School Year: **2024-25**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Charles Peck Elementary School	34-67447-6034839	05-28-2024	July 30, 2024

Purpose and Plan Summary

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

> Schoolwide Program
>
> The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

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.

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards
Goal 2: Student Engagement and Course Access
Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

Table of Contents

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

Please refer to the School and Student Performance Data section where an analysis is provided.

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

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

We consulted with educational partners several times throughout the year including during our Title 1 meeting in the fall, during our four ELAC meetings, during our SSC meetings, and via Parent Surveys. We also held a PTC informational meeting where we gathered input from that parent group. We facilitated several student voice sessions gathering input regard interests and resources needed to support them. We also met as a staff during meetings and collaboration days to analyze data and determine next steps practices including SPSA development. A Parent Survey was sent home in May as part of the SPSA collaboration process.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
American Indian	%	0%	%		0	
African American	9.84%	8.17%	8.82%	30	25	27
Asian	3.93%	5.56%	7.19%	12	17	22
Filipino	1.31%	0.98%	0.33%	4	3	1
Hispanic/Latino	31.15%	35.29%	32.68%	95	108	100
Pacific Islander	0.98%	1.96%	1.63%	3	6	5
White	44.92%	41.18%	41.50%	137	126	127
Multiple/No Response	7.87%	6.86%	7.84%	24	21	24
			Total Enrollment	305	306	306

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	21-22	**22-23**	**23-24**
Kindergarten	49	35	36
Grade 1	55	56	46
Grade 2	54	53	57
Grade3	43	59	56
Grade 4	54	51	59
Grade 5	50	52	52
Total Enrollment	305	306	306

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	49	61	66	16.70%	16.1%	21.6%
Fluent English Proficient (FEP)	17	19	21	3.50%	5.6%	6.9%
Reclassified Fluent English Proficient (RFEP)				3.8%		

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
306	**81**	**19.9**	**0.3**
Total Number of Students enrolled in Charles Peck Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	61	19.9
Foster Youth	1	0.3
Homeless	19	6.2
Socioeconomically Disadvantaged	248	81
Students with Disabilities	62	20.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	25	8.2
Asian	17	5.6
Filipino	3	1
Hispanic	108	35.3
Two or More Races	21	6.9
Pacific Islander	6	2
White	126	41.2

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Orange		
English Learner Progress Blue		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
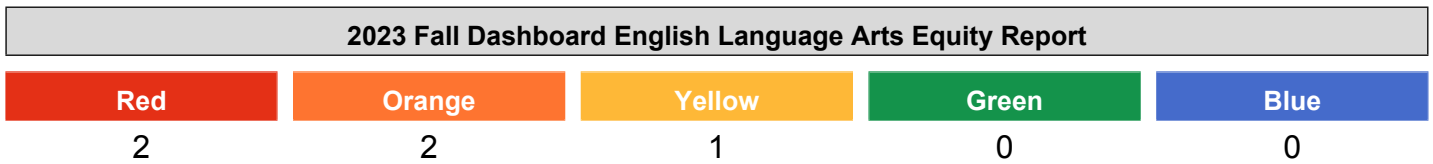## English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	2	1	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	Less than 11 Students
55.6 points below standard	76.2 points below standard	
Maintained +1.1 points	Decreased -5.1 points	2 Students
148 Students	40 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
87.7 points below standard	Orange	Red
Increased Significantly +44.4 points	69.2 points below standard	105.6 points below standard
13 Students	Decreased -4.9 points	Decreased Significantly -29.5 points
	118 Students	36 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
120.9 points below standard Decreased Significantly - 30.4 points 11 Students	No Performance Color 0 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 53 points below standard Increased Significantly +16.1 points 55 Students	43.7 points below standard 12 Students	Less than 11 Students 2 Students	Orange 56.3 points below standard Decreased -12.9 points 63 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
119 points below standard Decreased Significantly -30.9 points 23 Students	18.4 points below standard Increased Significantly +24.4 points 17 Students	49.4 points below standard Increased +3.2 points 107 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Overall our students scored 55.6 points below standard, maintaining the same level as the previous year and scores fell into the second lowest performing level (orange) on the dashboard indicator. Two of our student subgroups scored in the lowest performing level (red) on the dashboard; our EL learners scored 76.2 points below standard marking a 5.1 point decrease and our Students with disabilities scored 105.6 points below standard marking a 29.5 point decrease. While not in the lowest performing level on the dashboard indicator, students in the low socio economic subgroup represent 80% the tested subgroup scored 69.2 points below standard marking a 4.9 point decrease.

Reflecting on last year we observed several behaviors and factors that were affecting our students ability to make growth One identified behavior was that students were still coming off the pandemic and lacked the stamina and motivation to learn. Another factor affecting growth was how many students lacked the foundational literacy, oral language, and critical thinking skills to meet the rigorous standards based expectation across grade levels. Moreover, another contributing factor was the lack of resources at home to support literacy and language development. Finally, attendance was a factor that affected students's literacy proficiency and growth. Based on our findings and shared belief that all students can learn when provided high quality instruction, targeted intervention, and appropriate resources, we identified gaps in our own learning and knowledge base and then engaged in professional development opportunities such as LTRS; several staff members participated in this training. Writing was an identified area of focus based on several data points including student writing samples so the staff wanted to explore ways to teach writing

more effectively. They participated in professional development to learn how to teach students to become better writers and to use student samples to determine next step instruction. The staff has been GLAD trained and reflected on the need to better utilize that training consistently to support our EL and low language learners. While our attendance improved, there were still too many absences and this affected student progress. We discussed options and developed plans to help support students and decrease chronic absenteeism; we felt that more personal contacts were needed and also we needed to utilize multiple means to contact families. In addition, we were not able to engage in rich data conversations due to lack of time, lack of guest teachers, and funds so we developed common agreements to make this a priority going forward; this provides staff the time to analyze several data points, identify students' specific needs, develop robust instructional opportunities, create intervention groups. deliver targeted services, and progress monitor to make changes as students grow or make adjustments that match student need.

