School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Peralta Elementary School
Address	6450 Peralta Place Jurupa Valley, CA 92509
County-District-School (CDS) Code	33 67090 6113518
Principal	Melinda Schlosser
District Name	Jurupa Unified School District

SPSA Revision Date	April 6, 2023
Schoolsite Council (SSC) Approval Date	May 25, 2023
Local Board Approval Date	June 26, 2023

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Peralta's school-wide mission is to create a positive learning environment that prepares students for college and career readiness.

VISION
Peralta Elementary School offers high quality educational programs that are both innovative and address California State Standards. Our expectation is that all students will excel in every academic capacity, and the school will have a reputation for high quality. At Peralta, we value the need to prepare our students for college and career. We are an AVID Elementary School that shares the belief that it is our responsibility to provide every child with an education that prepares them for college or career. The entire staff at Peralta is dedicated to providing an environment that promotes and reinforces a safe campus so that that each student can attain his or her potential.

The school's educational programs will develop the academic, social, emotional, and physical well being of every student. Students will be well prepared to work independently and collaboratively to solve complex problems. Competent research skills will be an expectation for all students and each student will have a working knowledge of technology as a tool for learning in the 21st Century. Classrooms will be outfitted with appropriate high quality learning resources including Chromebooks for every student in grades TK-6, document cameras, teacher laptops, and projectors.

An active parent partnership program will provide the parent community many opportunities to interact with their child's education both at home and at school. Adults will share the joys of reading success and encourage students to reach their fullest potential. Peralta believes that learning is a lifetime commitment for everyone.

School Profile

Describe The students and community and how school serves them.

The Story

Peralta School is located at 6450 Peralta Place in Jurupa Valley within Riverside County. Peralta is one of fifteen TK-6 elementary schools in the Jurupa Unified School District. Established in 1963, our district includes 15 elementary schools, one TK-8 school, 3 middle schools, 3 comprehensive high schools, a continuation high school and an adult and a special needs school.

Peralta is a TK-6, School-wide Title I school with an enrollment of just over 500 students. At Peralta Elementary School the enrollment for Hispanic/Latino is 83%. All classrooms from transitional kindergarten through third grade participate in a flexible Class Size Reduction program. Grades 4 through 6 have a maximum of 34 students each. Peralta School has 23 regular education teachers, 3 Special Education teachers and 3 Class Size Reduction intervention teachers. Peralta teachers are fully credentialed, highly qualified and EL authorized. Peralta Elementary services 165 English Language Learners. Peralta supports full inclusion for all students with special needs in grades TK to 6th grade. Peralta participates in the Jurupa Unified School District TK/K Readiness Program by providing workshops for students and parents of incoming TK/K students. TK/Kinder through sixth grade students receive 320 minutes of instruction 4 days per week and 230 minutes of instruction is provided on minimum days. Forty minimum days are scheduled for the school year. TK and K students receive 550 minutes of instruction 5 days a week.

Peralta has a collaborative and consultation service model for students on Individual Education Programs (IEP) receiving Resource Specialist services. A nurse is present one day a week and a school psychologist is present three days a week; one behavioral health therapist from the district office is present one to two days a week; the Health Clerk is present on campus 3 hours each day; and a Language Speech and Hearing specialist is on site five days each week. Peralta believes in inclusive practices for all students in all grades.

The three focus areas of the Local Control Accountability Plan (LCAP) are addressed in the school plan. These areas include college and career readiness; safe, orderly, and inviting learning environments; along with student and community engagement.

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

The SPSA for Peralta aligns with the LCAP goals of College and Career Readiness; Safe, Orderly, and Inviting Learning Environments; and Student and Community Engagement.
Key features include:
1) Continued collaboration among teachers in lesson planning and delivery for grades 1-6
2) Continuing development of AVID initiatives to support school-wide implementation
3) Furthering Math best practices and refining instruction aligned to California State Standards
4) Focus on conceptual knowledge and rigorous problem solving techniques
5) Further developing Integrated ELD practices enhanced with academic language structures while providing Designated ELD
6) Continuing development of Positive Behavior Programs (PBIS) as well as social emotional learning (SEL) to support school culture, safety, and positive learning environment
7) Increase implementation of technology and creating activities to transform learning experiences for students
8) Utilize resources to provide information in order support families and students
9) Utilize literacy support teachers to close the achievement gap in reading

Review of Performance – Comprehensive Needs Assessment

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Our greatest progress at Peralta Elementary School is our low and very low indicators in the areas of student suspensions. We work each day to support students with interventions and one on one mentoring. We will continue to utilize our strategies that have been successful. During the next school year, we will involve our behavior health therapist to support students who struggle with impulse controls and ramp up our PBIS program to include more parent support.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the school received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The greatest need for Peralta Elementary School is to reduce the number of students who are chronically absent. We are planning on educating parents on the importance of school attendance, having small group interventions for students who are at risk for chronic absenteeism, and to provide mentors who check in with students who struggle with attendance. We started providing multiple incentives for students, teachers, and parents to promote good attendance and these efforts will continue. During the 2023-2024 school year, there will also be events and activities that celebrate those with perfect attencance.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the school planning to take to address these performance gaps?

Performance Gaps

The two subgroups that were two or more performance levels below the "all student" performance were the white subgroup and students with disabilities. These two subgroups will receive additional, instentional interventions to support their behavioral and attendance needs. They will receive group behavior support from the behavioral health specialist, and they will receive support through the SST process to target attendance and academics. They will also be given a mentor to check in with them for daily attendance, case carriers will monitor special education students on their case loads and work with families to support good attendance.

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

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

As a Title I Schoolwide program, Peralta performs a Comprehensive Needs Assessment annually; develops the SPSA with educational partner involvement; includes evidence based strategies that support state standards and address the needs of all children; utilize interventions for students at risk of not meeting state standards that are research/ evidence-based and outlined as part of our SPSA. Our SPSA implementation is monitored and evaluated through ongoing Site Leadership team, SSC/ELAC, SBCP meetings, principal meetings, and annual Budget/Program meetings. The SPSA is revised to ensure continuous improvement based on data analysis of student learning needs as part of the school's ongoing practices and identification of support strategies. All Title I funding supplements does not supplant services that students would otherwise receive if not participating in a Title I program. Relative to LCAP alignment, our plan is directly coordinated with district LCAP goals, associated services, and planning requirements.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Peralta is very inclusive and welcoming of input from staff, students, parents, and the community to build a strong SPSA for school improvement. Coordinators for GATE, the EL facilitator, and Peralta's leadership team comprised of grade level representatives from each team are given the opportunity to review and make recommendations as part of the annual update. Parent groups meet regularly and input is collected/sought regarding school programs throughout the year both within the following meetings and surveys: ELAC, SSC, PTA, GATE, etc.

