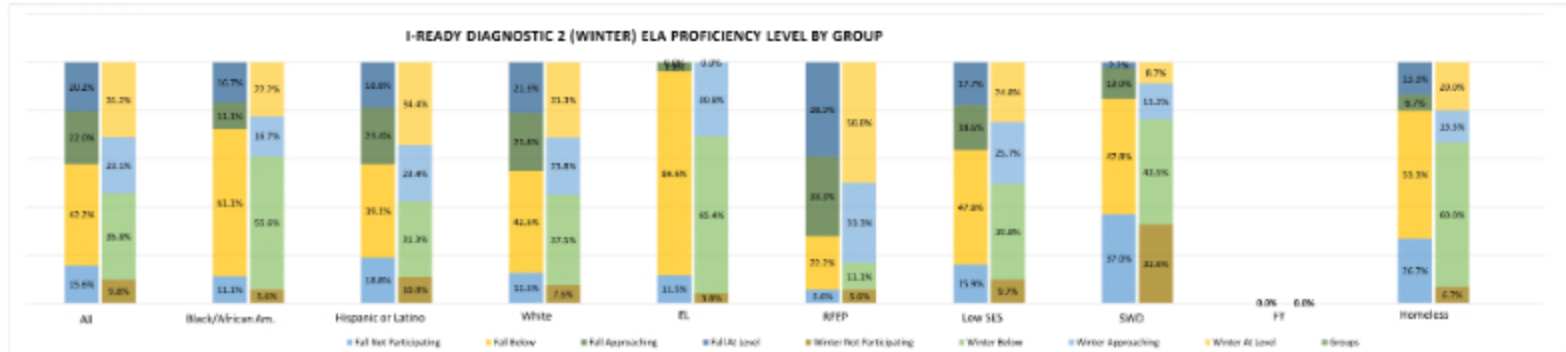Charles Peck Elementary - i-Ready Diagnostic 2 ELA Proficiency Level by Group

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	173	27	73	38	35	17	62	40	54				
Black/African Am.	18	2	11	2	3	1	10	3	4				
Hispanic or Latino	64	12	25	15	12	7	20	15	22				
White	80	10	34	19	17	6	30	19	25				
EL	26	3	22	1	0	1	17	8	0				
RFEP	18	1	4	6	7	1	2	6	9				
Low SES	113	18	54	21	20	11	45	29	28				
SWD	46	17	22	6	1	15	20	7	4				
FY	0	0	0	0	0	0	0	0	0				
Homeless	15	4	8	1	2	1	9	2	3				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	173	15.6%	42.2%	22.0%	20.2%	9.8%	35.8%	23.1%	31.2%				
Black/African Am.	18	11.1%	61.1%	11.1%	16.7%	5.6%	55.6%	16.7%	22.2%				
Hispanic or Latino	64	18.8%	39.1%	23.4%	18.8%	10.9%	31.3%	23.4%	34.4%				
White	80	12.5%	42.5%	23.8%	21.3%	7.5%	37.5%	23.8%	31.3%				
EL	26	11.5%	84.6%	3.8%	0.0%	3.8%	65.4%	30.8%	0.0%				
RFEP	18	5.6%	22.2%	33.3%	38.9%	5.6%	11.1%	33.3%	50.0%				
Low SES	113	15.9%	47.8%	18.6%	17.7%	9.7%	39.8%	25.7%	24.8%				
SWD	46	37.0%	47.8%	13.0%	2.2%	32.6%	43.5%	15.2%	8.7%				
FY	0												
Homeless	15	26.7%	53.3%	6.7%	13.3%	6.7%	60.0%	13.3%	20.0%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) ELA PROFICIENCY LEVEL BY GROUP

Charles Peck Elementary - i-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