We need to continue with our intervention services, provide resources to support attendance improvement, provide supplemental materials to engage learners, provide counseling services to support social emotional wellbeing, and utilize platforms such as but not limited to iReady, Lexia, and Read Naturally to bolster foundational skills and comprehension, and to provide differentiated learning opportunities at students' level especially for students scoring at the lowest levels on the dashboard indicators. We also need to have common agreements regarding assessments and data analysis to support student groups and intervention sessions. Other training needed to support students and close gaps include and are not limited to is Science of Reading, Language Acquisition, and Writing. Staff trained in GLAD strategies need to utilize those strategies consistently and we need offer training opportunities to any staff not yet trained. We need to ensure that designated and integrated EL instruction is being implemented as required and explore other language acquisition training opportunities and resources to support our EL and low language learners. Dedicated release time to engage in data conversations is needed to support teachers in delivering target instruction and intervention to support our lowest performing students. Providing take home readers to our lowest performing readers and to those with limited at home libraries will help students read at home daily and build their literacy skills.

School and Student Performance Data
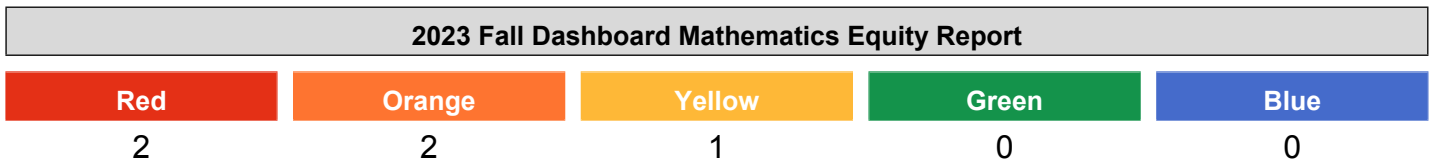
Academic Performance
Mathematics

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	2	1	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	Less than 11 Students
85.1 points below standard	96.2 points below standard	
Decreased -7.3 points	Decreased Significantly -26.1 points	2 Students
147 Students	39 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
133.7 points below standard	Orange	Red
Increased Significantly +27.1 points	93.5 points below standard	114.3 points below standard
13 Students	Decreased -9.7 points	Decreased Significantly -20.9 points
	117 Students	35 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
138.8 points below standard	No Performance Color	Less than 11 Students	Less than 11 Students
Decreased Significantly - 33.8 points	0 Students	4 Students	1 Student
11 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	82.5 points below standard	Less than 11 Students	Yellow
92.8 points below standard	12 Students	2 Students	71.4 points below standard
Decreased -11.6 points			Increased +4.1 points
55 Students			62 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
118.7 points below standard	63.9 points below standard	82.4 points below standard
Decreased Significantly -36.3 points	Decreased Significantly -16.1 points	Maintained -1.5 points
23 Students	16 Students	107 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Overall our students scored 85.1 points below standard, a 7.3 point decrease from the previous year and scores fell into the second lowest performing level (orange) on the dashboard indicator. Two of our student subgroups scored in the lowest performing level (red) on the dashboard; our EL learners scored 96,2 points below standard marking a 26.1 point decrease and our Students with disabilities scored 114.3 points below standard marking a 20.9 point decrease. While not in the lowest performing level on the dashboard indicator, students in the low socio economic subgroup represent 80% the tested subgroup scored 93.5 points below standard marking a 9.7 point decrease.

Reflecting on last year we observed several behaviors and factors that were affecting our students ability to make growth One identified behavior was that students were still coming off the pandemic and lacked the stamina and motivation to learn. Another factor affecting growth was how many students lacked the foundational math and problem solving skills to meet the rigorous standards based expectations across grade levels. Moreover, another contributing factor was the lack of resources at home to support math literacy and problem solving skills needed to complete math homework assignments. Finally, attendance was a factor that affected students' math proficiency and growth. Based on our findings and shared belief that all students can learn when provided high quality instruction, targeted intervention, and appropriate resources, we identified gaps in our own learning and knowledge base and then several staff engaged in professional development opportunities such as AVMR (a four-day course that includes dynamic, diagnostic, individual assessments in number words and numerals, structuring numbers, and addition and subtraction strategies);

Staff wanted to explore other math professional development opportunities to increase their knowledge base and skills so they could deliver more targeted and engaging lessons to close learning gaps. While our attendance improved, there were still too many absences and this affected student progress. We discussed options and developed plans to help support students and decrease chronic absenteeism; we felt that more personal contacts were needed and also we needed to utilize multiple means to contact families. In addition, we were not able to engage in rich data conversations due to lack of time and funds and developed common agreements to make this a priority going forward; this provides staff the time to analyze several data points, identify students' specific needs, develop robust instructional opportunities, and create intervention groups. deliver targeted services, and progress monitor to make changes as students grow or make adjustments that match student needs.