Resource Inequities

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

Peralta Elementary School has not identified any subroup inequity however, the data is showing us that two subgroups need additional supports. The two subgroups are students with diabilities and white students. The two areas within each of those subgroups that show targeted need are suspension and chronic absenteeism. To provide these two subgroups additional support in the area of chronic absenteeism, we are implementing the following strategies and supports. Students with chronic absenteeism will be paired with a mentor who will check in with students and discuss attendance, provide incentives for students to attend school, work with families to support overcoming obstacles to regular attendance, such as providing alarm clocks and wakeup calls. Additionally, case carriers will support students with disabilities by monitoring the attendance rates for students on their case load. As a school, weekly incentives for attendance, as well as parent meetings, assemblies, and individuall and class recognition will support student attendance. Second, the other area students with disabilities and white students were shown to have higher suspension rates. As a school, we will support these students by providing proactive teaching of school wide expectations, support from a mentor, small group support for students who struggle with similar behaviors, and actively working with parents and teachers to meet individual support needs.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	67	74	97
Grade 1	64	70	51
Grade 2	82	82	72
Grade3	66	79	81
Grade 4	64	66	79
Grade 5	72	69	72
Grade 6	72	73	72
Total Enrollment	487	513	524

Conclusions based on this data:

1. The enrollment at Peralta continues to increase gradually.
2. Kindergarten has ecperienced the highest enrollment increase.
3. First grade experienced a decline in enrollment from 21-22 to 22-23.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	145	157	175	29.80%	30.6%	33.4%
Fluent English Proficient (FEP)	67	70	57	13.80%	13.6%	10.9%
Reclassified Fluent English Proficient (RFEP)	5			3.4%		

Conclusions based on this data:

1. The number of English Learners at Peralta continues to increase.
2. The number of English Learners who are Fluent English Proficient is in decline.
3. The Reclassified Fluent English Proficient rate is

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	65	79		0	78		0	78		0.0	98.7	
Grade 4	64	71		0	70		0	70		0.0	98.6	
Grade 5	73	74		0	72		0	72		0.0	97.3	
Grade 6	73	78		0	77		0	77		0.0	98.7	
All Grades	275	302		0	297		0	297		0.0	98.3	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2359.4			3.85			10.26			33.33			52.56	
Grade 4		2418.6			11.43			15.71			27.14			45.71	
Grade 5		2434.9			6.94			20.83			26.39			45.83	
Grade 6		2475.0			9.09			15.58			31.17			44.16	
All Grades	N/A	N/A	N/A		7.74			15.49			29.63			47.14	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.13			57.69			37.18	
Grade 4		7.14			61.43			31.43	
Grade 5		8.33			62.50			29.17	
Grade 6		10.39			46.75			42.86	
All Grades		7.74			56.90			35.35	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.00			56.41			43.59	
Grade 4		5.71			55.71			38.57	
Grade 5		6.94			48.61			44.44	
Grade 6		6.49			45.45			48.05	
All Grades		4.71			51.52			43.77	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.85			71.79			24.36	
Grade 4		8.57			70.00			21.43	
Grade 5		6.94			68.06			25.00	
Grade 6		11.69			64.94			23.38	
All Grades		7.74			68.69			23.57	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.56			56.41			41.03	
Grade 4		10.00			57.14			32.86	
Grade 5		8.33			55.56			36.11	
Grade 6		15.58			59.74			24.68	
All Grades		9.09			57.24			33.67	

Conclusions based on this data:

1. Since schools were closed for over one year, there is no data to make comparisons for growth or decline.
2. In some areas, the percent of students who were at or near the standard was higher than those who were below the standard.
3. The percent of students meeting the standard is far below where it should be.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	65	79		0	78		0	78		0.0	98.7	
Grade 4	64	71		0	70		0	70		0.0	98.6	
Grade 5	73	74		0	74		0	74		0.0	100.0	
Grade 6	73	78		0	78		0	78		0.0	100.0	
All Grades	275	302		0	300		0	300		0.0	99.3	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2376.1			11.54			10.26			19.23			58.97	
Grade 4		2415.3			1.43			11.43			44.29			42.86	
Grade 5		2427.5			1.35			12.16			24.32			62.16	
Grade 6		2464.6			10.26			10.26			23.08			56.41	
All Grades	N/A	N/A	N/A		6.33			11.00			27.33			55.33	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.10			41.03			44.87	
Grade 4		1.43			44.29			54.29	
Grade 5		0.00			41.89			58.11	
Grade 6		8.97			30.77			60.26	
All Grades		6.33			39.33			54.33	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.10			26.92			58.97	
Grade 4		5.71			40.00			54.29	
Grade 5		5.41			39.19			55.41	
Grade 6		8.97			46.15			44.87	
All Grades		8.67			38.00			53.33	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.26			56.41			33.33	
Grade 4		2.86			58.57			38.57	
Grade 5		4.05			50.00			45.95	
Grade 6		14.10			51.28			34.62	
All Grades		8.00			54.00			38.00	

Conclusions based on this data:

1. Besides communicating reasoning, all math areas have the highest percentage of students in the below standard category.