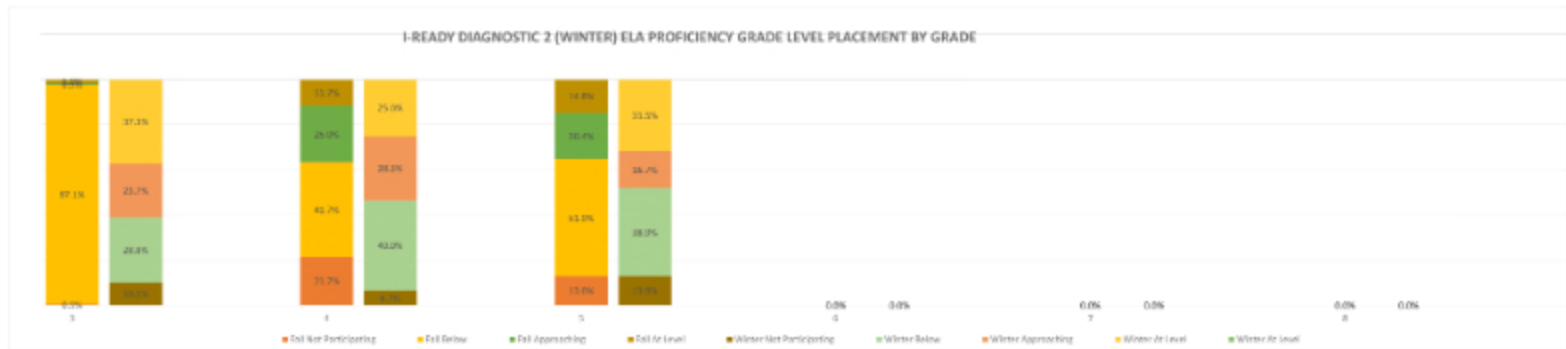| Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	59	7	20	12	20	6	17	14	22				
4	60	13	25	15	7	4	24	17	15				
5	54	7	28	11	8	7	21	9	17				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	59	11.9%	33.9%	20.3%	33.9%	10.2%	28.8%	23.7%	37.3%				
4	60	21.7%	41.7%	25.0%	11.7%	6.7%	40.0%	28.3%	25.0%				
5	54	13.0%	51.9%	20.4%	14.8%	13.0%	38.9%	16.7%	31.5%				
6	0												
7	0												
8	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) ELA PROFICIENCY GRADE LEVEL PLACEMENT BY GRADE

Charles Peck Elementary - i-Ready Diagnostic 2 Math Proficiency Level by Group

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	173	26	83	59	4	19	66	67	21				
Black/African Am.	18	2	12	4	0	1	10	6	1				
Hispanic or Latino	64	12	32	20	0	8	26	24	6				
White	80	9	35	31	4	7	27	35	11				
EL	26	3	20	3	0	1	16	9	0				
RFEP	18	1	7	9	1	3	2	9	4				
Low SES	113	17	59	34	2	12	45	46	10				
SWD	46	17	21	8	0	15	21	5	5				
FY	0	0	0	0	0	0	0	0	0				
Homeless	15	4	8	3	0	1	9	3	2				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	173	15.1%	48.3%	34.3%	2.3%	11.0%	38.2%	38.7%	12.1%				
Black/African Am.	18	11.1%	66.7%	22.2%	0.0%	5.6%	55.6%	33.3%	5.6%				
Hispanic or Latino	64	18.8%	50.0%	31.3%	0.0%	12.5%	40.6%	37.5%	9.4%				
White	80	11.4%	44.3%	39.2%	5.1%	8.8%	33.8%	43.8%	13.8%				
EL	26	11.5%	76.9%	11.5%	0.0%	3.8%	61.5%	34.6%	0.0%				
RFEP	18	5.6%	38.9%	50.0%	5.6%	16.7%	11.1%	50.0%	22.2%				
Low SES	113	15.2%	52.7%	30.4%	1.8%	10.6%	39.8%	40.7%	8.8%				
SWD	46	37.0%	45.7%	17.4%	0.0%	32.6%	45.7%	10.9%	10.9%				
FY	0												
Homeless	15	26.7%	53.3%	20.0%	0.0%	6.7%	60.0%	20.0%	13.3%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) MATH PROFICIENCY LEVEL BY GROUP

