



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	May 15, 2025	June 24,2025

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).

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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

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)			11	3.8%		12.36%

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
306	71.2%	21.6%	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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	66	21.6%
Foster Youth	1	0.3%
Homeless	14	4.6%
Socioeconomically Disadvantaged	218	71.2%
Students with Disabilities	69	22.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	27	8.8%
American Indian	0	0.0%
Asian	22	7.2%
Filipino	1	0.3%
Hispanic	100	32.7%
Two or More Races	24	7.8%
Pacific Islander	5	1.6%
White	127	41.5%

School and Student Performance Data

Overall Performance






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2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Orange</div>	<div>Chronic Absenteeism</div> <div> Yellow</div>	<div>Suspension Rate</div> <div> Orange</div>
<div>Mathematics</div> <div> Orange</div>		
<div>English Learner Progress</div> <div> Orange</div>		

School and Student Performance Data

Academic Performance English Language Arts

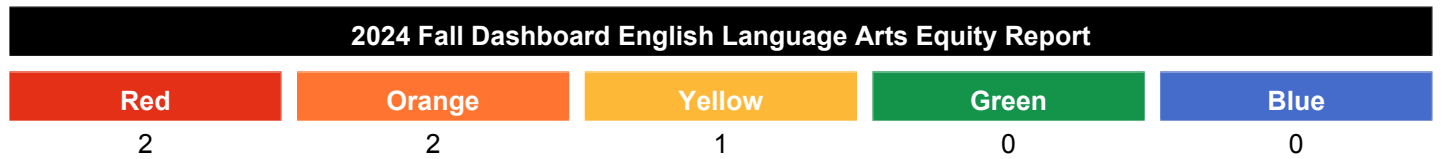
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>61.1 points below standard</div> <div>Declined 5.5 points</div> <div>152 Students</div>	<div>English Learners</div> <div></div> <div>Red</div> <div>81.3 points below standard</div> <div>Declined 5.1 points</div> <div>36 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>9 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>67.3 points below standard</div> <div>Maintained 1.9 points</div> <div>124 Students</div>

Students with Disabilities  Orange 91.2 points below standard Increased 14.4 points 46 Students	African American  No Performance Color 133.6 points below standard Declined 12.7 points 12 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 9 Students	Filipino  No Performance Color 0 Students	Hispanic  Red 78.9 points below standard Declined 25.9 points 58 Students
Two or More Races  No Performance Color Less than 11 Students 9 Students	Pacific Islander  No Performance Color Less than 11 Students 3 Students	White  Yellow 37.8 points below standard Increased 18.5 points 61 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.

ELA performance data reveals that students at our site scored an average of 61.1 points below the standard on the California Assessment of Student Performance and Progress (CAASPP), reflecting a 5.5-point decline from the previous year. Notably, English Learners and Hispanic students were the lowest-performing subgroups, both scoring within the red performance band. English Learners demonstrated a performance gap of 81.3 points below standard with a 5.1-point decline, while Hispanic students scored 78.9 points below standard with a significant 25.9-point decrease. Students identified as Low Socioeconomic Status (SES) also underperformed, scoring 67.3 points below the standard (orange performance level), maintaining their previous year’s level. In contrast, Students with Disabilities made a 14.4-point gain (91.2 points below standard), and White students showed an 18.5-point improvement (37.8 points below standard).

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Several contributing factors impacted student performance in ELA. Students continued to exhibit diminished academic stamina and motivation as they transitioned from pandemic-related disruptions. A substantial number of students lacked foundational literacy, oral language development, and critical thinking skills necessary to meet grade-level expectations. Additionally, many families were unable to provide academic support at home due to limited English proficiency, literacy barriers, and lack of access to educational materials. Chronic absenteeism further hindered consistent instructional access and academic progress. In response, staff identified and addressed areas for professional growth by engaging in training such as LETRS and professional development focused on writing instruction. Recognizing writing as a sitewide need, teachers participated in training that emphasized student writing samples and the use of writing to inform instruction. Although all staff have been trained in GLAD strategies, consistent

implementation remains an area for growth, particularly to support our English Learners and low language learners. Although teachers were able to engage in data conversations during the year, it had been a considerable amount of time since such structured collaboration had occurred. As a result, time was dedicated to refining the process to ensure that data discussions were focused, productive, and actionable. These efforts aimed to build teacher capacity in using multiple data sources to inform instruction, identify students for intervention, and monitor progress effectively. This work led to the establishment of common agreements to prioritize ongoing data-driven dialogue to guide instruction, intervention grouping, and progress monitoring. While Benchmark is the adopted ELA curriculum, persistent gaps in foundational literacy—particularly phonemic awareness and phonics—necessitate supplemental instruction. While Tier 1 instruction is in place, it does not fully address the foundational needs of all students, especially English Learners and those with limited early literacy exposure. Designated ELD is inconsistently implemented across classrooms, despite the growing population of newcomers requiring robust, daily language development instruction.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

To improve ELA outcomes and accelerate student growth, the school is committed to implementing a series of strategic actions and securing the necessary resources to support these efforts. A key priority is to sustain and expand intervention services by strengthening Tier 2 supports. This will include providing targeted small group instruction facilitated by additional paraprofessionals or intervention staff, ensuring that students who are below grade level receive individualized support aligned to their specific learning needs. Recognizing that the Benchmark curriculum does not fully address gaps in foundational literacy, particularly in phonemic awareness and decoding, the school plans to supplement instruction with structured phonics-based programs such as UFLI or Heggerty. These resources will help address early literacy skill deficits and better prepare students for grade-level reading expectations. Ongoing professional development is another critical component of the school's improvement strategy. Staff will engage in continued training aligned with the Science of Reading, effective writing instruction, language acquisition strategies, and designated ELD practices such as EL Achieve and GLAD. These trainings will be accompanied by follow-up support to ensure effective implementation in the classroom. In order to meet the needs of English Learners, the school will ensure that designated ELD is consistently embedded into the daily master schedule. This will enable EL students receive dedicated language instruction that aligns with state requirements and best practices for language development. To strengthen connections between home and school, the school will continue to provide take-home readers to students with limited access to books outside of school. Additionally, family engagement will be supported through the continued use of multilingual communication platforms such as TalkingPoints, which help bridge language barriers and encourage family involvement in literacy development. Recognizing the value of collaboration, the school will allocate dedicated release time for teachers to engage in data analysis, instructional planning, and intervention design. These collaborative planning sessions will empower teachers to identify learning gaps, monitor student achievement.