Consistent utilization of platforms such as but not limited to iReady, and Reflex Math are needed to provide differentiated learning opportunities for students and utilize IAs to support small group instruction to provide more individualized attention and close gaps. We also need to develop and deliver differentiated lessons based on student need and engage in progress monitoring to make adjustments to instruction and intervention. Providing opportunities for staff to engage in math professional development are needed to support our lowest performing students. Another resource needed to support student growth in math, especially for our student groups scoring at the lowest levels on the dashboard indicators is take home math resources to help students complete at home assignments and to practice and reinforce the skills they have learned at school. We can provide parent education opportunities to help parents understand math standards and what is expected at each grade level and how they can support students at home. Dedicated release time to engage in data conversations is needed to support teachers in delivering target instruction and intervention to support our lowest performing students.

School and Student Performance Data

Academic Performance
## English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Blue
0.684% making progress towards English language proficiency
Number of EL Students: 38 Students
Performance Level: 5
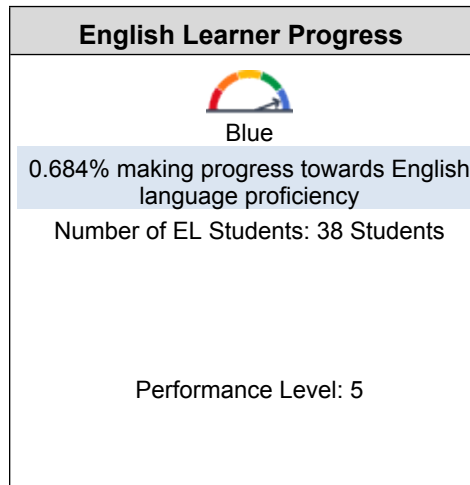
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
0	10	0	25

Lowest Performing Group:
Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

68.4% of students made progress towards English proficiency and were in the highest proficiency level on the dashboard indicator. 25 students progressed at least one level. An area for improvement is with the number of students who maintained ELPI level 1, 2L, 2H, 3L, or 3H and explore ways to help them grow at least one level.

Reflecting on last year, we observed that inconsistent use of GLAD strategies to support English learners limited their ability to acquire academic vocabulary to support more engagement and comprehension. There was also an inconsistent use pictures, prompts, modeling, and other instructional strategies to support language development. Designated ELD and Integrated ELD lesson delivery varies across the campus making it potentially inconsistent. There

is a lack of understanding about the differences between designated and integrated services so more professional learning is needed to support staff confidence and skill level.

Consistent use of GLAD and other language acquisition strategies is needed to support academic gains for our EL learners. Also consistent designated and integrated ELD instruction is vital to support ELD learners across the grade levels. Opportunities for oral language and academic vocabulary lessons to be embedded into instruction across subjects will support EL learners in turn and talks with peers and in small groups; it will allow EL learners more engagement in their learning and motivate them to participate regularly in a risk free environment. Exploring other language acquisition materials and lessons can help support consistent and effective designated and integrated ELD instruction.

School and Student Performance Data

Academic Performance
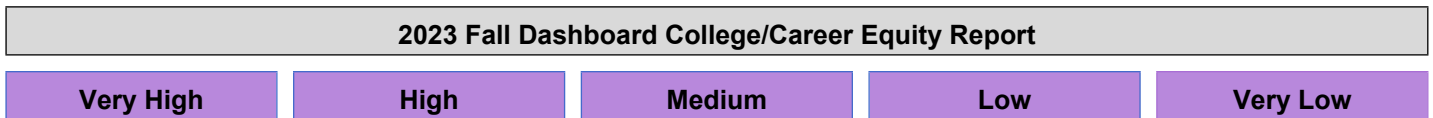## College/Career Report

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Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
N/A	N/A	N/A
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
N/A	N/A	N/A

2023 Fall Dashboard College/Career Report by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
N/A	N/A	N/A	N/A
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

School and Student Performance Data

Academic Engagement
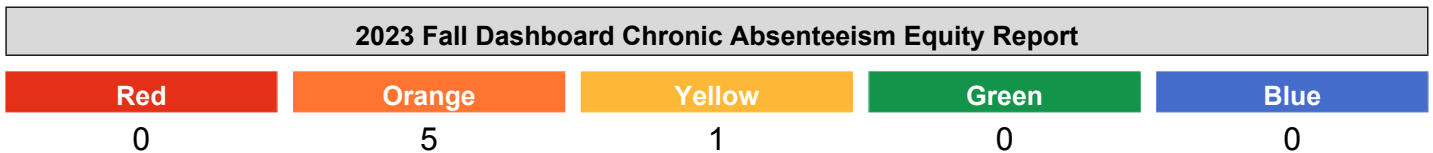## Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	5	1	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	Less than 11 Students
46.1% Chronically Absent	39.8% Chronically Absent	
Declined Significantly -14.8	Declined -6.6	5 Students
347 Students	83 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
65.5% Chronically Absent	Yellow	Orange
Declined -3.2	49% Chronically Absent	50% Chronically Absent
29 Students	Declined Significantly -14.3	Declined -22.3
	288 Students	92 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange 67.7% Chronically Absent Declined -14.1 31 Students	Less than 11 Students 1 Student	27.8% Chronically Absent Declined -9.7 18 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 48.4% Chronically Absent Declined -18.6 122 Students	48% Chronically Absent Declined -27 25 Students	Less than 11 Students 6 Students	Orange 41.8% Chronically Absent Declined -9.5 141 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Overall, the chronic absenteeism rate was 46.1% and this was a 14.8% decline from the previous year. There were no subgroups scoring at the lowest performing level, however, there were several subgroups including students with disabilities, EL , African American, Hispanic, and white students falling within the orange dashboard indicators and those subgroups also showed a decline in chronic absenteeism from the previous year. While our African American student group had a 67.7% chronic absenteeism which was significantly more than other groups with orange as an indicator and significantly more than the overall rate, there was a 14.1% decline from the previous year.