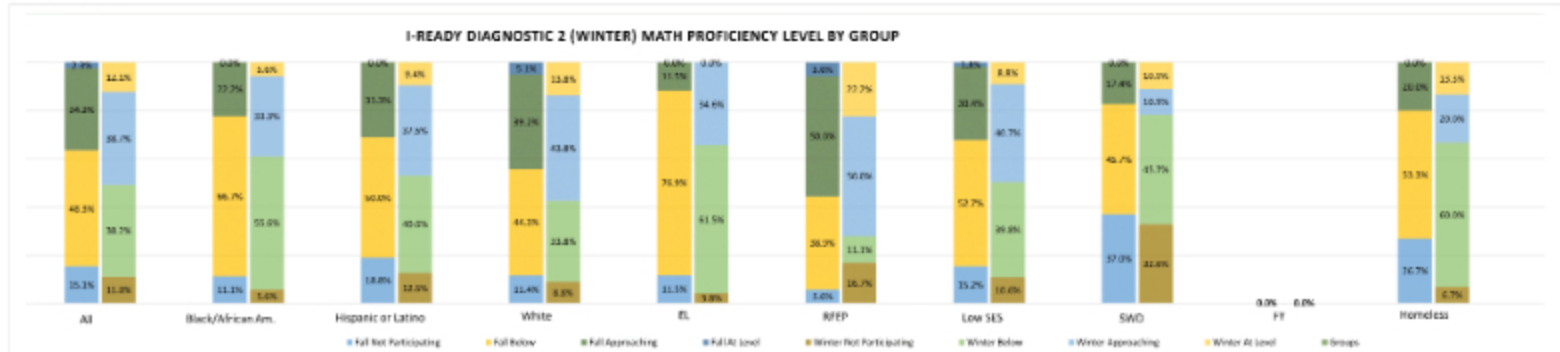Charles Peck Elementary - i-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade
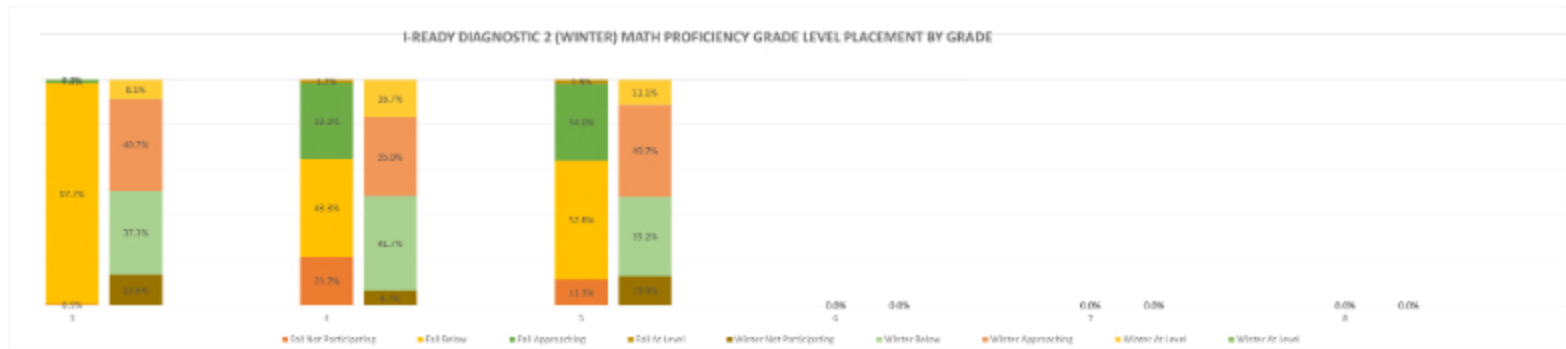
Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	59	7	29	21	2	8	22	24	5				
4	60	13	26	20	1	4	25	21	10				
5	54	6	28	18	1	7	19	22	6				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	59	11.9%	49.2%	35.6%	3.4%	13.8%	37.3%	40.7%	8.5%				
4	60	21.7%	43.3%	33.3%	1.7%	6.7%	41.7%	35.0%	16.7%				
5	54	11.3%	52.8%	34.0%	1.9%	13.0%	35.2%	40.7%	11.1%				
6	0												
7	0												
8	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) MATH PROFICIENCY GRADE LEVEL PLACEMENT BY GRADE

Conclusions based on this data:

1. In i-Ready ELA Reading, 31.6% of students in grades 3-5 met or exceeded growth targets.
    In i-Ready ELA Reading, 22.8% of students in grades 3-5 were at or exceeding standards.

    In i-Ready Math, 35.7% of students in grades 3-5 met or exceeded growth targets.
    In i-Ready Math, 15.2% of students in grades 3-5 were at or exceeding standards.