School and Student Performance Data

Academic Performance Mathematics

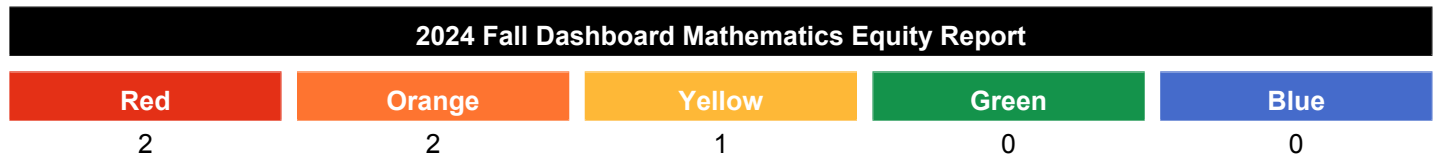
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>83.0 points below standard</div> <div>Maintained 2.1 points</div> <div>157 Students</div>	<div>English Learners</div> <div></div> <div>Red</div> <div>102.3 points below standard</div> <div>Declined 6.1 points</div> <div>41 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>10 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>91.4 points below standard</div> <div>Maintained 2.1 points</div> <div>129 Students</div>

Students with Disabilities  Orange 95.6 points below standard Increased 18.7 points 46 Students	African American  No Performance Color 107.3 points below standard Increased 31.5 points 12 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 9 Students	Filipino  No Performance Color 0 Students	Hispanic  Red 97.9 points below standard Declined 5.1 points 60 Students
Two or More Races  No Performance Color Less than 11 Students 9 Students	Pacific Islander  No Performance Color Less than 11 Students 3 Students	White  Yellow 63.1 points below standard Increased 8.3 points 64 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.

Math performance data indicates that students at our site scored an average of 83.0 points below the standard on the California Assessment of Student Performance and Progress (CAASPP), maintaining the same level as the previous year. The English Learner (EL) and Hispanic student groups were the lowest-performing subgroups, both falling within the red performance category on the California Dashboard. EL students scored 102.3 points below the standard, reflecting a 6.1-point decline, while Hispanic students scored 97.9 points below the standard, with a 5.1-point decrease. Students identified as Low Socioeconomic Status (Low SES) scored 95.6 points below standard and remained in the orange performance level, though they showed a notable 18.7-point improvement from the previous year. Similarly, Students with Disabilities remained in the orange category, scoring 91.4 points below standard with no change from the prior year. White students, while not meeting the standard, demonstrated growth with a score of 63.1 points below standard and an 8.3-point increase from the previous year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on the past year, several challenges and contributing factors were identified that impeded student growth in mathematics. Many students continued to experience low stamina and motivation following the disruptions of the pandemic. Foundational gaps in mathematical understanding and problem-solving skills made it difficult for students to engage meaningfully with the rigorous, standards-aligned curriculum. In addition, limited access to academic support and math-related resources at home further contributed to difficulties in completing homework and reinforcing classroom learning. Chronic absenteeism also remained a concern, as inconsistent attendance limited students' access to instruction and intervention. In response, the staff engaged in professional learning to build instructional capacity. Several teachers participated in Add+VantageMR (AVMR) training—a four-day course focused on dynamic, diagnostic

assessments in number sense and computational strategies. This training helped staff refine their instructional practices and build the capacity to deliver more targeted, engaging, and effective lessons. Staff also expressed the need for additional professional development in mathematics to continue improving their instructional techniques and close existing learning gaps. Although teachers participated in data conversations throughout the year, it became evident that the school needed to re-establish structures and expectations around these discussions. Time was invested in refining the process to make data analysis more meaningful, enabling staff to examine multiple data points, identify student needs, form intervention groups, design robust instructional plans, and monitor progress for instructional adjustments. These improvements were guided by the belief that all students can succeed when provided with high-quality instruction, targeted interventions, and appropriate support.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

To address the challenges in math achievement and promote student growth, several strategic actions and resources will be prioritized. The school will continue consistent use of adaptive learning platforms such as iReady and Reflex Math to offer differentiated, individualized learning experiences. Instructional Assistants (IAs) will support small group instruction, providing targeted attention to students who need intensive intervention. Differentiated lessons will be developed and delivered based on ongoing formative assessments, and student progress will be regularly monitored to inform instructional changes. Professional development will remain a cornerstone of this work, with training opportunities provided to enhance teachers' math instruction, particularly for those working with the lowest-performing students. A full-time intervention teacher will be maintained to support our most at-risk learners, offering targeted instruction and consistent progress monitoring. To extend learning beyond the classroom, take-home math resources will be provided, especially for students in the lowest-performing subgroups. These materials will help reinforce skills at home and provide families with accessible tools to support their children's learning. Additionally, the school will offer parent education opportunities to help families understand grade-level math standards and expectations, and equip them with strategies to assist their children at home. Finally, dedicated release time will be provided for teachers to engage in collaborative data conversations. These sessions will allow staff to review student data in depth, plan responsive instruction, coordinate interventions, and ensure alignment with schoolwide goals. By implementing these targeted strategies and committing to continuous improvement, the school aims to close achievement gaps, increase math proficiency, and create an inclusive, supportive learning environment where all students can thrive.

School and Student Performance Data



Academic Performance English Learner Progress

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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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 No Performance Color
47.8% making progress.	making progress.
Number Students: 46 Students	Number Students: 0 Students

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.