2. Peralta students are in great need of math intervention.

3. Students had a greater challenge overcoming math deficits than reading deficits after schools reopened.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1404.0	1410.9		1414.5	1423.8		1379.0	1380.7		28	38	
1	1431.5	1430.2		1439.6	1444.3		1422.9	1415.3		20	25	
2	1452.5	1443.7		1452.0	1446.4		1452.3	1440.6		23	25	
3	1455.9	1473.5		1460.8	1474.1		1450.6	1472.4		14	25	
4	1481.5	1484.3		1483.7	1493.4		1478.8	1474.5		21	15	
5	1507.3	1505.1		1506.5	1511.7		1507.7	1498.1		13	25	
6	1494.9	1522.1		1495.3	1509.5		1494.2	1534.3		19	14	
All Grades										138	167	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.57	7.89		32.14	28.95		42.86	47.37		21.43	15.79		28	38	
1	0.00	4.00		30.00	20.00		55.00	60.00		15.00	16.00		20	25	
2	4.35	4.00		39.13	40.00		34.78	36.00		21.74	20.00		23	25	
3	0.00	4.00		14.29	28.00		35.71	52.00		50.00	16.00		14	25	
4	4.76	6.67		23.81	33.33		33.33	40.00		38.10	20.00		21	15	
5	0.00	16.00		61.54	16.00		7.69	52.00		30.77	16.00		13	25	
6	0.00	28.57		26.32	21.43		52.63	35.71		21.05	14.29		19	14	
All Grades	2.17	8.98		31.88	26.95		39.13	47.31		26.81	16.77		138	167	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.57	10.53		35.71	44.74		42.86	28.95		17.86	15.79		28	38	
1	10.00	12.00		45.00	28.00		35.00	48.00		10.00	12.00		20	25	
2	4.35	16.00		34.78	32.00		47.83	36.00		13.04	16.00		23	25	
3	0.00	12.00		42.86	40.00		35.71	36.00		21.43	12.00		14	25	
4	19.05	40.00		42.86	20.00		23.81	33.33		14.29	6.67		21	15	
5	46.15	28.00		23.08	48.00		15.38	16.00		15.38	8.00		13	25	
6	15.79	35.71		42.11	35.71		31.58	14.29		10.53	14.29		19	14	
All Grades	12.32	19.16		38.41	37.13		34.78	31.14		14.49	12.57		138	167	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.57	5.26		14.29	18.42		67.86	36.84		14.29	39.47		28	38	
1	0.00	4.00		20.00	16.00		40.00	16.00		40.00	64.00		20	25	
2	4.35	0.00		34.78	36.00		17.39	24.00		43.48	40.00		23	25	
3	0.00	4.00		7.14	12.00		21.43	56.00		71.43	28.00		14	25	
4	0.00	6.67		14.29	6.67		23.81	20.00		61.90	66.67		21	15	
5	0.00	4.00		15.38	8.00		53.85	44.00		30.77	44.00		13	25	
6	0.00	21.43		15.79	14.29		26.32	21.43		57.89	42.86		19	14	
All Grades	1.45	5.39		18.12	16.77		36.96	32.93		43.48	44.91		138	167	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.71	23.68		71.43	60.53		17.86	15.79		28	38	
1	20.00	16.00		75.00	68.00		5.00	16.00		20	25	
2	8.70	16.00		60.87	60.00		30.43	24.00		23	25	
3	21.43	16.00		42.86	72.00		35.71	12.00		14	25	
4	23.81	40.00		66.67	46.67		9.52	13.33		21	15	
5	7.69	12.00		76.92	76.00		15.38	12.00		13	25	
6	15.79	28.57		52.63	50.00		31.58	21.43		19	14	
All Grades	15.22	20.36		64.49	63.47		20.29	16.17		138	167	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.71	10.53		60.71	71.05		28.57	18.42		28	38	
1	0.00	12.00		90.00	72.00		10.00	16.00		20	25	
2	17.39	32.00		78.26	52.00		4.35	16.00		23	25	
3	0.00	28.00		92.86	56.00		7.14	16.00		14	25	
4	33.33	0.00		38.10	86.67		28.57	13.33		21	15	
5	61.54	44.00		38.46	48.00		0.00	8.00		13	25	
6	15.79	50.00		73.68	42.86		10.53	7.14		19	14	
All Grades	18.12	23.95		67.39	61.68		14.49	14.37		138	167	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	7.89		85.71	60.53		14.29	31.58		28	38	
1	10.00	12.00		55.00	8.00		35.00	80.00		20	25	
2	17.39	8.00		43.48	48.00		39.13	44.00		23	25	
3	0.00	0.00		21.43	32.00		78.57	68.00		14	25	
4	0.00	6.67		38.10	20.00		61.90	73.33		21	15	
5	0.00	0.00		69.23	40.00		30.77	60.00		13	25	
6	0.00	14.29		15.79	35.71		84.21	50.00		19	14	
All Grades	4.35	6.59		49.28	37.72		46.38	55.69		138	167	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.71	13.16		67.86	34.21		21.43	52.63		28	38	
1	5.00	4.00		60.00	84.00		35.00	12.00		20	25	
2	8.70	8.00		52.17	60.00		39.13	32.00		23	25	
3	0.00	12.00		28.57	80.00		71.43	8.00		14	25	
4	0.00	6.67		66.67	53.33		33.33	40.00		21	15	
5	7.69	8.00		69.23	68.00		23.08	24.00		13	25	
6	0.00	35.71		78.95	57.14		21.05	7.14		19	14	
All Grades	5.07	11.38		61.59	61.08		33.33	27.54		138	167	

Conclusions based on this data:

1. The data shows gains in some areas, losses in others. There is a trend of increasing data in the writing domain for students.

2. While gains are being made in the well-developed category for domains, the beginning category is also increasing. Students are moving out of the somewhat/moderately developed into the well-developed and beginning.

3. In overall language, Peralta students are showing growth.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
513	**76.4**	**30.6**	**0.8**
Total Number of Students enrolled in Peralta 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	157	30.6
Foster Youth	4	0.8
Homeless	7	1.4
Socioeconomically Disadvantaged	392	76.4
Students with Disabilities	57	11.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	16	3.1
American Indian	1	0.2
Asian	5	1.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Filipino	2	0.4
Hispanic	428	83.4
Two or More Races	4	0.8
Pacific Islander	3	0.6
White	48	9.4

Conclusions based on this data:

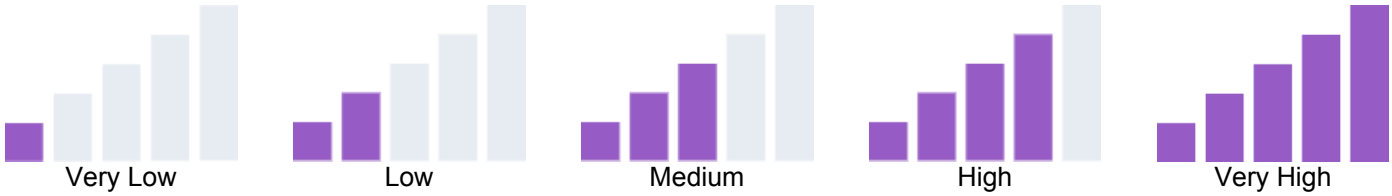
1. Over 75% of Peralta's students are economically disadvantaged.
2. The student population at Peralta is over 80% Hispanic.
3. 30% of Peralta's students are English Learners.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Low
Mathematics: Low		
English Learner Progress: Medium		

Conclusions based on this data:

1. Our students continue to need additonal supports in ELA and Math.
2. Peralta Elementary School has a very high chronic absentee rate which is impacting student learning.
3. Peralta has a low suspension rate.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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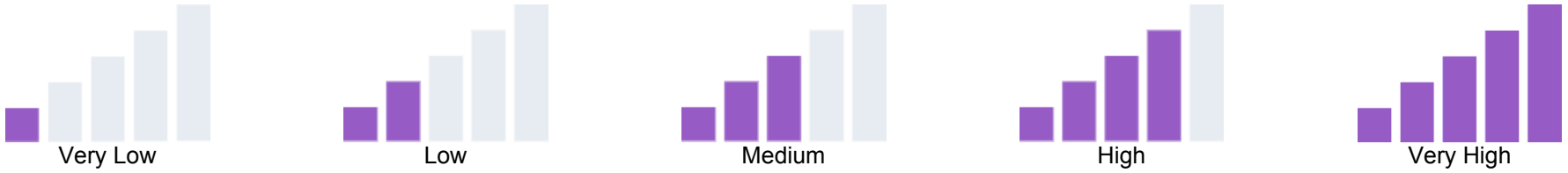


This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
2	2	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

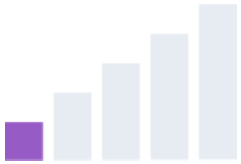
All Students

Low

64.5 points below standard

274 Students

English Learners



Very Low

77.6 points below standard

108 Students

Foster Youth

No Performance Level

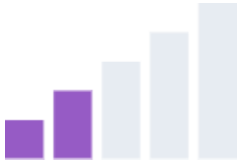
2 Students

Homeless

No Performance Level

1 Student

Socioeconomically Disadvantaged

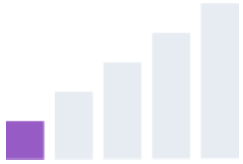


Low

69.1 points below standard

217 Students

Students with Disabilities



Very Low

158.0 points below standard

48 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level 8 Students		No Performance Level 2 Students	No Performance Level 2 Students

Hispanic	Two or More Races	Pacific Islander	White
Low 63.1 points below standard 234 Students	No Performance Level 2 Students	No Performance Level 2 Students	No Performance Level 91.9 points below standard 21 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
111.0 points below standard	21.0 points below standard	60.6 points below standard
68 Students	40 Students	148 Students

Conclusions based on this data:

1. Peralta Elementary School's performance data in ELA shows that we have much growth that needs to occur in the area of ELA.
2. Peralta's students with disabilities is farther below their non-disabled peers.

3. Students who are English Learners showed that they are in need of additional interventions to increase their ELA scores.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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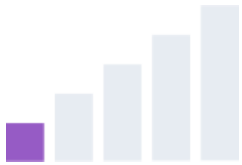
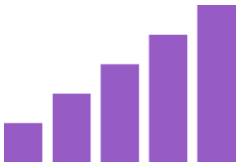


Very Low
Lowest Performance

Low

Medium

High



Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	3	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

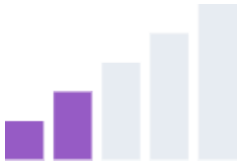
All Students

Low

79.9 points below standard

273 Students

English Learners



Low

94.5 points below standard

109 Students

Foster Youth

No Performance Level

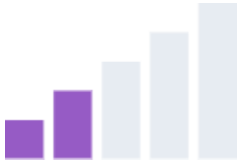
2 Students

Homeless

No Performance Level

1 Student

Socioeconomically Disadvantaged

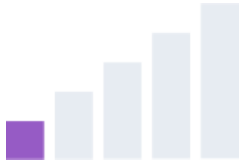


Low

87.8 points below standard

217 Students

Students with Disabilities



Very Low

147.4 points below standard

48 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Level 8 Students		 No Performance Level 2 Students	 No Performance Level 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 79.9 points below standard 235 Students	 No Performance Level 2 Students	 No Performance Level 2 Students	 No Performance Level 122.2 points below standard 19 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
113.5 points below standard 69 Students	61.7 points below standard 40 Students	73.4 points below standard 146 Students

Conclusions based on this data:

1. Math data for Peralta is more consistent than the ELA data.
2. The only subgroup that is very low is students with disabilities.

3. Reclassified English Learners outscored students who were labeled English only.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Medium

48.7 making progress towards English language proficiency

Number of EL Students: 119 Students

Performance Level: 3

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.

2022 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
20.2%	31.1%	0.0%	48.7%

Conclusions based on this data:

1. Almost 50% of Peralta's English Learners progressed at least on ELPI level.
2. 20% of Peralta's students decreased on ELPI level.

3. 31% of Peralta's students maintained ELPI levels 1, 2, and 3.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1.	N/A
2.	N/A
3.	N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

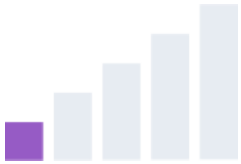
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
5	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

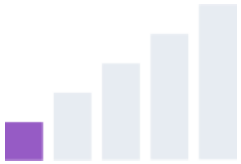


Very High

38.8% Chronically Absent

551 Students

English Learners



Very High

39.9% Chronically Absent

173 Students

Foster Youth

No Performance Level

Less than 11 Students

8 Students

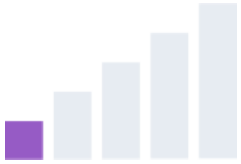
Homeless

No Performance Level

Less than 11 Students

7 Students

Socioeconomically Disadvantaged

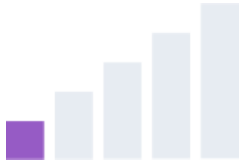


Very High

40.2% Chronically Absent

443 Students

Students with Disabilities



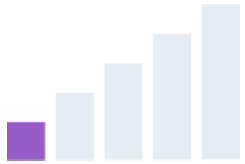
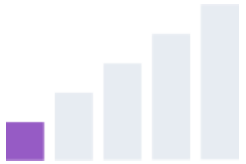
Very High

34.2% Chronically Absent

73 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
11.8% Chronically Absent	Less than 11 Students	Less than 11 Students	Less than 11 Students
17 Students	1 Student	5 Students	3 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	No Performance Level	No Performance Level	Very High
41% Chronically Absent	Less than 11 Students	Less than 11 Students	31.5% Chronically Absent
459 Students	10 Students	2 Students	54 Students

Conclusions based on this data:

1. Peralta Elementary School has students who are chronically absent in all subgroups.
2. The Hispanic subgroup has the highest chronic absentee rate at 41%.
3. The white subgroup has the lowest chronic absentee rate at 31.5%.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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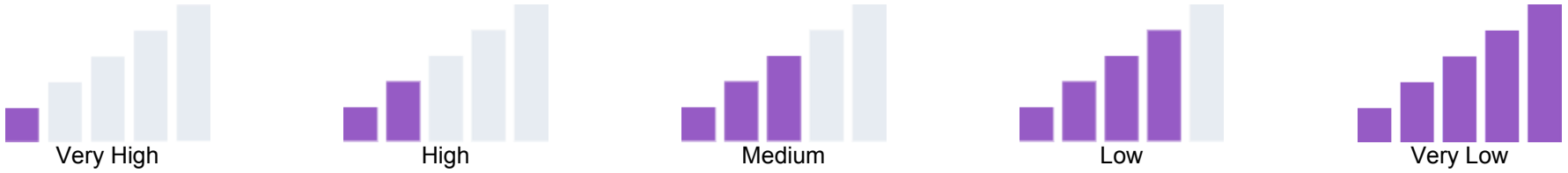


This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	2	3	0

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Low

0.7% suspended at least one day

575 Students

English Learners

Low

0.6% suspended at least one day

179 Students

Foster Youth

No Performance Level

0% suspended at least one day

11 Students

Homeless

No Performance Level

Less than 11 Students

8 Students

Socioeconomically Disadvantaged

Low

0.9% suspended at least one day

464 Students

Students with Disabilities

Medium

1.3% suspended at least one day

75 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
0% suspended at least one day	Less than 11 Students	Less than 11 Students	Less than 11 Students
22 Students	1 Student	6 Students	3 Students

Hispanic	Two or More Races	Pacific Islander	White
Low	No Performance Level	No Performance Level	Medium
0.6% suspended at least one day	Less than 11 Students	Less than 11 Students	1.9% suspended at least one day
477 Students	10 Students	2 Students	54 Students

Conclusions based on this data:

1. The white subgroup has the highest suspension rate at 1.9%.
2. The white subgroup had one student suspended.
3. The one white student who was suspended was also a student with a disability.

Goals, Strategies, & Proposed Expenditures

Goal 1.0

College and Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

Analysis reflects a need to continue our commitment to refine and deepen current practices regarding college and career readiness. These practices include: developing math reasoning, fluency and conceptual understanding; building connections with next generation scientific approaches; implementation of AVID strategies; both integrated and designated English language development; intervention in primary grades for reading foundational skills; and Guided Reading small group support in upper grades. In addition, the collected data indicates the deeper need for Peralta to emphasize Math review, incorporation of manipulatives, and poster method strategies to create a rigorous math curriculum.

The deepening of Peralta's understanding regarding AVID strategies and their implementation will be accomplished through the continued efforts to send untrained staff to AVID Path and/ or Summer Institute trainings. Previously trained staff may also be provided a review of WICOR strategies at AVID Path trainings. All staff will be provided professional development and coaching by the site AVID lead teacher and site administration. Assessments will be conducted in grades 3-6 to analyze student progress in mastering AVID site goals. Current AVID goals may be refined or altered to reflect site needs. The Peralta site leadership team composed of representatives from all grade levels will collaborate with site administration to determine site priorities and SMART goals. Due to the difficulties families may have in purchasing AVID organizational materials, an increase in funding for materials and supplies will be necessary to potentially provide all students with necessary tools for organization. These items will be paid for using district funds for the 2023-2024 school year.

Intervention will continue to be implemented in grades first through third. Additional resources, training, and planning time will be provided to differentiate instruction in order to meet the ultimate goal of all students reading at grade level upon leaving third grade. Resources and training will largely center on phonemic awareness, phonics instruction, and guided reading implementation through small groups. Until that goal is met, guided reading intervention will be provided for students in need for grades four through 6 with the objective of having them access grade-level reading material.

Designated and Integrated ELD will continue to be provided to all English learners. Coaching and feedback for district personnel and site administration will be provided to refine strategies used to support our English Learners in their goal of reclassification.

Inclusive practices will also be refined and deepened to support students with special needs. These practices include: co-teaching, planning, work modification, small group support, collaboration, and scaffolding to provide access to grade level curriculum. The SST team works closely with teachers to ensure that students are given the best first instruction and interventions in the classroom prior to a change of placement to a special education setting. Intervention teachers, the school psychologist, and the speech pathologist are included with this team and are essential when identifying additional support systems for given students. The behavior and social emotional learning (B-SEL) coach and administrative designee provides support for those students who are in need of social skills awareness. Check in and Check out procedures are being added to support students experiencing tier 2 or 3 behavior issues.

Online resources will continue to be used when possible. Should the budget allow, these resources include Seesaw, Kami, Pear Deck, Class Dojo, Moby Max, and Reading A-Z. Teacher guidance in the classroom in conjunction with these programs will serve to address student misconceptions, support families at home, and progress towards closing potential achievement gaps.

In the event that a distance learning format is needed again, the digital resources listed above (Google suite, Zoom, Kami, Seesaw, Reading A-Z, Moby Max, Class Dojo, and Flipgrid) have proven effective in engaging students and supporting their acquisition of grade level standards. Training will need to continue to take place to ensure teachers are effective in using these resources.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4 Statewide Assessments - ELA Data Dashboard	ELA Data Dashboard Data: Overall distance from standard: 64.5 points below standard Students with disabilities: 158 points below standard English Learners: 77.6 points below standard Hispanic: 63.1 points below standard Socioeconomically Disadvantaged: 69.1 points below standard White: 91.9 points below standard	ELA Data Dashboard Goals: Overall distance from standard: 60 points below standard Students with disabilities: 148 points below standard English Learners: 70 points below standard Hispanic: 60 points below standard Socioeconomically Disadvantaged: 66 points below standard White: 90 points below standard
P4 Statewide Assessments - Math Data Dashboard	Math Data Dashboard Data: Overall distance from standard: 79.9 points below standard Students with disabilities: 147.4 points below standard English Learners: 94.5 points below standard Hispanic: 79.9 points below standard Socioeconomically Disadvantaged: 87.8 points below standard White: 122.2 points below standard	Math Data Dashboard Goals: Overall distance from standard: 72 points below standard Students with disabilities: 142 points below standard English Learners: 90 points below standard Hispanic: 72 points below standard Socioeconomically Disadvantaged: 82 points below standard White: 120 points below standard
P4 Statewide Assessments - ELPAC	ELPAC Results: *8.98% Proficient *Level 1 (Minimally Developed) 16.77% *Level 2 (Somewhat Developed) 47.31% *Level 3 (Moderately Developed) 26.95% *Level 4 (Well Developed) 8.98%	ELPAC Goals: *9% Proficient *Level 1 (Minimally Developed) 15% *Level 2 (Somewhat Developed) 44% *Level 3 (Moderately Developed) 23% *Level 4 (Well Developed) 9%
P8 Other student outcomes- NWEA Reading	Winter 2022 Data Reading: Kindergarten: 13%	Winter 2023 Reading Goals: Kindergarten: 15%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	1st Grade: 8% 2nd Grade: 11% 3rd Grade: 17% 4th Grade: 15% 5th Grade: 27% 6th Grade: 15%	1st Grade: 10% 2nd Grade: 13% 3rd Grade: 19% 4th Grade: 19% 5th Grade: 30% 6th Grade: 18%
P8 Other student outcomes- NWEA Math	Spring 2023 NWEA Math Data: (% of students scoring high average or high) Kindergarten: 13% 1st Grade: 19% 2nd Grade: 23% 3rd Grade: 17% 4th Grade: 5% 5th Grade: 7% 6th Grade: 16%	Spring 2024 NWEA Math Goals: (% of students scoring high average or high) Kindergarten: 16% 1st Grade: 22% 2nd Grade: 25% 3rd Grade: 19% 4th Grade: 9% 5th Grade: 10% 6th Grade: 19%
P8 Other student outcomes-DIBELS	DIBELS did not resume in 2022. It will possibly return in 2023-2024 school year.	DIBELS did not resume in 2022. It will possibly return in 2023-2024 school year.