    Based on this data, we will continue to support guided reading as a significant way to differentiate literacy instruction. Teachers will continue to utilize ongoing assessments in the form of running records to determine appropriate reading level placement, book selection, and next steps instructional moves. Teachers will work together to calibrate assessment administration, analyze miscues and reading behaviors, engage in a cycle of inquiry to move students through flexible groupings in order to support student achievement in reading/literacy. There will be several opportunities for grade level and whole school data conversations to help monitor student reading levels and math and to target those needing literacy or math intervention. Based on the Math data, there is a need to provide differentiated math instruction, create and implement a variety of alternative formative assessments, use multiple data points to progress monitor student growth and needs in math. Also, we need to increase our usage of the i-Ready platform and monitor usage more diligently. Also, there is a need to use the i-Ready data to assign lessons and create other instructional learning groups based on identified needs. Tutoring opportunities will be available on a limited basis to help address gaps in literacy and math.

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 connecting students and families with resources to help them access the best opportunities.

Annual Review

SPSA Year Reviewed: 2022-23

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 Class Dojo and Class Tag as a two communication tool to measure family/school interactions and connections. We used SMORE newsletters to keep families and staff informed about events, activities, resources, SPSA, data, and other school partnership related items. We also sent home surveys, both local and district to give families, students, and staff a greater voice in our decision making and to increase school connectedness. We progressed monitored school connectedness and voice by tracking responses, participation levels, and attendance at conferences, meetings, and engagement events. Another voice gathering experience included asking parents to let us know what they like at Peck, what else they'd like to see, and how they could help at our school...what kind of partnerships could they help forge?

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

COVID-19 affected our ability to hold in person meetings consistently. As numbers rose, we had to switch to virtual or utilize a hybrid method, cutting down on attendance for health concern reasons. However, the number of District Level Survey Response were a

vast improvement over last year; we had 105 responses and the prior year was 80, and the year prior was 35. We were able to hold some evening family events like science night, Kindergarten Sing, and the 4th/5th grade plays. We had a packed house (cafeteria) on those evenings. Our community attendance family events and activities that involve student performances or interactive learning.

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

We used the information from the student listening sessions to make student centered purchases and create SPSA Goals and Actions to reflect a desire from students to have more clubs, assemblies, and real world experiences. We also noted that seeking input from families, students, and staff to broaden interests and perspectives increased partnerships and engagement.

2022-23
Identified Need

We need to continue to forge relationships and seek educational partner input. Also, we need do deeper data dive to identify and close gaps in engagement and participation in school partnerships. We also need to continue to meet with students to clarify thinking, identify barriers, and create a strong sense of respect for and belonging to a school community. We also need to find ways to bring more families on campus for academic meetings and not just student performances, the Harvest Festival, or other nonacademic activities. Finally, we need to create a running list of available resources so we can better support our families in need.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
District Survey - Family Engagement - The school keeps families well informed about school activities	93.27% of Parents and 100% of Staff strongly agree/agree	increase of 2%
District Survey - Family Engagement - The school and families are partners in promoting positive behavior for my student	97.06% of Parents and 88.24% of Staff strongly agree/agree	increase of 2%
District Survey - Family Engagement - The staff at our school listens to family concerns about issues	89.32% of Parents and 100% of Staff strongly agree/agree	increase of 2%
District Survey - Family Engagement - Families who speak a language other than English receive general information about our school in their home language	97.09% of Parents and 88.24% of Staff strongly agree/agree	increase of 2%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
District Survey - School Decision Making - School seeks input when making important decisions	81.55% of Parents, 65.88% of 4th/5th grade students, and 100% of Staff strongly agree/agree	increase of 2%

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

1.1	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.	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	5,000	School year 2023-24

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. 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.					

1.2	Hire a parent liaison or establish a volunteer parent group to assist in maintaining the Family 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. Provide materials for family events and communication.	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
				Title I Part A Parent Involvement
				3000-3999: Employee Benefits
				Title I Part A Parent Involvement
				4000-4999: Books And Supplies
					1,015
					
					382.15
					
					1,715.85
						School year 2023-24

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: 2022-23

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. Students struggle with problem solving in effective, positive ways so they require more coaching and modeling to help them with socially acceptable norms and expectations.