2024 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
17.4%	30.4%	0%	45.7%

Lowest Performing Group:

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

According to the California Dashboard, 47.8% of English Learners (ELs) at our site made progress toward English language acquisition, with 45.7% of students advancing by at least one ELPI level. However, 17.4% of students declined by one ELPI level, which represents a significant concern. Additionally, a notable portion of students remained at ELPI Levels 1, 2L, 2H, 3L, or 3H without showing measurable growth. These patterns underscore the need for intensified strategies to both accelerate progress and prevent regression, ensuring all EL students move steadily toward English proficiency and reclassification.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Upon reflection, several instructional challenges emerged that contributed to these outcomes. One significant factor was the inconsistent use of GLAD (Guided Language Acquisition Design) strategies across classrooms. Although staff had previously received training, the practical application of these strategies—such as the use of visuals, sentence frames, prompts, and modeling—was not implemented with consistency. This inconsistency limited students’ opportunities to acquire and apply academic vocabulary, reducing their ability to fully engage with grade-level content and participate meaningfully in classroom discussions. Additionally, inconsistencies were observed in the delivery of both Designated and Integrated English Language Development (ELD) instruction. Varying levels of teacher

understanding regarding the purpose and structure of each type of ELD led to uneven implementation across the site. This created gaps in instructional quality and access for EL students, who depend on both designated time and integrated supports throughout the day to develop language proficiency. As a result, EL students did not receive equitable, high-quality language instruction needed to support their academic progress. In light of these findings, the need for targeted professional learning became evident. Teachers require deeper understanding and clearer guidance on the differences between Designated and Integrated ELD instruction, as well as support in embedding effective language acquisition strategies into their daily practice. Professional development focused on GLAD, EL Achieve, and other evidence-based strategies will help build staff capacity and ensure consistent, high-quality language support across classrooms.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

To address these needs, we will prioritize the consistent and intentional use of GLAD and other language acquisition strategies in lesson planning and delivery. These approaches will be integrated across subject areas to provide EL students with opportunities to develop academic vocabulary, engage in oral language practice, and collaborate with peers in structured, low-risk environments such as turn-and-talks and small group discussions. Embedding language development into content instruction will not only support comprehension but also encourage student confidence and participation. We will also explore additional language acquisition materials and structured lessons to enhance both Designated and Integrated ELD instruction. These resources will support teachers in delivering differentiated, standards-aligned instruction that meets the diverse linguistic needs of our EL students. Furthermore, professional learning opportunities will continue to expand. In the 2024-2025 school year, four staff members partnered with the district EL department to refine their GLAD practices, and several others attended EL Achieve training. More staff members are scheduled to attend future training sessions to deepen their understanding of effective ELD instruction. Significantly, our ELD teacher's position will expand from a 0.5 FTE to a 1.0 FTE next year in response to the growing EL population. This increase will allow for greater instructional support, more targeted language interventions, and improved collaboration between the ELD teacher and classroom teachers. With additional capacity, the ELD teacher will help build consistency in ELD instruction schoolwide and provide ongoing coaching and support. By focusing on professional learning, increasing the capacity of our ELD support staff, and ensuring consistency in the implementation of language acquisition strategies, we are committed to improving EL student outcomes. These efforts will ensure that all English Learners have equitable access to rigorous instruction, meaningful engagement opportunities, and the language development support necessary for long-term academic success.

School and Student Performance Data

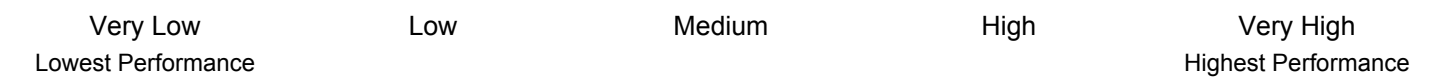
Academic Performance College/Career Report

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

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.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

27.3% Chronically Absent

Declined 18.8

337 Students

English Learners



Orange

21.4% Chronically Absent

Declined 18.3

84 Students

Long-Term English Learners



No Performance Color

0 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

1 Student

Homeless



No Performance Color

45% Chronically Absent

Declined 20.5

20 Students

Socioeconomically Disadvantaged












Yellow

29.2% Chronically Absent

Declined 19.8

274 Students

Students with Disabilities  Orange 31% Chronically Absent Declined 19 87 Students	African American  No Performance Color 44.8% Chronically Absent Declined 22.9 29 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 16.7% Chronically Absent Declined 11.1 30 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Hispanic  Orange 30.5% Chronically Absent Declined 17.9 105 Students
Two or More Races  No Performance Color 25% Chronically Absent Declined 23 28 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	White  Orange 23% Chronically Absent Declined 18.8 139 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.

According to the most recent California Dashboard data, the overall chronic absenteeism rate at our site was 27.3%, reflecting a significant 18.8 percentage point improvement from the prior year. This indicates that sitewide efforts to address attendance have yielded progress. However, several student groups continue to experience elevated levels of chronic absenteeism. While no subgroups are in the “lowest performing” category, multiple groups—including Students with Disabilities, English Learners, Hispanic students, and White students—fall within the orange performance level, signaling persistent attendance challenges. Notably, African American students had the highest chronic absenteeism rate at 44.8%, though this group also saw a 22.9 percentage point decrease compared to the previous year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on the past year, several factors were identified that contributed to improvements as well as continued areas of concern. Increased awareness and sitewide messaging about the importance of daily attendance, along with enhanced communication efforts, contributed to the reduction in chronic absenteeism. However, inconsistent follow-through, limited staffing, and communication barriers with some families hindered our ability to sustain and deepen this progress across all student groups. A major challenge remains the lack of personal connection and follow-up with families of chronically absent students. While many teachers and support staff attempted outreach, the absence of a structured, multi-tiered system for intervention limited our capacity to address root causes of absenteeism. Moreover, language barriers, limited transportation, housing instability, and illness were commonly cited reasons for student absences—particularly among our most vulnerable populations.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