Our chronic absenteeism rate declined significantly so the initiatives and interventions had us moving in the right direction. We continued to reach out to parents and families to build partnerships to better understand what supports were needed and how families could received resources to support eliminating or reducing barriers to school attendance. We provided attendance education to families so they were clear on when to keep students home and when to send them to school. We used a variety of communication modes to clear absences and discuss attendance concerns; it was a team effort between the office staff, teachers, and administration to address any concerns. Part of the parent/school connection involved scheduling HTC meetings for students who were chronically absent and showed little to no improvement in attendance; the meetings would allow us to work with parents and students to develop a successful attendance plan. We also recognized classes with the best attendance for the month and this motivated students to be at school; we held a variety of spirit days and attendance incentive days to motivate and encourage students to come to school and participate in the attendance incentive activities. We handed out "Glad you are here" passes instead of "Tardy" passes and verbally welcome them with a "Glad you made it or glad to see you today." to support student connectedness and belonging.

Parent/Family Education is needed to continue to improve attendance and build stronger partnerships so our community understands the importance of attendance everyday and how absences negatively impact student learning. Incentives are needed to help motivate students to attend school regularly. Student clubs may help to motivate students to engage and attended school giving them a social purpose for being at school each day beyond academics. There is a need for time to be carved out in the day to make family contact at various times of the day to clear absences before they become truancies; there is also a need to meet with parents/families consistently before students become chronically absent. Moreover, HTC meetings are critical for those who are chronically absent so we can help families improve attendance and get back on the right track. Providing attendance staff time to schedule HTC meetings is needed too. Support from our counselor and intervention staff can help students who are academically behind or who have social/emotional struggles to get extra support to close gaps and feel a sense of belonging and a connectedness

to school. Providing students with opportunities to participate in School Spirit and Attendance Incentive Days to motivate students to be at school ready to learn.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
N/A	N/A	N/A
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
N/A	N/A	N/A

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
N/A	N/A	N/A	N/A
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

School and Student Performance Data

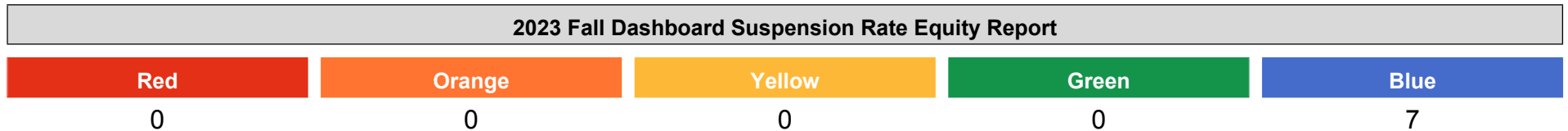## Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	7

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Blue

0% suspended at least one day

Declined Significantly -1.1

364 Students

English Learners

Blue

0% suspended at least one day

Maintained 0

85 Students

Foster Youth

Less than 11 Students

5 Students

Homeless

Blue

0% suspended at least one day

Declined -2.7

31 Students

Socioeconomically Disadvantaged

Blue

0% suspended at least one day

Declined Significantly -1

301 Students

Students with Disabilities

Blue

0% suspended at least one day

Declined -1.2

95 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Blue	Less than 11 Students	0% suspended at least one day	Less than 11 Students
0% suspended at least one day	1 Student		3 Students
		Maintained 0	
Declined -3		18 Students	
35 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	0% suspended at least one day	Less than 11 Students	Blue
0% suspended at least one day		7 Students	0% suspended at least one day
	Maintained 0		
Declined -0.8	28 Students		Declined -1.3
124 Students			148 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All groups were in the Blue Dashboard indicator section. We also used SWIS Office Referral data to determine student behavior needs and assign resources to support positive changes. The data from our SWIS referrals for 2022-2023 showed that Physical Aggression and Minor Contact are the behaviors with the greatest referrals (142) followed by Disrespect (60), Defiance and Non-Compliance (42) and Abusive Language (36). The locations with the greatest number of referrals are the playground (142), classroom (75), PE (47), and Music (10; the majority of the referrals come from the less structured locations. Referrals for our male students far outpace our female students (233 and 101 respectively). Our K-2 students had 144 behavior referrals in total and our students in grades 3-5 had 191.

Our staff uses Restorative Practices, PBIS interventions, and alternative positive correction methods to address behavior concerns and to be proactive instead of reactive; removing students from their educational setting should be the last resort. We continue to work to support students to make positive decisions but there is still a high number of incidents involving physical aggression or contact and our observations of student interaction indicate that students do not yet posses the skills and strategies to communicate effectively or to defuse/deescalate situations they find themselves in. Our reflection also shows a need for staff to consistently and systematically provide SEL lessons including deescalation, coping, and problem solving skills. Our male students continued to be referred for support at a much greater rate than females so our staff must explore alternative ways to identify and address student need and plan targeted instruction to help students meet behavior expectations.