2022-23
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 2022-23 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 - There were no suspensions as of 5/12/23. We utilize the SWIS platform to track behaviors and plan instruction, provide intervention supports, and implement alternatives to suspension. Our data reflects both Major and Minor Student Behavior Referrals from 08/11/22-05/12/23 and the behaviors notes are as follows: Physical Aggression/Contact 125, Disrespect 63, Defiance 40, Inappropriate Language 31, Property Misuse 11, Theft 8, and Other 25. Our PBIS and Restorative Practices plan continue to support our whole child approach and we also acknowledge the work ahead of us to restore pre-pandemic behaviors and move forward in a productive way by identifying and addressing needs, removing barriers, providing alternative means of correction, teaching accepting responsibility and how to make amends, and promoting desired behaviors through positive, proactive reinforcement.

The number of behavior referrals highlight the need for counselor support and social/emotional instruction/intervention support/resources. Students continue to need emotional guidance/intervention due to pandemic isolation and lack of social interaction opportunities. The school counselor and site staff, along with the Student Support Center, are working in together to establish and sustain services needed during this time. Our PBIS team collaborates throughout the year to provide resources, intervention, and social skills lessons for use across our school in support of creating, nurturing, and sustaining a school climate/culture that teaches the whole child...academics and social/emotional readiness. The data shows us that using a research based SEL/Character Building curriculum throughout the year is essential in teaching students to meet behavior expectations and how to be a productive, positive citizen. It also shows that this must happen school wide to support our climate and culture needs and goals.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Winter Survey Results for Caring Relationships/Safety/Sense of Belonging from Stakeholders and Chronic Absenteeism	Results from the School Climate Survey 2022-2023 Q Attendance (Aug 2023-Dec 2022)	Growth of 2% on School Climate Survey 2023-2024 Decrease of 20% Chronic Absenteeism on Q Attendance
District Survey - Caring Relationships - School Climate that is caring - Staff. Percent strongly agree/agree overall.	100%	100%
District Survey - Caring Relationships - School Climate that is caring -Parent. Percent strongly agree/agree overall.	95.1%	97.1%
District Survey - Caring Relationships - School Climate that is caring- Percent strongly agree/agree overall.	76.4%	78.4%
School Chronic Absenteeism.	51.5%	31.5%
District Survey - Safety concerns about students are taken seriously - Staff. Percent strongly agree/agree overall.	94.1%	96.4%
District Survey - Safety concerns about students are taken seriously Parent. Percent strongly agree/agree overall.	95.1%	97.1%
District Survey - Safety concerns about students are taken seriously - Student Percent strongly agree/agree overall.	80%	82%
District Survey - Sense of Belonging - Students are respectful to each other at school - Staff Percent strongly agree/agree overall.	76.4%	78.4%
District Survey - Sense of Belonging - Students are respectful to each other at	72.8%	74.8%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
school - Parents Percent strongly agree/agree overall.		
District Survey - Sense of Belonging - Students are respectful to each other at school - Student - Percent strongly agree/agree overall.	35.7	37.7%

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 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. Purchase motivational	X All Students English Learners Low-Income Students Foster Youth X Other Chronically Absent Groups	Admin & School Teams	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2023-24

	tools for student attendance in alignment with instruction and intervention to close academic achievement gaps.					

2.2	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.	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other
			Admin & School Teams	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,000	School year 2023-24

2.3	Provide supplemental	X All Students English Learners	Admin & School Teams	LCFF Supplemen	2,000	School year 2023-24

	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.	Low-Income Students Foster Youth Other			tal Site Allocation 4000-4999: Books And Supplies		
2.4	Provide school counseling services for students in the areas of academic, student performance, personal and	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	63,244 41,870	School year 2023-24

		social relations, and parent and family relations.			Title I Part A Site Allocation 3000-3999: Employee Benefits		

2.5		Provide motivational resources and instructional materials to support and sustain a positive and engaging, learning environment.	X All Students
			  English Learners
			  Low-Income Students
			  Foster Youth
			  Other
				Admin & School Teams	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,000	School year 2023-2024

2.6		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 LCFF Supplemental Centralized Services (District Only)	2978
						
						434
							School year 2023-24

				3000-3999: Employee Benefits		
2.7		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: 2022-23

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; this is reinforced when staff progress monitors usage, lesson completion, and growth on a consistent basis. Students had access to technology and utilized it across all subjects. Our EL students received intensive and frequent instruction form our part 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. Our ELO IAs provided student supports through 1:1 instruction, small group instruction, social/emotional activities, and supervision. One of our ELO Intervention teachers was out for a good portion of the year so we were not able to provide the services planned for our 4th-5th grade students...this highlights the need to ensure that the position continues and that the supports are provided so we can accurately identify needs and measure effectiveness of the intervention.