To address ongoing challenges related to chronic absenteeism and build upon the progress made over the past year, our site must implement a set of targeted strategies that make full use of existing staff and structures. While budget limitations prevent the addition of new personnel, we recognize the need to leverage our current system of support—including the attendance clerk, administrator, social worker, and office staff—in a more coordinated and productive manner. One key area of focus is enhancing the roles and collaboration of current staff to ensure consistent and timely follow-up with families of chronically absent students. By aligning responsibilities across our support team, we can increase outreach efforts, strengthen relationships with families, and connect them to services that address underlying barriers to attendance. Our clerk and office staff can assist with monitoring attendance data and initiating early communication, while the administrator and social worker can engage in more personalized follow-up and problem-solving conversations with families. Communication remains a vital tool in this effort. We will continue to utilize and expand the use of multilingual platforms such as TalkingPoints to engage families in their home language, provide reminders, and share strategies for maintaining regular attendance. In addition, we will offer targeted family engagement opportunities such as workshops or informational sessions that highlight the importance of attendance and offer practical support for overcoming common challenges. Proactive, schoolwide strategies will also continue, including incentive and recognition programs such as attendance awards, classroom-based celebrations, and individual student attendance goals. These efforts help cultivate a positive culture around attendance and motivate students to prioritize daily participation. We also need to continue building on effective interventions such as Attendance Academy, which has proven valuable in promoting school connectedness and fostering a sense of belonging among students. This initiative helps students and families feel seen and supported, showing them that there are caring adults at school who are invested in their success. When students feel valued and connected to the school community, they are more likely to be motivated to attend consistently. To ensure students receive timely and appropriate support, we will strengthen our Multi-Tiered System of Support (MTSS) for attendance. This includes identifying at-risk students early, assigning appropriate interventions, and coordinating the efforts of teachers, office staff, and support personnel. When necessary, the social worker and administrator will conduct home visits or schedule in-person meetings to understand individual family circumstances and offer tailored support. Finally, we will establish consistent opportunities for staff to analyze attendance data, identify trends across student groups, and develop action plans to respond to emerging needs. By embedding data review into our regular systems, we can ensure that attendance is continually monitored and that responsive interventions are implemented with fidelity. While financial constraints limit our ability to hire additional staff, we are committed to maximizing the impact of our existing team and systems. Through more effective collaboration, consistent communication, interventions like Attendance Academy, and data-informed decision-making, we aim to reduce chronic absenteeism and ensure that all students are present, engaged, and positioned for academic success.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 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.

2024 Fall Dashboard Graduation Rate 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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Conditions & Climate Suspension Rate

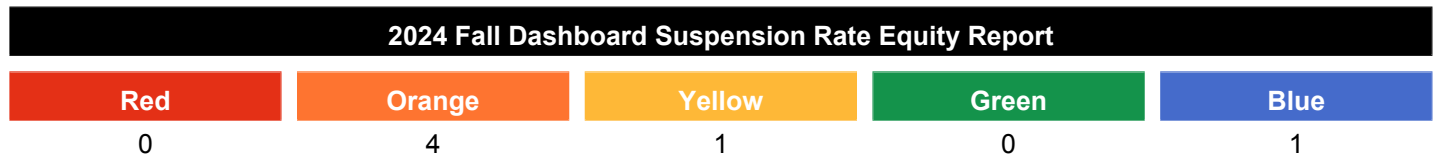
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>1.1% suspended at least one day</div> <div>Increased 1.1%</div> <div>351 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>86 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>4.5% suspended at least one day</div> <div>Increased 4.5%</div> <div>22 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>1.4% suspended at least one day</div> <div>Increased 1.4%</div> <div>285 Students</div>

Students with Disabilities  Orange 1.1% suspended at least one day Increased 1.1% 89 Students	African American  Orange 3.3% suspended at least one day Increased 3.3% 30 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 33 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Hispanic  Orange 1.8% suspended at least one day Increased 1.8% 110 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 28 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	White  Yellow 0.7% suspended at least one day Increased 0.7% 144 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.

Suspension data for the current school year indicates that 1.1% of students were suspended at least once, reflecting a rise from zero suspensions the previous year. This increase translates to four students suspended out of a total enrollment of 351. When disaggregated by subgroup, English Learners (n=86) had a 0% suspension rate, while Low Socioeconomic Status (Low SES) students (n=285) represented the highest group impacted, with 1.4% (4 students) suspended. Among Students with Disabilities (n=89), 1 student (1.1%) received a suspension. Hispanic students (n=110) had a 1.8% suspension rate (1 student), while White students (n=144) had a 0.7% rate (1 student). Notably, Homeless students (n=22) and African American students (n=30) experienced higher rates at 4.5% (1 student) and 3.3% (1 student), respectively, despite their small group sizes. In addition to suspension data, behavior incidents were tracked through SWIS, which recorded a total of 273 Behavior Information Forms during the reporting period. Of these, 131 incidents were classified as major, and 142 as minor. The vast majority of referrals—137 out of 273—involved male students, compared to 24 referrals for females. A grade-level breakdown revealed that the highest number of incidents occurred in fourth grade (95), followed by third grade (76), second grade (42), first grade (39), fifth grade (18), and kindergarten (3). Incidents most frequently occurred on the playground (93), followed by the classroom (81), PE (35), Art (23), cafeteria (16), restroom (16), and other locations (9). The most common behavior types included physical aggression/contact (108), disrespect (57), inappropriate language (50), defiance (17), property misuse/damage (20), theft (9), disruption (5), and other (19).