Planned Strategies/Activities

Action 1.1
1.1 CSS & NGSS Implementation

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. ELA, math, science, social studies, writing, and behavior professional development will be provided as needed. B. Professional development to support initiatives such as AVID, Digital Gateway (technology, 1:1 Chromebook for K-6, and other online tools for learning), and Guided Reading and math.	X All Students	Resources for EL Students 4000-4999: Books And Supplies Title III LEP -- 4203 $577 Substitute Teacher (ELPAC Administration) 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203

C. Principal will coordinate & monitor all professional development and instruction. Staff surveys, leadership feedback, and/ or classroom observations will determine site needs for training. We will focus on professional development to support student learning in reading, writing, and math. D. Teachers analyze data during collaboration meetings using Data programs (Key Data) to monitor & analyze formative & summative assessments. Disaggregated data will be used to drive/adjust instruction. E. EMCC coordinates materials & provides technology support and utilizes STEAM activities to support students. F. Supplemental materials, resources, instruction, incentives, library resources, technology, etc. will be purchased for ELA, ELD, Math, Science, writing, Intervention, social studies to support all students. Examples to be considered: Copy machines, printing, calculators, novels, leveled readers such as Reading A to Z, Science of Reading, manipulatives, software such as RAZ kids, Seesaw, Kami, Moby Max, informational texts, etc. G. GATE coordinator collaborates with classes that have GATE students to enrich and/or accelerate on CSS in ELA, Math, Science, Writing, and Social Studies. GATE students particpate in activities outside of the general education classroom. H. If health guidelines allow, band and string instruments classes will be available for 4-6 grade students once a week. I. Supplies, materials, incentives, and professional development will be provided to support AVID implementation TK-6.		$258 Media Center Clerk Salary 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $71387 Software & Licences (RAZ Kids) 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $1500 Lamination 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $2650 Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $10000 Printing Supplies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $6000 Hourly Classified (Babysitting) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $267 Copier Maintenance Agreements 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $1600 Lease/Purchase Agreement (Copier) 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $500

Action 1.2

1.2 Intervention

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Kinder through Sixth Grade students will use NWEA to screen all students for additional small group support from an Intervention teacher. B. Fourth through Sixth grade students will be provided intervention support for thirty minutes daily as guided reading takes place through intervention support. C. K-3 previously used DIBELS to monitor and assess reading foundational skills and should DIBELS resume we will use the data to make decisions regarding student learning. Teachers will administer and analyze DIBELS assessment data in order to provide appropriate interventions. Collaboration focuses on intervention strategies. Intervention teachers provide Early Literacy Intervention to grades 1-3 students in reading fluency and phonemic awareness. A separate intervention teacher will provide reading support to students in grades 4-6. D. Professional development to support intervention initiatives will be provided. E. Students with special needs receive support via special education program using pull-out and inclusion methods. Professional development and release time to support inclusion program will be available. F. GATE enrichment activities/lessons provided to students/parents periodically during the year.	X All Students	Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $3750 Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $6621 Travel/Conference/AVID 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 $0 Hourly, Other Certificated (GATE) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $1,500

Action 1.3

1.2 Continued (Intensive Intervention)

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source

A. Additional time for TK/K, and 1-6 grade instruction will be provided for qualifying students as an extended learning opportunity should funding allow. B. FTE .80 Primary grade intervention teacher doing push-in foundational reading support. C. FTE Upper Grade Intervention teacher doing push-in guided reading. D. GATE enrichment activities/lessons provided to students/parents during the school year.	X All Students	FTE Literacy Support Teacher Salary 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $91644 (2) FTE Literacy Support Teachers Salaries 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $131101

Action 1.4

1.3 AVID:

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Begin year 7 of AVID B. Monitor students that are AVID strong and provide incentives for students who meet this goal. C. Coordinate PBIS, SEL, and AVID programs and provide incentives and activities to support implementation of these programs and to support students. D. Provide opportunities for teachers and AVID site coordinators to attend AVID Path training, and Summer Institute, and administrator to attend AVID conferences with teachers. E. Purchase AVID supplies for all students in grades TK-6 and incentives to support AVID implementation.	X All Students	Supplies Materials (AVID) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $9150 Incentives (AVID) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $11635 Conferences/Travel (AVID) 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $2800

Action 1.5

1.4 ELD

	X Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
A. 30 minutes of designated ELD instruction in TK-6 will be provided. B. Integrated EL support (i.e. evidence based strategies) will be provided over multiple subjects. C. EL levels for EL newcomers are determined at the district assessment center. D. When possible, classes are configured to have no more than 2 adjacent EL levels. E. Teachers monitor and evaluate EL levels using multiple measures including classroom assessments and ELPAC data. F. Bilingual Language Tutors support EL students by providing lesson reinforcement and reading support in both English and Spanish. G. Professional development to support ELD program will be provided. The Ellevation platform will be accessible to teachers to support with ELD standards.	X All Students X Other student group(s) English Learners	Salaries, Two Bilingual Language Tutors (3 hrs.) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $31949 Salaries, Three Bilingual Language Tutors (3 hrs.) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $50578 Translation Services 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $700 Materials & Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 $3,995 Hourly IA 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1,000 Lease/Purchase 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $698