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 a leave of absence and not being able to fill the position with a guest teacher for the long term. 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.

2022-23
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 2022-23	Expected Outcome 2023-24
Text Level Assessment	Text Level Data K-2 2022-2023: 1st Trimester - The percentage of students reading at or above grade level is K N/A, 1st 25%, and 2nd 58% 2nd Trimester - The percentage of students reading at or above grade level is K 21% , 1st 33% and, 2nd 68% Text Level Data 3-5 2022-2023	All Students Goal: +5% Low SES Goal: +7.5% EL Goal: +5%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	1st Trimester - The percentage of students reading at or above grade level is 3rd 51%, 4th 50%, and 5th 50% 2nd Trimester - The percentage of students reading at or above grade level is 3rd 53%, 4th 49%, and 5th 50% 2nd Trimester Text Level Data for EL and Low SES - K-2 EL students reading at or above grade level is 0.06%. For students in grades 3-5, the percentage of EL students reading at or above grade level is 11%. Low SES percentage of students reading at or above the grade levels is 40%	
Local assessments - iReady Diagnostic Tests	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%	Spring 2024 iReady Reading Spring 2024 iReady Math Tier 1 at or above grade level: All Students Goal: +5% Low SES Goal: +7.5% EL Goal: +5%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	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 38% 4th Grade Tier 1 27%, Tier 2 24% Tier 3 49% 5th Grade Tier 1 26%, Tier 2 33%, & Tier 3 42% 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	

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	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%	
Spring Climate Survey 2022-2023 School Year: Academic Progress - Teachers provide opportunities for students to participate in classroom discussions or activities	96.15% of Parents strongly agree/agree 70.73% of students strongly agree/agree 100% of staff strongly agree/agree	2023-2024 District Climate Survey School Listening Session/Voice Surveys 2-5% increase in strongly agree/agree
Spring Climate Survey 2022-2023 School Year - Academic Progress - Staff at my school provides resources or ideas that help families support their students at home	85.5% of parents strongly agree/agree 88.24% of staff strongly agree/agree	2023-2024 District Climate Survey School Listening Session/Voice Surveys 2-5% increase in strongly agree/agree
Spring Climate Survey 2022-2023 School Year - High Expectations - School provides additional academic support when students are struggling	81.5% of parents strongly agree/agree 67% of students strongly agree/agree 82.35% of staff strongly agree/agree	2023-2024 District Climate Survey School Listening Session/Voice Surveys 2-5% increase in strongly agree/agree
Spring Climate Survey 2022-2023 School Year - High Expectations - Students are challenged academically at school	79% of parents strongly agree/agree 62.35% of students strongly agree/agree 88.24% of staff strongly agree/agree	2023-2024 District Climate Survey School Listening Session/Voice Surveys 2-5% increase in strongly agree/agree

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 English Learners, Foster Youth, Homeless, and	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 LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	10,000 8,000	School year 2023-24

	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 books/resources for staff to participate in professional	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other
			Admin & Site Teams	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries
				LCFF Supplemental Site Allocation 3000-3999: Employee Benefits
				LCFF Supplemental Site Allocation 4000-4999: Books And Supplies
					4,050
					
					980
					
					5,000
						School year 2023-24

		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 home libraries for students to support distance	X All Students English Learners Low-Income Students Foster Youth Other	Admin & Site Teams	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 4000-4999: Books And Supplies	1,000 622	School year 2023-24

	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 2023 - 24
3.5	Hire an Intervention teacher to support and nurture improved instructional processes, resulting in increased student achievement. An Intervention Teacher's time	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 3000-3999: Employee Benefits Other	114,950 40,178 85,000	School year 2023-24

				1000-1999: Certificated Personnel Salaries		
	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.