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on the year, it is clear that while the overall number of suspensions remains low, disparities exist among specific subgroups—particularly Homeless and African American students—and warrant close attention. The rise in

suspensions after a year of zero occurrences also signals a need to revisit our Tier 1 behavior systems and ensure consistent implementation of proactive supports across all grade levels. The high volume of playground and classroom incidents, especially in grades 3 and 4, suggests that these environments and student cohorts may require additional behavioral and social-emotional support. Staff identified a need to reinforce universal expectations and routines while also increasing access to Tier 2 interventions for students showing ongoing behavioral challenges. While PBIS strategies are in place, their application has been inconsistent across grade levels, especially in areas outside the classroom, such as recess and special rotations. The use of behavior forms has helped track trends, but time for regular review and follow-up planning is limited due to staffing and scheduling constraints.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

To address suspension and behavior challenges, a coordinated and strategic approach utilizing current resources and systems is essential. A primary area of focus will be the reinforcement of Tier 1 Positive Behavior Supports. This includes strengthening the implementation of PBIS expectations and routines across all school environments—classrooms, playgrounds, hallways, and specialist settings—to ensure consistency among staff and clarity for students. Re-establishing common language and proactive reinforcement strategies will help create a more predictable and supportive environment schoolwide. To further support student behavioral success, ongoing professional development for staff will be prioritized. This training will focus on proactive classroom management strategies, de-escalation techniques, and trauma-informed practices, equipping staff to address student behavior with empathy and consistency. Providing teachers with the tools and strategies they need to support all students—particularly those with persistent behavioral challenges—will increase instructional time and reduce the need for exclusionary discipline. Social-emotional learning (SEL) integration will also continue to be a key element of our behavior support system. Through consistent implementation of SEL curriculum, morning meetings, and reflection practices, students will have regular opportunities to develop self-awareness, relationship skills, and emotional regulation. Embedding these lessons throughout the day will promote a more connected and emotionally safe learning environment. In addition to strengthening universal supports, we will expand access to Tier 2 interventions for students with repeated behavioral challenges. This includes utilizing our existing counseling staff to implement check-in/check-out systems, facilitate targeted small groups, and develop individualized behavior support plans for students requiring more intensive assistance. These supports will ensure that students receive timely interventions before behaviors escalate. We also recognize the need to use behavior data more intentionally to inform planning and interventions. By dedicating collaboration time for staff to review trends—such as high-frequency locations, behaviors, or students—we can adjust supervision, tailor supports, and implement changes that address root causes. Data-informed decision-making will strengthen our ability to respond quickly and effectively to emerging behavior concerns. Given that the highest number of referrals occurred in third and fourth grades, we will develop targeted support plans for these grade levels. These may include additional SEL lessons, enhanced adult supervision during unstructured times, and grade-level collaboration to implement consistent expectations and consequences. Finally, family engagement will be essential in promoting positive behavior and reducing suspensions. Strengthening communication with families around behavior expectations, support systems in place, and how they can partner with the school to reinforce strategies at home will increase consistency for students and build a shared sense of responsibility. While the overall suspension rate remains low, the increase in suspensions this year and the volume of behavior incidents—particularly among specific student groups and grade levels—demonstrate the need for a more structured and intentional schoolwide approach. By reinforcing expectations, expanding SEL and Tier 2 supports, building staff capacity, and partnering with families, we aim to reduce major incidents and foster a safe, inclusive, and supportive school climate for all 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: 2024-25

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 multiple data sources to monitor student progress throughout the year. Baseline data was established using CAASPP results, Beginning-of-Year Text Levels, and the Fall iReady Diagnostic. Text Levels were monitored weekly through guided reading groups, with running records used regularly as part of instruction. iReady growth was tracked through the Winter Diagnostic and through weekly reports that monitored lesson completion and student usage. Additional formative and summative data from Benchmark, enVision, Dibels, ESGI, and writing assessments were reviewed during regular instructional planning. ELPAC data was also used to guide designated ELD support, identifying which students would work with the ELD teacher and which would receive support within the classroom setting.

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

Through our ongoing cycles of inquiry, structured data conversations, and systematic progress monitoring, we observed that students who received differentiated classroom instruction and participated in intervention services demonstrated measurable academic growth. These collaborative data analysis sessions allowed staff to identify learning gaps, form targeted instructional groupings, and adjust lesson plans based on student performance. This responsive instructional approach led to positive academic outcomes, particularly for students engaged in regular intervention and supplemental support. English Learners receiving targeted instruction from our ELD teacher showed consistent gains in language development. These improvements were supported by the expansion of staff expertise through participation in EL Achieve training, which deepened understanding of effective language development practices. Additionally, the integration of instructional tools such as Raz-Kids for leveled reading, Heggerty Phonemic Awareness, and Lexia for foundational literacy further enhanced student access to appropriate content and skill development. Staff participation in LETRS, UFLI, and DIBELS training also contributed to improved instruction in early literacy and assessment practices. ESGI was particularly effective in assessing reading readiness and guiding responsive small group instruction. Students who consistently utilized iReady made significant gains in both reading and math. However, the inconsistent implementation of iReady across grade levels limited its full potential. Variability in engagement levels, use of alternative platforms, and inconsistent monitoring practices contributed to this inconsistency. Additionally, students struggling with reading fluency, comprehension, and mathematical problem-solving continued to require more intensive support and strategic resources to meet grade-level expectations.

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

In response to these findings, we implemented several instructional modifications to better support student learning. These included the adoption of Explode the Code as an additional tool for intervention and differentiation, and the use of practices such as reading test questions aloud to the whole class to model critical thinking and increase vocabulary awareness. We also implemented accommodations such as extended time for assignments, translation of key materials for newcomers, and the use of anchor charts to reinforce skill development and language acquisition. To further support academic language development, teachers incorporated sentence frames and starters to help low-language learners access and produce academic discourse. Our intervention model became more dynamic as we refined groupings based on updated data, allowing for students to exit interventions as they met their goals and identifying others who required ongoing support. Additional platforms like Read Naturally and Reflex Math were introduced to improve fluency in both reading and math, aligning closely with individual student needs. The data also revealed inconsistencies in the delivery of differentiated instruction across classrooms. This prompted a renewed, schoolwide focus on small group instruction as a key strategy for meeting diverse student needs. The shift prioritized flexible groupings, peer collaboration, and tailored instructional approaches driven by multiple data points, with the goal of increasing student engagement and academic growth. Looking ahead, we recognize the continued need for professional development to ensure that all staff are equipped with the instructional strategies, content knowledge, and differentiation techniques necessary to support the full range of learners. Building staff capacity through targeted training will help ensure that interventions, small group instruction, and progress monitoring are implemented with fidelity across all grade levels. Our commitment to data-driven decision-making, responsive instructional planning, and ongoing staff development remains central to our efforts to improve outcomes for all students, especially those performing below grade level or facing language and learning challenges.