We need to continue to utilize our SEL programs, reinforce PBIS and Restorative Practices across our community, utilize our counselor and staff to teach appropriate coping skills and strategies, and use school connectedness and engagement activities and resources to build and sustain a positive and safe school climate. Resources such as but not limited to Strong Kids, Strong Start, Little Spot, Zones of Regulation are needed to provide lessons, common language, and deescalation strategies to support our students in learning coping and problem solving skills. Mindfulness and other calming strategies and practices are needed to teach students how to regulate their emotions and set a tone for learning. Training in SEL instruction with the appropriate supplemental resources will support staff in meeting the needs of our students.

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

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Annual Review

SPSA Year Reviewed: 2023-24

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 CAASPP, iReady, Text Level, and in various class formative/summative data including Benchmark, enVision, Dibels, ESGI, and writing assessments to monitor progress. Data from CAASPP, Beginning of the Year Text Levels, and the Fall iReady Diagnostic test were used to establish a baseline. Text levels were monitored weekly through guided reading groups where running records are a regular part of instruction. We monitored iReady growth using the Winter Diagnostic Test and through weekly reports regarding usage and lesson completion. Additionally, we engaged in Fall and Spring data conversations where we analyzed several data points and made adjustments to lessons, instruction, and intervention groups to support student growth. ELPAC data was used to determine which groups needed designated support from the ELD teacher and which groups would received designated supports in their classroom.

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

Through our cycles of inquiry data conversations and frequent progress monitoring we found that students engaging in differentiated instruction in class and then receiving additional intervention services made positive growth. Our data conversations helped staff identify student gaps and create groupings to meet student need in a targeted and systematic way. Lessons were planned and delivered and progress monitoring helped staff adjust groups and lessons as needed. EL learners working with our ELD teacher made progress in language development. Students engaged in Raz Kids reading giving them more opportunities to read at their appropriate level. Heggerty phonemic awareness and Lexia supported students in building foundational reading skills. ESGI, an assessment system, helped teachers identify foundational skills and reading readiness levels and that data helped teachers group students for small groups and to identify whole group needs. iReady was not used or monitored consistently across the grade levels; student and teacher interest and other platforms affected consistent use. Students who used iReady consistently made significant growth in math and reading. Students lacking reading and fluency and comprehension, critical thinking, and problems solving skills needed more support and resources. Tutoring was part of the SPSA however, we did not have staff available to deliver the service so that did not work in support of student growth.

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

We modified our approach based on the data and our cycles of inquiry process. Some of the modifications included the following: Explode the Code as in intervention and as a means to differentiate instruction, reading test questions aloud to the whole class as a way to teach students how to read questions and identify important vocabulary, allowing for extra time to complete tasks, translating text for newcomers, teaching students to use anchor charts to support skill acquisition and language development, and providing sentence frames and starters for low language learners. We also through data analysis and conversations, determined which students needed intervention and which students had made significant growth and could be released from intervention groups. Resources such as Read Naturally and Reflex Math were identified to help with fluency in reading and math. We found that there was inconsistent use of differentiated instruction opportunities so determined that small group instruction time was needed across all grade levels to allow for increased collaboration between peers, appropriate differentiation opportunities, individualized instruction, and increased interest; groupings needed to be flexible and based on multiple data points and ongoing progress monitoring. Professional development is needed to ensure that staff is ready posses the knowledge and skill level to meet the ever changing needs of our learners.

2023-24
Identified Need

Based on various data points, we need to continue to provide intervention services to students who are not meeting standards. We also need to utilize language acquisition strategies to bolster and support language development for our EL and SWD learners. Another need is for there to be differentiated instruction opportunities across all classrooms to support the varied achievement levels and academic needs of of our diverse learners. There is a need for leveled classroom and take home books to support literacy proficiency and a need for supplemental literacy, math, and language acquisition materials and resources to assist in developing reading, math, and language fluency and comprehension; also supplemental materials and resources are needed to build critical thinking and problem solving skills and strategies. Data conversation/teacher release time are essential in supporting student

achievement in that they provide opportunities for teachers to analyze data, identify student needs, plan targeted instruction, and progress monitor so they can make adjustments in student support based on multiple data points. Professional development is needed to ensure that staff is ready posses the knowledge and skill level to meet the ever changing needs of our learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	55.6 points below standard	+3 scale score points
	English Learners	76.2 points below standard	
	Foster Youth		
	Homeless	87.7 points below standard	
	Socioeconomically Disadvantaged	69.2 points below standard	
	Students with Disabilities	105.6 points below standard	
	African American	120.9 points below standard	
	American Indian		
	Asian		
	Filipino		
	Hispanic	53 points below standard	
	Two or More Races	43.7 points below standard	
	Pacific Islander		
	White	56.3 points below standard	
Math State Assessment: Change in scale score	All Students	85.1 points below standard	+3 scale score points
	English Learners	96.2 points below standard	
	Foster Youth		

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	Homeless	133.7 points below standard	
	Socioeconomically Disadvantaged	93.5 points below standard	
	Students with Disabilities	114.3 points below standard	
	African American	138.8 points below standard	
	American Indian		
	Asian		
	Filipino		
	Hispanic	92.8 points below standard	
	Two or More Races	82.5 points below standard	
	Pacific Islander		
	White	71.4 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.684%		+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	15.12%		17%

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	Source(s)	Proposed Allocation	Implementation Timeline