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	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	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	6,878 1719	School year 2023-24
3.7	Refine technology/instruction plan to integrate the	All Students X English Learners X Low-Income Students X Foster Youth	Admin & Site Teams	Title I Part A Site Allocation	3,000	School year 2023-24

	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.	Other		4000-4999: Books And Supplies		
3.8		All Students English Learners Low-Income Students Foster Youth Other				

3.9		All Students English Learners Low-Income Students Foster Youth Other				
3.10		All Students English Learners Low-Income Students Foster Youth Other				
3.11		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: 2022-23

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. Sami was able to visit our site in person for a circuit and it was well attended. Lunch time activities were used in lieu of clubs due to lack of staffing. On site character trait award assemblies, school performances, and family night events were held. We were able to go on field trips which is a vital part of a healthy school experience.

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

We tried virtual activities, met in smaller cohorts, utilized all safety measures including masking and space when COVID numbers rose again. We went back to in person activities once the numbers heading in a better direction. Our counselor met with 5th grade students to share high school graduation requirements and college/career paths. A sampling of our 4th and 5th graders participated in a listening session and shared their insights regarding climate, learning, and engagement. They also engaged in a Google Survey and we used data from both the session and the survey to make adjustments to our recess equipment offerings and STEAM cart materials. We also used the data to identify students who might needs extra supports through counseling, social skills groups, or SST referrals.

2022-23
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. This was made very clear from the student voice data...students shared that they want more to do that they are interested in like clubs, field trips, assemblies, and other activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
District Climate Survey 2022-2023 - 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 families know the kinds of curses they need to pass to be prepared for college. Percent strongly agree/agree.	Parents: 54.9% Students: 39.76% Staff: 17.65%	Increase of 2% for parents, students, and staff
District Climate Survey 2022-2023 - Students have access to classes and activities that meet their interests and talents Student Voice Google Survey (Youth Voice Advocates)	Parents: 77.6% Students: 57.83% Staff 76.47% Survey Data: Student want more real life experiences, more science labs, language	Increasing the amount of extracurricular, extended learning opportunities, student choice activities, and experiences will show a 5% increase in student engagement

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	classes, life skills lessons, and career opportunities.	
Number of enrichment opportunities offered before, during or after school.	Running Club, Bike Safety, Sami's Circuit, Science Night, Learning Resource Nights, STEAM Cart	Increasing the amount of extracurricular, extended learning opportunities, student choice activities, and experiences will show a 5% increase in student 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	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 Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	3,000 1,000	School year 2023-24

	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.					

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	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other
			Admin & Site Teams	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies
				LCFF Supplemental Site Allocation 5800: Professional/Consulting
					5,000
					
					873
						School year 2023-24

through activities including by not limited to assemblies, guest speakers school events, clubs, etc. Provide opportunities to explore college and career interests.			Services And Operating Expenditures	

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.

Centralized Services

SCHOOL GOAL #1:

| 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 Expenditure(s) | | | |
|---|---|---|---|---|---|
| | | Description | Type | Funding Source (itemize for each source) | Estimated Cost |
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #2:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #3:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #4:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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	$481,826.00

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 ($)

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)	$3,412.00
LCFF Supplemental English Learner Central	$67,437.00
LCFF Supplemental Site Allocation	$40,000.00
Other	$85,000.00
Title I Part A Parent Involvement	$3,113.00
Title I Part A Site Allocation	$282,864.00

Subtotal of state or local funds included for this school: $481,826.00

Total of federal, state, and/or local funds for this school: $481,826.00

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	40,000	0.00
LCFF Supplemental English Learner Central	67,437.00	0.00
LCFF Supplemental Centralized Services (District Only)	3,412.00	0.00
Title I Part A Site Allocation	282,864	0.00
Title I Part A Parent Involvement	3,113	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	3,412.00
LCFF Supplemental English Learner Central	67,437.00
LCFF Supplemental Site Allocation	40,000.00
Other	85,000.00
Title I Part A Parent Involvement	3,113.00
Title I Part A Site Allocation	282,864.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	341,559.00
2000-2999: Classified Personnel Salaries	3,993.00
3000-3999: Employee Benefits	85,563.15
4000-4999: Books And Supplies	48,837.85
5000-5999: Services And Other Operating Expenditures	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	873.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	2,978.00
3000-3999: Employee Benefits	LCFF Supplemental Centralized Services (District Only)	434.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	67,437.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	10,928.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	2,699.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	25,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	873.00
1000-1999: Certificated Personnel Salaries	Other	85,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	1,015.00
3000-3999: Employee Benefits	Title I Part A Parent Involvement	382.15
4000-4999: Books And Supplies	Title I Part A Parent Involvement	1,715.85
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	178,194.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	82,048.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	21,622.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	8,113.00
Goal 2	115,026.00
Goal 3	348,814.00
Goal 4	9,873.00

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
Christina Aguirre	Parent or Community Member
Morgan Medrano	Parent or Community Member
Brittany Burkman	Parent or Community Member
Sharan Kaur	Classroom Teacher
Kristine Miller	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
M Earley	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 June 1, 2023.