2025-26 Identified Need

Analysis of student performance data reveals a continued need to provide targeted intervention services for students not meeting grade-level standards. These supports are critical to address persistent achievement gaps and ensure all students have access to equitable learning opportunities. A key area of focus is the enhancement of language acquisition strategies, particularly to support English Learners (EL) and Students with Disabilities (SWD), who require intentional scaffolds to accelerate their language development and access to core academic content. Differentiated instruction across all classrooms is also essential to meet the diverse academic needs and achievement levels present in the student population. There is a demonstrated need for increased access to leveled books for both classroom use and take-home reading, which will promote literacy proficiency through regular, structured reading practice. In addition, supplemental materials and resources in literacy, mathematics, and language development are necessary to build foundational fluency and comprehension skills. These materials should also support the development of higher-order thinking, critical reasoning, and problem-solving strategies to prepare students for complex academic tasks. To ensure effective instructional planning and responsive teaching, structured teacher release time for data analysis and collaborative data conversations is essential. These opportunities enable educators to monitor student progress, identify instructional needs, and design targeted interventions that drive improved student outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	61.1 points below standard	+3 scale score points
	English Learners	81.3 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	67.3 points below standard	
	Students with Disabilities	91.2 points below standard	
	African American	133.6 points below standard	
	American Indian		
	Asian		
	Filipino		
	Hispanic	78.9 points below standard	
	Two or More Races		
	Pacific Islander		

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	White	37.8 points below standard	
Math State Assessment: Change in scale score	All Students	83.0 points below standard	+3 scale score points
	English Learners	102.3 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	91.4 points below standard	
	Students with Disabilities	95.6 points below standard	
	African American	107.3 points below standard	
	American Indian		
	Asian		
	Filipino		
	Hispanic	97.9 points below standard	
	Two or More Races		
	Pacific Islander		
	White	63.1 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	47.8%		+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	12.36%		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 PC 30931	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing Hispanic	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	129,000 44,420	School year 2025-2026
1.2	Provide ELA and Math Supplemental Materials and Resources to improve achievement and outcomes for all students. Provide books for classroom instruction, libraries, and at home libraries.	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	12,400 5,908	School year 2025-2026
1.3	Provide resources,	All Students X English Learners	LCFF Supplemental	5,000	School year 2025-2026

	supplemental materials to support both Designated and Integrated ELD instruction using GLAD lessons and strategies and other researched based ELD learning opportunities.	Low-Income Students Foster Youth Lowest Performing	Site Allocation 4000-4999: Books And Supplies		
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	7,200 1,800	School year 2025-2026
1.5	Provide Professional Development opportunities, including staff book studies and instructional platforms, to improve achievement and	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,500	School year 2025-2026

	outcomes for all students in ELA, ELD, and Math.				
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	8,000	School year 2025-2026

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: 2024-25

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?

Throughout the 2024–2025 school year, our site engaged in ongoing monitoring and analysis of student attendance using multiple data sources and contact strategies. Weekly data was reviewed through master absence lists and chronic absenteeism reports generated from Q, allowing staff to track individual and group-level attendance trends. In addition, monthly classroom attendance was analyzed to recognize classes with the highest attendance rates, further promoting a culture of accountability and motivation among students and teachers.

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

Our 2024–2025 analysis revealed that while overall chronic absenteeism improved, we still had some work to do to reach our goals. This demonstrates that chronic absenteeism is a widespread issue requiring universal and targeted supports across all student populations. Efforts to call parents midday to clear absences were largely ineffective. In contrast, using multiple contact methods—

such as early morning calls, afternoon outreach, emails, and multilingual TalkingPoints messages—proved more effective in communicating with families. Staff also took advantage of in-person opportunities, such as drop-off, early pick-up, and parent-teacher conferences, to discuss attendance concerns and reinforce expectations. Reminders about the school start time and warning bell helped reduce tardiness. The implementation of a before-school iReady Breakfast Club encouraged students to arrive on time, adding a positive and motivational component to the morning routine. However, Habitual Truancy Conferences were difficult to schedule, as families often did not respond to outreach attempts. While staff persisted in their efforts and documented each attempt, the lack of response limited the impact of this strategy. A significant missed opportunity was the lack of monthly dedicated time to analyze attendance data and identify students requiring intervention. In prior years, site leadership met regularly with an Attendance Improvement Program (AIP) representative, which allowed for early identification and collaborative response. The absence of this structure in 2024–2025 hindered timely intervention planning. We piloted Attendance Academy with a small group of students, which proved effective in increasing motivation and school belonging. The program provided mentorship, targeted incentives, and adult support, fostering a stronger connection between students and the school. Additionally, spirit days and attendance incentives contributed to increased engagement and a sense of community.

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

To improve chronic absenteeism outcomes, the following modifications will be implemented: Re-establish Monthly Attendance Review Meetings: Reinstate scheduled meetings between the administrator, clerk, and support staff to analyze data, identify students at risk, and coordinate interventions. Leverage Existing Staff for Attendance Outreach: Utilize the clerk, office staff, administrator, and social worker in a coordinated effort to maintain ongoing contact with families and address attendance barriers. Expand Attendance Academy: Scale up this intervention to include more students, offering positive adult connections, goal-setting, and recognition for improved attendance. Strengthen Incentive Systems: Continue and enhance spirit days, class competitions, and recognition events to motivate regular attendance and foster school pride. Improve Communication Strategies: Continue using varied outreach times and methods to contact families and clear absences, with an emphasis on culturally responsive and multilingual communication. Use Data to Drive Early Intervention: Create a protocol for regularly reviewing chronic absenteeism data to inform outreach, identify trends, and tailor supports for individual students and subgroups. Engage Families More Proactively: Use conferences, drop-off/pick-up times, and other school events to reinforce attendance messaging and build trust with families. By strengthening our systems for monitoring, intervention, and engagement, we aimed to reduce chronic absenteeism, improve school connectedness, and ensure all students have the opportunity to thrive academically and socially.