1.1	Provide small group differentiated intervention to support student learning and close achievement gaps. PC 30931	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	121000 41323	School year 2024-2025
1.2	Provide ELA and Math Supplemental Materials and Resources to improve achievement and outcomes for all students.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 4000-4999: Books And Supplies	7,000 18,000	School year 2024-2025
1.3	Provide resources, supplemental materials to support both Designated and Integrated ELD	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	10,000 1,000	School year 2024-2025

	instruction using GLAD lessons and strategies and other researched based ELD learning opportunities.		LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures		
1.4	Provide release time for data conversations to analyze data, research best practices, plan differentiated instruction, monitor progress to improve achievement and outcomes for all students.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	7,240 1,793	School year 2024-2025
1.5	Provide Professional Development opportunities, including staff book studies, to improve achievement and outcomes for all students in ELA, ELD, and Math.	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	Title I Part A Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 5000-5999: Services And	6000 3086	School year 2024-2025

			Other Operating Expenditures		
1.6	Provide Technology and resources to support student learning such as but not limited to licenses and equipment.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 4000-4999: Books And Supplies	8,000 2,000 2,000	School year 2024-2025

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

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Annual Review

SPSA Year Reviewed: 2023-24

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 monitor progress weekly using data from master absences lists and chronic absenteeism reports from Q. We also monitor class attendance monthly to determine which classes had the best attendance for each month. Another way we monitor progress is through student observations, surveys, and listening sessions. Most of our student groups were in the orange section of the dashboard indicators and one was in the yellow. There were a few groups in the statistically insignificant. This shows that all groups need support in improving school attendance and reducing chronic absenteeism.

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

Calling parents mid day was not successful when trying to clear absences. Using multiple contact methods and contact times helped us to clear more absences and address concerns. We also used parent conference times to communicate with parents and have them come to the office to clear absences. Reminders regarding school start time and the warning bell time helped curb some of the

late arrivals. There was an opportunity for students to participate in a run club before school and that motivated students to be on time to school. Trying to schedule Habitual Truancy Conferences with parents proved difficult; they either didn't answer the phone or did not return our calls or responds to letters, email, and/or Talking Points messages. We continued to attempt contact and note that in our system. We need to attempt multiple intervention families to determine what barriers are in place that keep students from attending school so we can provide supports or guide them to appropriate resource options. Carving out time monthly to identify students who need attendance intervention did not happen and this must occur going forward. Prior to COVID, the clerk and the administrator met with a representative from the Attendance Improvement Program and we were able to identify students and families who were on the verge of Chronic Absenteeism or who had already met the Chronic Absenteeism level; we then scheduled calls, made home visits, and provided resources which helped curb the absenteeism rate.

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

We made an effort to clear absences using multiple calls at various time of the day, using Talking Points to communicate with parents, and using email when our other efforts weren't working. We found that some parents do not answer calls mid day but will first thing in the morning at drop off time or in the afternoon so other staff members would help with parent contact if the clerk's attempts did not work. We also created spirit days and attendance incentive experiences to motivate students to come to school so they could participate in school connectedness and belonging activities. We took advantage of opportunities to meet with parents when they came to pick up students early.

2023-24
Identified Need

We have been successful in clearing absences by calling parents at various times of the day instead of mid day so we will continue to do that. We need to utilize extra clerk time during parent conferences to address chronic absences and to hold Habitual Truancy Conferences; many parents attend student conferences so we can accomplish both tasks at the same time. We need to have more attendance incentive days to motivate students to be at school every day on time; students are excited to participate so this should be come a more regular practice.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	46.1% Chronically Absent	-0.5%
	English Learners	39.8% Chronically Absent	
	Foster Youth		
	Homeless	65.5% Chronically Absent	

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	Socioeconomically Disadvantaged	49% Chronically Absent	
	Students with Disabilities	50% Chronically Absent	
	African American	67.7% Chronically Absent	
	American Indian		
	Asian	27.8% Chronically Absent	
	Filipino		
	Hispanic	48.4% Chronically Absent	
	Two or More Races	48% Chronically Absent	
	Pacific Islander		
	White	41.8% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	88.58%		92.47
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A		N/A
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A		N/A
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students	N/A	N/A
	English Learners	N/A	
	Foster Youth	N/A	
	Homeless	N/A	
	Socioeconomically Disadvantaged	N/A	

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	Students with Disabilities	N/A	
	African American	N/A	
	American Indian	N/A	
	Asian	N/A	
	Filipino	N/A	
	Hispanic	N/A	
	Two or More Races	N/A	
	Pacific Islander	N/A	
	White	N/A	

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	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Time for clerk to work on improving attendance rate and decrease chronic absenteeism.	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing African American, Hispanic, and White	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	1,800.00 700.00	School year 2024-2025

2.2	Purchase motivation tools and incentives to increase attendance and engagement. Provide students with resources, engaging programs, assemblies, and services to support student attendance and connectedness to the school community.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1,000 3,000	School year 2024-2025
2.3	Provide opportunities throughout the year to gather student voice and interests to support attendance and engagement.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			School year 2024-2025

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

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Annual Review

SPSA Year Reviewed: 2023-24

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 a variety of data including the District Climate Survey, student listening sessions, class discussions, observations, event attendance, PBIS referrals, SWIS, Talking Points messages, ELAC meeting input, SSC meeting input, and other informal data. As a staff, we scheduled data conversations in the first and second trimester; we also reviewed data and progress monitored at monthly staff meetings, as well as during our bi monthly PBIS team meetings.

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

Our use of both Talking Points and the SMORE Newsletter was helpful in delivering important information in various languages; this gave our EL families a means to connect with the school and communicate effectively because information was translated quickly.