Attested:

Mary Cardoso	Principal, Mary Cardoso on June 1, 2023
S Littlefield	SSC Chairperson, Shelley Littlefield on June 1, 2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description
Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose
Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

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

Educational Partner Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities
Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

  1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Budget By Expenditures

Charles Peck Elementary School

Funding Source: LCFF Supplemental Centralized Services (District Only)   **$3,412.00 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	$2,978.00	Healthy Environments for Social-Emotional Growth	
	3000-3999: Employee Benefits	$434.00	Healthy Environments for Social-Emotional Growth	

LCFF Supplemental Centralized Services (District Only) Total Expenditures:	$3,412.00
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   **$40,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Description	Account	Amount	Category
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.	1000-1999: Certificated Personnel Salaries	$4,050.00	Engaging Academic Programs
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.	4000-4999: Books And Supplies	$1,000.00	Engaging Academic Programs
Provide time for the 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. 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	$2,000.00	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	$2,000.00	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	$2,000.00	Healthy Environments for Social-Emotional Growth
	4000-4999: Books And Supplies	$8,000.00	Engaging Academic Programs
	3000-3999: Employee Benefits	$980.00	Engaging Academic Programs
	3000-3999: Employee Benefits	$1,719.00	Engaging Academic Programs
	4000-4999: Books And Supplies	$5,000.00	Engaging Academic Programs
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	$6,878.00	Engaging Academic Programs
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.	4000-4999: Books And Supplies	$5,000.00	Clear Pathways to Bright Futures
	5800: Professional/Consulting Services And Operating Expenditures	$873.00	Clear Pathways to Bright Futures

Charles Peck Elementary School

LCFF Supplemental Site Allocation Total Expenditures: $40,000.00

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	$85,000.00	Engaging Academic Programs	

Other Total Expenditures: $85,000.00

Other Allocation Balance: $0.00

Funding Source: Title I Part A Parent Involvement $3,113.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Hire a parent liaison or establish a volunteer parent group to assist in maintaining the Family 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. Provide materials for family events and communication.	2000-2999: Classified Personnel Salaries	$1,015.00	Connected School Communities	
	3000-3999: Employee Benefits	$382.15	Connected School Communities	
	4000-4999: Books And Supplies	$1,715.85	Connected School Communities	

Charles Peck Elementary School

Title I Part A Parent Involvement Total Expenditures:	$3,113.00	
Title I Part A Parent Involvement Allocation Balance:	$0.00	

Funding Source: Title I Part A Site Allocation $282,864.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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. 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.	4000-4999: Books And Supplies	$5,000.00	Connected School Communities	
Provide school counseling services for students in the areas of academic, student performance, personal and social relations, and parent and family relations.	1000-1999: Certificated Personnel Salaries	$63,244.00	Healthy Environments for Social-Emotional Growth	
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	1000-1999: Certificated Personnel Salaries	$114,950.00	Engaging Academic Programs	

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.

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.

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.	4000-4999: Books And Supplies	$10,000.00	Engaging Academic Programs
	3000-3999: Employee Benefits	$41,870.00	Healthy Environments for Social-Emotional Growth
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	$3,000.00	Clear Pathways to Bright Futures
	4000-4999: Books And Supplies	$622.00	Engaging Academic Programs
	3000-3999: Employee Benefits	$40,178.00	Engaging Academic Programs
	5000-5999: Services And Other Operating Expenditures	$1,000.00	Clear Pathways to Bright Futures

Charles Peck Elementary School

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.	4000-4999: Books And Supplies	$3,000.00	Engaging Academic Programs

Title I Part A Site Allocation Total Expenditures: $282,864.00

Title I Part A Site Allocation Allocation Balance: $0.00

Charles Peck Elementary School Total Expenditures: $481,826.00