2025-26

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 2024-25		Expected Outcome 2025-26
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	27.3% Chronically Absent	-0.5%
	English Learners	21.4% Chronically Absent	
	Foster Youth		
	Homeless	45% Chronically Absent	
	Socioeconomically Disadvantaged	29.2% Chronically Absent	
	Students with Disabilities	31% Chronically Absent	
	African American	44.8% Chronically Absent	
	American Indian		
	Asian	16.7% Chronically Absent	
	Filipino		
	Hispanic	30.5% Chronically Absent	
	Two or More Races	25% Chronically Absent	
	Pacific Islander		
	White	23% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	91.7%		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:	N/A		N/A

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
Number of middle school students (grades 6-8) who dropout of school.		
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	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			School year 2025-2026

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	500	School year 2025-2026
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 2025-2026

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: 2024-25

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?

To monitor progress and guide school climate initiatives, we used multiple data sources throughout the year. Behavior referral data served as a primary indicator, helping staff identify trends in student behavior by type, frequency, and location. This data informed decisions around PBIS reteaching, supervision training, and SEL instruction. SST meeting notes and referral forms provided additional context, allowing us to track student needs over time and adjust intervention groupings accordingly. Informal student listening sessions and surveys were also utilized to gather direct input from students regarding their sense of belonging, safety, and engagement with school. These qualitative data points revealed areas for improvement and helped us identify interest in student-driven programming such as clubs, assemblies, and enrichment opportunities. Family feedback was gathered through conversations, event participation, and anecdotal input during parent meetings and conferences. This feedback informed the development of more community-based events aimed at increasing school connectedness and trust. Together, these data sources allowed for a

comprehensive understanding of school climate and guided the adjustments we made to better support student wellness and engagement.

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)

In response to ongoing analysis of referral trends, student input, and stakeholder feedback, several key modifications were implemented to strengthen student support systems and enhance school climate. Our referral data served as a foundational tool for identifying areas in need of improvement, particularly in the domains of mental health support, social-emotional learning, supervision, and student connectedness. One major area of adjustment involved our mental health and behavior intervention systems. Based on referral data, we modified the structure and delivery of social skills groups and Check-In/Check-Out (CICO) services to better address student needs. Additionally, student groupings for academic and behavioral intervention were revised using insights gained from the referral process and Student Support Team (SST) meetings, allowing us to deliver more targeted and responsive interventions. We also responded to identified social-emotional and behavior needs by ramping up our SEL instruction and PBIS reteaching efforts. More SEL instructional materials were purchased to provide all classrooms with access to tools for teaching emotional regulation, conflict resolution, and self-awareness. However, we observed inconsistencies in implementation across classrooms, underscoring the need for continued support and training to ensure schoolwide consistency. To support student safety and reinforce expectations, we provided supervision training for all staff, focusing on the importance of consistent rule enforcement and the proactive role of supervision in creating a safe, respectful environment. These efforts aimed to reduce behavior incidents in high-traffic or less structured areas of campus. To address the needs of students who reported feeling disconnected from peers or the broader school community, we held informal listening sessions to gather student feedback. Many students expressed a desire for more clubs, assemblies, and enrichment opportunities. Suggestions included bringing back motivational assemblies such as Sami's Circuit, as well as expanding access to music and art experiences. These insights highlighted the importance of fostering school connectedness through relevant, interest-based activities. Family feedback gathered through various interactions revealed similar themes. Parents expressed interest in more community-building events such as skate nights, movie nights, ice cream socials, jog-a-thons, and increased opportunities for parent volunteering. These requests reinforced the value of inclusive school events in building stronger relationships between families, students, and staff. Collectively, these modifications reflect our commitment to responsive, data-driven practices that prioritize student well-being, safety, and engagement. By aligning supports with identified needs and incorporating the voices of students and families, we continue to cultivate a school environment where all learners feel connected, supported, and empowered to succeed.

Identified Need

To support the academic and social-emotional success of our students, it is essential to provide a safe, inclusive, and engaging school environment. A critical component of this effort is ensuring that students feel safe through appropriate supervision and the consistent reinforcement of clear behavioral expectations. When students understand boundaries and routines, they are more likely to feel secure and supported throughout the school day. Equally important is the cultivation of school connectedness and belonging. Students and families should feel welcomed, included, and valued members of the school community. To achieve this, we must prioritize community-building experiences that promote participation and foster inclusion across all grade levels and student groups. These experiences should reflect the diverse interests and needs of our student population, creating opportunities for meaningful interaction and engagement. A nurturing and supportive school climate also requires access to counseling services. Having qualified staff available to support students’ emotional and behavioral needs is vital to helping them navigate social pressures, academic challenges, and personal difficulties. In addition to direct counseling support, the availability of engaging and student-friendly Social-Emotional Learning (SEL) materials—paired with consistent instruction—helps students develop the skills needed to communicate effectively, manage emotions, and build positive relationships. To further motivate students and enrich the school experience, we must continue to offer relevant and engaging activities, such as assemblies, guest speakers, and student clubs. These programs not only foster a sense of excitement and purpose around school, but also encourage regular attendance and increased student engagement in learning. Finally, we recognize that families are essential partners in student development and school success. In order to build, nurture, and sustain strong family-school partnerships, we must provide engaging and educational family night events that promote collaboration, celebrate student achievement, and contribute to a positive and inclusive school climate. By addressing these needs—safe environments, inclusive practices, counseling support, SEL instruction, engaging programming, and strong family connections—we will create the conditions necessary for all students to thrive both academically and emotionally.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
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	1.1% suspended at least one day	-0.3%
	English Learners	0% suspended at least one day	
	Foster Youth		
	Homeless	4.5% suspended at least one day	
	Socioeconomically Disadvantaged	1.4% suspended at least one day	
	Students with Disabilities	1.1% suspended at least one day	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	<div> <div>African American</div> <div>3.3% suspended at least one day</div> </div> <div> <div>American Indian</div> <div></div> </div> <div> <div>Asian</div> <div>0% suspended at least one day</div> </div> <div> <div>Filipino</div> <div></div> </div> <div> <div>Hispanic</div> <div>1.8% suspended at least one day</div> </div> <div> <div>Two or More Races</div> <div>0% suspended at least one day</div> </div> <div> <div>Pacific Islander</div> <div></div> </div> <div> <div>White</div> <div>0.7% suspended at least one day</div> </div>	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	65.5%	72%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	65.3%	75%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	60%	62%