Action 1.6

1.5 Hourly Classified

	X Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
Four days of clerk hours to support the beginning and ending of school year.	X All Students	Hourly Classified

		2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $800 Hourly Office 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $820 Hourly Office 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $800

Action 1.7

1.6 Resources:

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Purchase additional materials to support AVID implementation, ELD, technology, and Collaborative Teaching including print material, web based supplemental materials and manipulatives. B. Supplemental ELA, ELD, writing, science, social studies, and Mathematics materials C. Digital Resources – Reading A-Z, Google suite, Zoom, Pear Deck, Flip grid, Seesaw, Kami, Moby Max. D. Technology and software support for classroom integration - Document cameras and projectors	X All Students X Other student group(s) Students with Disabilities and white subgroup	Tech Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $900 Science of Reading Books and Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $5000 Tech Coordinator Hourly (Esparza Extra Hours) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $700 Software License 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $700 Translation Services 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707

		$500 Certificated Planning Time 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $1,500

Action 1.8

1.7 Pre-school Transition Plan:

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Peralta does not have a pre-school program on-site. However, special education pre-school students have transition meetings that are often attended by Peralta's principal, SLP, school psychologist, and Special Education teacher. Parents are always welcome to visit our TK-1 classrooms to observe the quality of instruction and safe learning environment. B. Registration information for Transitional Kindergarten and Kindergarten will be sent to the parents of pre-school students in the Spring. All information will be sent in both English and Spanish.	X Other student group(s) Head Start/Preschool	

Action 1.9

1.8 Communication Enhancement Program

	X Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
A. The Communication Enhancement Program (CEP) at Peralta is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.	X All Students	

Action 1.10
Inclusion

	X New Action	

Planned Actions/Services	Students to be served	Budget and Source
The planned actions for Full Inclusion include: A. Continued professional development as needed for general education teachers, Educational Specialists, and paraprofessionals. B. If budget allows, release time for teachers to collaborate and plan for the support and success for all students. C. Classified and certificated behavior support and training (CPI Training, Student Attendant Aides-if not provided by the district).	X All Students X Other student group(s) Students with Disabilities and White Students	

Goals, Strategies, & Proposed Expenditures

Goal 2.0

Safe, Orderly and Inviting Learning Environment

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

Goals for expected attendance outcomes were not met at the time of this writing and chronic absentee numbers have exceeded the 6% goal set and therefore represent an identified need. Parent meetings, student contracts, and efforts to connect families to child care have demonstrated effectiveness in reducing chronic absenteeism in the past and will continue to be utilized. Addressing students' reasons for absences would decrease Peralta's chronic absenteeism rate. There is a correlation between attendance and academic success. Therefore, addressing attendance issues will result in improved progress by students in grades 3-6 on the CAASPP in ELA and Mathematics as well as English learners being reclassified fluent English proficient.

Student voice surveys have been given by teachers and the overall average of these surveys has displayed an emotionally healthy outlook in the majority of students. However, a focus on social emotional wellness will be an emphasis as the transition to in-person instruction is completed or developed to address the potential needs of students. Routines will need to be established to address feelings of anxiety or stress . The school psychologist and behavior specialist will be utilized in developing these activities. Research supports that students experience difficulty learning at school when they do not feel safe. Therefore, addressing students' safety needs will result in improved progress by students in grades 3-6 on the CAASPP in ELA and Mathematics as well as English learners on the ELPAC and in being reclassified fluent English Proficient. Professional development may be needed to establish the regular practice of these routines daily in classrooms.

Feedback shared from students, parents, and staff regarding efforts made to create an inviting learning environment has been positive.

Prior to the closure, there was an identified need to address Tier 2 and 3 students with maladaptive behaviors that will need to continue to be addressed. Peralta's BSEL coordinator has attended additional training to develop effective practices to address the needs of students exhibiting Tier 2 and 3 behaviors. The BSEL team will work to develop a system for Peralta students in need. The proposed system will be built in a network of influential individuals of staff for students in need and establish a check-in system to motivate and coach these students to make the necessary behavior corrections. Incentives will accompany these systems and serve as reinforcement for growth in making positive behavior choices.

Due to the challenges from Covid 19, there has been an identified need to address the safe use of the campus by students, staff, and families. The parent/student handbook will be reviewed to include information on how to handle both medical and behavior situations as well as to address changes in rules and procedures. Sanitizing procedures have also been added to keep high traffic areas germ free and safe.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P 5 School attendance rate	Actual Attendance by Grade Level: TK: 90.15 K: 88.73 1: 91.03 2: 90.8 3: 93.37 4: 94.01 5: 91.47 6: 94.62	Attendance Goals by Grade Level: TK: 92 K: 90 1: 93 2: 92 3: 95 4: 95 5: 93 6: 95
P5 Chronic Absenteeism rate	Chronic Absenteeism Rate: School: 14.4% EL: 17.8% Students with Disabilities: 11% Socioeconomically Disadvantaged: 17.4%	Goal for Chronic Absenteeism: School: 9% EL: 12% Students with Disabilities: 6% Socioeconomically Disadvantaged: 11%
P6 Pupil Suspension rate	Actual: Pupil Suspension rate: 0.0%	Maintain a Pupil Suspension Rate of 0.0%.
P6 Surveys of pupils, parents, teachers on sense of safety	LCAP Student Survey, Spring 2022 How often do you worry about violence at your school?: 52% of students responded almost never or once in a while.	LCAP Student Survey, Spring 2024: How often do you worry about violence at your school?: Increase number to 59% of students responding almost never or once in a while.
P6 Surveys of pupils, parents, teachers on sense of safety	LCAP Student Survey, Spring 2023 For students who need extra support, how difficult is it for them to get the support that they need?64% responded not at all difficult or slightly difficult.	LCAP Student Survey, Spring 2024 goal: For students who need extra support, how difficult is it for them to get the support that they need? Increase to 70% responding not at all difficult or slightly difficult.
P6 Surveys of pupils, parents, teachers on sense of safety- BrightBytes	LCAP Parent/Family Survey Spring 2023: How well do you feel this school or district is currently doing in the following area: Diversity and inclusion of all students? 75% responded "quite well" or "extremely well."	LCAP Parent/Family Survey Spring 2024 Goal: How well do you feel this school or district is currently doing in the following area: Diversity and inclusion of all students? Increase to 80% responding "quite well" or "extremely well."
P6 Pupil Expulsion Rate	Actual: Pupil Expulsion Rate: 0%	Maintain a pupil expulsion rate of 0%.
P1 School facilities are maintained in good repair.	Peralta School facility reports 100% Good or Better on FIT report 2021-2022.	The school facility will be maintained as expected.