Also our listening sessions and surveys were a way that gave all educational partners a voice and we were able to learn in real time what families, staff, and students felt were helping or what they would like to see happen. Our PBIS referrals provided data that helped our team make decisions that were targeted to meet the needs of each student; students received immediate feedback and support regarding the behavior. Our PBIS referrals also led to a more immediate approach to counseling and intervention services. Staff was inconsistent with rules and expectations on the playground and in other areas, leading to confusion among students.

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

We made changes to counseling and social skills groups, and Check In Check Out services based on our referral data. We also adjusted intervention groups based on the information provided through the referral and SST process. In addition, we ramped up our SEL instruction programs and PBIS reteaching efforts based on our referral data identifying areas of need; we purchased more SEL materials to support needed instruction and intervention. We facilitated supervision training to ensure that rules and expectations were clear in service of student safety. SEL materials were purchased to support all classes and not all classes were using the resources consistently. There are students who don't feel connected to a group or our school so we held informal listening sessions and asked them what they liked about our school and what they would like to see. There were a variety of answers and most students shared that they would like to have clubs at school and assemblies like Sami's Circuit or opportunities for more music and art. Families asked about activities such as like skate or movie nights, ice cream socials, jog-a-thons, and parent volunteering opportunities.

2023-24
Identified Need

In order to support our students and help them feel safe by providing appropriate supervision and reinforcing clear expectations. Our students and families should feel connected, and engaged so we need to provide community building experiences that encourage participation and inclusion. Another vital component in our desire to provide a nurturing and supportive climate is ensuring that we have available counseling services. Engaging and student friendly SEL materials and consistent instruction continue to help students communicate needs more effectively and give them tools and strategies to cope with the pressures of social interactions and academic demands. Activities and experiences such as assemblies, guest speakers, and clubs that are relevant and interesting to students will motivate them to attend school and fully engage in their learning opportunities. Families are a critical partner in student learning and growth; family nights that are engaging, educational, and geared toward building a positive school climate are needed to help build, nurture, and sustain those partnerships.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	0% suspended at least one day	-0.3%
	English Learners	0% suspended at least one day	

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	Foster Youth		
	Homeless	0% suspended at least one day	
	Socioeconomically Disadvantaged	0% suspended at least one day	
	Students with Disabilities	0% suspended at least one day	
	African American	0% suspended at least one day	
	American Indian		
	Asian	0% suspended at least one day	
	Filipino		
	Hispanic	0% suspended at least one day	
	Two or More Races	0% suspended at least one day	
	Pacific Islander		
	White	0% suspended at least one day	
Expulsion Rate: Percentage of students expelled from school.	0.00%		0.00%
Connectedness: Percentage of students who respond "agree"or "strongly agree" in Connectedness on the district climate survey.	69.4%		72%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	72.9%		75%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles	60%.		62%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
(e.g. School Site Council, ELAC, and PTO).		

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	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Promote student success, provide preventive services, and respond to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social development of all students. PC 35584/35585	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	22800 13258	2024-2025
3.2	Provide SEL PD, Resources, and Practices to support a positive and safe school climate.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,700	2024-2025

3.3	Provide supports and resources to develop, nurture, and sustain a positive school climate where student feel connected to the school and have a sense of belonging.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures Title I Part A Site Allocation 4000-4999: Books And Supplies	2,000 3,000	2024-2025
3.4	Support Family Engagement via Family Nights and other engagement opportunities.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	4,500	2024-2025
3.5	Organize and implement parent activities supporting	X All Students English Learners Low-Income Students Foster Youth	Title I Part A Parent Involvement	1,800 225	2024-2025

	specific projects, requirements and school-wide plans.	Lowest Performing	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	903	
3.6	Provide time for extra supervision to increase safety in support of a positive learning climate.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries LCFF Rec Aide Allocation 3000-3999: Employee Benefits	3433.00 500.00	2024-2025

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:
Student Achievement and Implementation of Standards

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
Provide small group differentiated designated ELD instruction to support student learning and close achievement gaps.		ELD Teacher	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits		
Provide small group differentiated intervention to support student learning and close achievement gaps.		Intervention Teacher (LREBG)	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits		

SCHOOL GOAL #2:
Student Engagement and Course Access

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

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

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
Provide supervision to increase safety in support of a positive learning climate		Campus Safety Monitor	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits		

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	$246,928.00
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	$290,061.00

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 Rec Aide Allocation	$3,933.00
LCFF Supplemental Site Allocation	$39,200.00
Title I Part A Parent Involvement	$2,928.00
Title I Part A Site Allocation	$244,000.00

Subtotal of state or local funds included for this school: $290,061.00

Total of federal, state, and/or local funds for this school: $290,061.00

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	39200	0.00
LCFF Rec Aide Allocation	3,933	0.00
Title I Part A Site Allocation	244000	0.00
Title I Part A Parent Involvement	2928	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	3,933.00
LCFF Supplemental Site Allocation	39,200.00
Title I Part A Parent Involvement	2,928.00
Title I Part A Site Allocation	244,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	151,040.00
2000-2999: Classified Personnel Salaries	7,033.00
3000-3999: Employee Benefits	57,799.00
4000-4999: Books And Supplies	52,603.00
5000-5999: Services And Other Operating Expenditures	11,586.00
5800: Professional/Consulting Services And Operating Expenditures	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	3,433.00

3000-3999: Employee Benefits	LCFF Rec Aide Allocation	500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	1,800.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	700.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	22,700.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	10,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	1,800.00
3000-3999: Employee Benefits	Title I Part A Parent Involvement	225.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	903.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	151,040.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	56,374.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	29,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	7,586.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	228,442.00
Goal 2	6,500.00
Goal 3	55,119.00

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
Marques Mason	Parent or Community Member
Brittany Burkman	Parent or Community Member
Christina Aguirre	Parent or Community Member
Caroline Donham	Parent or Community Member
Victoria Barberini	Parent or Community Member
Sean Owens	Classroom Teacher
Kristine Miller	Classroom Teacher
Jay Myers	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 May 28, 2024.