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
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3.1	Provide SEL PD, Resources, and Practices to support a positive and safe school climate. 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 4000-4999: Books And Supplies	5,000	School year 2025-2026
3.2	Support Family Engagement via Family Nights and other engagement opportunities.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	6,000	School year 2025-2026
3.3	Organize and implement parent activities supporting specific projects, requirements and	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	1,294 187 879	School year 2025-2026

	school-wide plans.		Title I Part A Parent Involvement 3000-3999: Employee Benefits Title I Part A Parent Involvement 4000-4999: Books And Supplies		
3.4	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	3533.00 597.00	School year 2025-2026

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	Other Other	
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	Other Other	

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	Other Other	

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$233,218.00

Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
LCFF Rec Aide Allocation	\$4,130.00
LCFF Supplemental Site Allocation	\$38,400.00
Title I Part A Parent Involvement	\$2,360.00
Title I Part A Site Allocation	\$188,328.00

Subtotal of state or local funds included for this school: \$233,218.00

Total of federal, state, and/or local funds for this school: \$233,218.00

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	38,400	0.00
LCFF Rec Aide Allocation	4,130	0.00
Title I Part A Site Allocation	188,328	0.00
Title I Part A Parent Involvement	2,360	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	38,400.00
Title I Part A Parent Involvement	2,360.00
Title I Part A Site Allocation	188,328.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	136,200.00
2000-2999: Classified Personnel Salaries	4,827.00
3000-3999: Employee Benefits	47,004.00
4000-4999: Books And Supplies	31,187.00
5000-5999: Services And Other Operating Expenditures	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	8,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	3,533.00

3000-3999: Employee Benefits	LCFF Rec Aide Allocation	597.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	24,400.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	8,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	1,294.00
3000-3999: Employee Benefits	Title I Part A Parent Involvement	187.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	879.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	136,200.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	46,220.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	5,908.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	215,228.00
Goal 2	500.00
Goal 3	17,490.00

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
Chandra Butler	Parent or Community Member
Akilah Adams	Parent or Community Member
Caroline Donham	Parent or Community Member
Victoria Barberini	Parent or Community Member
Sean Owens	Classroom Teacher
Kathleen Ures	Classroom Teacher
Jay Myers	Classroom Teacher
Jennifer Landice	Other School Staff
Mary Cardoso	Principal

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


Recommendations and Assurances

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

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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

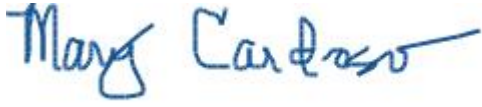

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 15, 2025.

Attested:

	Principal, Mary Cardoso on May, 15, 2025
	SSC Chairperson, Marques Mason on May 15, 2025

Budget By Expenditures

Charles Peck Elementary School

Funding Source: LCFF Rec Aide Allocation

\$4,130.00 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	\$3,533.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	\$597.00	Engaging Academic Programs	

LCFF Rec Aide Allocation Total Expenditures: \$4,130.00

LCFF Rec Aide Allocation Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation

\$38,400.00 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	
Provide ELA and Math Supplemental Materials and Resources to improve achievement and outcomes for all students. Provide books for classroom instruction, libraries, and at home libraries.	4000-4999: Books And Supplies	\$12,400.00	Connected School Communities	

Charles Peck Elementary School

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	\$5,000.00	Connected School Communities
Provide Professional Development opportunities, including staff book studies and instructional platforms, to improve achievement and outcomes for all students in ELA, ELD, and Math.	4000-4999: Books And Supplies	\$1,500.00	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
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	\$500.00	Healthy Environments for Social-Emotional Growth
Provide SEL PD, Resources, and Practices to support a positive and safe school climate. 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.	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs
Support Family Engagement via Family Nights and other engagement opportunities.	5000-5999: Services And Other Operating Expenditures	\$6,000.00	Engaging Academic Programs
	5800: Professional/Consulting Services And Operating Expenditures	\$873.00	Clear Pathways to Bright Futures

LCFF Supplemental Site Allocation Total Expenditures: \$44,273.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Charles Peck Elementary School

Funding Source: Title I Part A Parent Involvement

\$2,360.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Organize and implement parent activities supporting specific projects, requirements and school-wide plans.	2000-2999: Classified Personnel Salaries	\$1,294.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	\$187.00	Engaging Academic Programs	
	4000-4999: Books And Supplies	\$879.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures: \$2,360.00

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

Funding Source: Title I Part A Site Allocation

\$188,328.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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	

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	\$7,200.00	Connected School Communities
	3000-3999: Employee Benefits	\$44,420.00	Connected School Communities
	4000-4999: Books And Supplies	\$5,908.00	Connected School Communities
	3000-3999: Employee Benefits	\$1,800.00	Connected School Communities
Provide small group differentiated intervention to support student learning and close achievement gaps. PC 30931 PC 30931	1000-1999: Certificated Personnel Salaries	\$129,000.00	Connected School Communities

Title I Part A Site Allocation Total Expenditures:	\$192,328.00
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Title I Part A Site Allocation Allocation Balance:	\$0.00
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Charles Peck Elementary School Total Expenditures:	\$243,091.00
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