Attested:

Mary Cardoso	Principal, Mary Cardoso on May 28, 2024
Alison Jones	SSC Chairperson, Alison Jones on May 28, 2024

Budget By Expenditures

Charles Peck Elementary School

Funding Source: LCFF Rec Aide Allocation   **$3,933.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide time for extra supervision to increase safety in support of a positive learning climate.	2000-2999: Classified Personnel Salaries	$3,433.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	$500.00	Engaging Academic Programs	

LCFF Rec Aide Allocation Total Expenditures:	$3,933.00
LCFF Rec Aide Allocation Allocation Balance:	$0.00

Funding Source: LCFF Supplemental Site Allocation   **$39,200.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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	
Provide ELA and Math Supplemental Materials and Resources to improve achievement and outcomes for all students.	4000-4999: Books And Supplies	$7,000.00	Connected School Communities	

Provide resources, supplemental materials to support both Designated and Integrated ELD instruction using GLAD lessons and strategies and other researched based ELD learning opportunities.	4000-4999: Books And Supplies	$10,000.00	Connected School Communities
Provide Technology and resources to support student learning such as but not limited to licenses and equipment.	5800: Professional/Consulting Services And Operating Expenditures	$8,000.00	Connected School Communities
	5000-5999: Services And Other Operating Expenditures	$1,000.00	Connected School Communities
Time for clerk to work on improving attendance rate and decrease chronic absenteeism.	2000-2999: Classified Personnel Salaries	$1,800.00	Healthy Environments for Social-Emotional Growth
Purchase motivation tools and incentives to increase attendance and engagement. Provide students with resources, engaging programs, assemblies, and services to support student attendance and connectedness to the school community.	4000-4999: Books And Supplies	$1,000.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	$700.00	Healthy Environments for Social-Emotional Growth
	5000-5999: Services And Other Operating Expenditures	$3,000.00	Healthy Environments for Social-Emotional Growth
	4000-4999: Books And Supplies	$2,000.00	Connected School Communities
Provide SEL PD, Resources, and Practices to support a positive and safe school climate.	4000-4999: Books And Supplies	$2,700.00	Engaging Academic Programs
Provide supports and resources to develop, nurture, and sustain a positive school climate where student feel connected to the school and have a sense of belonging.	5800: Professional/Consulting Services And Operating Expenditures	$2,000.00	Engaging Academic Programs

Charles Peck Elementary School

LCFF Supplemental Site Allocation Total Expenditures:	$45,073.00	
LCFF Supplemental Site Allocation Allocation Balance:	$0.00	

Funding Source: Title I Part A Parent Involvement $2,928.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	3000-3999: Employee Benefits	$225.00	Engaging Academic Programs	
	4000-4999: Books And Supplies	$903.00	Engaging Academic Programs	
Organize and implement parent activities supporting specific projects, requirements and school-wide plans.	2000-2999: Classified Personnel Salaries	$1,800.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures:	$2,928.00	
Title I Part A Parent Involvement Allocation Balance:	$0.00	

Funding Source: Title I Part A Site Allocation $244,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide small group differentiated intervention to support student learning and close achievement gaps. PC 30931	1000-1999: Certificated Personnel Salaries	$121,000.00	Connected School Communities	
	3000-3999: Employee Benefits	$13,258.00	Engaging Academic Programs	
	4000-4999: Books And Supplies	$3,000.00	Engaging Academic Programs	

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
	5000-5999: Services And Other Operating Expenditures	$1,000.00	Clear Pathways to Bright Futures
Support Family Engagement via Family Nights and other engagement opportunities.	5000-5999: Services And Other Operating Expenditures	$4,500.00	Engaging Academic Programs
	4000-4999: Books And Supplies	$2,000.00	Connected School Communities
Promote student success, provide preventive services, and respond to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social development of all students. PC 35584/35585	1000-1999: Certificated Personnel Salaries	$22,800.00	Engaging Academic Programs
	3000-3999: Employee Benefits	$1,793.00	Connected School Communities
	5000-5999: Services And Other Operating Expenditures	$3,086.00	Connected School Communities
	3000-3999: Employee Benefits	$41,323.00	Connected School Communities
	4000-4999: Books And Supplies	$18,000.00	Connected School Communities

Charles Peck Elementary School

Provide release time for data conversations to analyze data, research best practices, plan differentiated instruction, monitor progress to improve achievement and outcomes for all students.	1000-1999: Certificated Personnel Salaries	$7,240.00	Connected School Communities
Provide Professional Development opportunities, including staff book studies, to improve achievement and outcomes for all students in ELA, ELD, and Math.	4000-4999: Books And Supplies	$6,000.00	Connected School Communities

Title I Part A Site Allocation Total Expenditures: $248,000.00

Title I Part A Site Allocation Allocation Balance: $0.00

Charles Peck Elementary School Total Expenditures: $299,934.00