Planned Strategies/Activities

Action 2.1

2.1 Supervision and Support

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Safety and Healthy School Environment Supervisors will participate in training that focuses on conflict resolution, trauma informed practices, mindfulness strategies, and positive reinforcement. Supervisors will supervise PTA sponsored events that may require additional supervision. Activity supervisors will provide appropriate campus supervision, enforce the school dress code, and enforce school rules and procedures. Students and staff will participate in monthly fire drills and practice disaster procedures. Supervisors will also provide babysitting for parent training and meetings such as PTA, ELAC, and SSC. The school will create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through various activities (red ribbon week, anti-bullying assemblies, digital citizenship, positive behavior assemblies). Students will be celebrated and provided incentives for following school wide expectations. The white student sub-group will receive additional supports from their classroom teacher, the TOSA, and Principal to monitor behaviors. B. Health Aide The health aide will provide appropriate health care and nursing services. C. PBIS/ BSEL PBIS/ BSEL coordinator and staff will provide a school-wide assertive discipline program. PBIS implementation will include training and materials for teaching social skills with social skills posters, Class Dojo will be used to communicate with parents and caregivers. SEL efforts will be provided regularly and supported by the school psychologist, BSEL coordinator and admin team. Students who follow school wide PBIS expectations will be celebrated through the school wide Panda Pass program where they can win prizes for making good behavior choices. Small group support in social skills will support our white subgroup students in making good behavior choices. D. 100 Mile Club	X All Students X Other student group(s) White Subgroup	(1) Health Aide Clerk Salary 3hrs. 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $29000 Hourly, Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $700 Substitute Teacher Develop Safety Plan 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $400 Materials & Supplies Safety 4000-4999: Books And Supplies Title I Basic -- 3010 $729 (1) Activity Supervisor Salary (1.25 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $4584 Supplies (PBIS), (Attendance), (100 Mile) Incentives & Awards 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $8,800

Peralta will operate the 100 Mile Club. This program focuses on student health and well being by having them participate in running and monitoring the number of miles they run. Students will develop self-monitoring strategies. E. Safety Supplies &/or Walkie-Talkies. Peralta will replace inoperable walkie-talkies. Supplies will be kept in classrooms to be used in the event of an emergency, replacement and additional supplies will be prioritized and purchased within the constraints of the budget.		Mental Health Counselors 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $0

Action 2.2

2.2 Positive Behavior Intervention Support (PBIS) and Social Emotional Learning (SEL)

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. PBIS/ SEL Coach & Committee The PBIS coach along with the PBIS committee will facilitate the implementation of the components of the PBIS model. The PBIS/BSEL coach and team will provide staff development and support in planning short lessons. Student incentives will be given in the classroom and schoolwide to reward positive behavior. SEL efforts will be provided regularly and supported by the school psychologist and behavior specialist. Sub groups of students identified as a subgroup of higher need will receive additional supports such as small group counseling, check-in/check-out services, and behavior tracking and rewards for meeting pre-determined behavior benchmarks. B. PBIS/BSEL Meetings The PBIS/BSEL team will meet regularly to review data and provide support and resources for classroom management strategies. C. PBIS Incentives The PBIS team will develop incentives to reinforce positive behaviors from students. These include, but are not limited to, Panda Pass reward program, extra recess incentives, acitivities planned for students who meet behavior goals D. Tier 2 support The Tier 2 support system will build in a network of influential individuals of staff for students in need and establish a check-in system to motivate and	X All Students X Other student group(s) White Student Sub-group	Supplies (Incentives) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $10000

coach these students to make the necessary behavior corrections. Incentives will accompany these systems and serve as reinforcement for growth in making positive behavior choices. The white student sub group will be targeted early to support student behaviors.		

Action 2.3

2.3 School Safety Plan

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Create and revise the Safe School Plan B. Developing each student's resiliency skills C. Provide appropriate campus supervision D. Participate in Red Ribbon Week Activities E. Follow child abuse mandated reporting procedures F. Develop and practice routine disaster procedures G. Maintain and acquire emergency/disaster supplies H. Notify teachers of dangerous students I. Distribute the discrimination and harassment policy to employees, students, and parents	X All Students	Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $900 Saturday School Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1800 Material & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $3500

Action 2.4

2.4 Health Services

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. A Health Care Aide will provide support to ensure a healthy environment by attending to student health needs and parent outreach for vision, health and dental referral. B. Support for a Healthy lifestyle will include: 100 Mile Club and PE. C. A School Psychologist is employed part time on the site to support Behavior support plans, IEP's, and student assessment. D. A Mental Health Counselor will be contracted for behavior support.	X All Students	Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1280 Student Incentives (100 Mile Club) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1500 Mental Health Counselor 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $0

Goals, Strategies, & Proposed Expenditures

Goal 3.0

Parent, Student and Community Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

We will continue to allow a virtual option for meeting attendance when requested by a parent or guardian. This will allow greater access to families unable to attend in-person. In addition, the shift to later meetings may also lead to greater engagement from parents. Multiple attempts to engage parents in attending events will be made throughout the school year. Messages will be sent via Parent Square, Class Dojo, school website, marquee, and paper fliers.

There is a need for students to have more diverse activities available during their recess and lunch breaks. In response, new Maker Space areas are being developed for the school library to provide a greater range of activities to engage students in areas of STEAM. If students and staff request it, a return of intramural sports will be put in place along with on site 100 Mile Club opportunities. Students will participate in the 100 Mile Club daily.

Peralta must continue to reach out and be available to families speaking a primary language other than English. Providing communication in primary languages for families will be utilized as well as meeting with key members in the community to build stakeholder buy in and overall comfort in Parent meetings. These efforts will support families and benefit students in their efforts to be reclassified fluent English proficient.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3 Parent Engagement	LCAP Parent/Family survey, Spring 2023 For this school or district to be successful over the next 3 years, how important is it to focus on...community partnerships. 100% responded "Extremely Important" or "Quite Important."	LCAP Parent/Family survey, Spring 2024 Goal: For this school or district to be successful over the next 3 years, how important is it to focus on...community partnerships. 100% will respond "Extremely Important" or "Quite Important."
P5 Parent Engagement	LCAP Parent/Family survey, Spring 2023 For this school or district to be successful over the next 3 years, how important is it to focus on student activities and extracurricular activities.	LCAP Parent/Family survey, Spring 2024 Goal: For this school or district to be successful over the next 3 years, how important is it to focus on student activities and extracurricular activities.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	81% responded "Extremely Important" or "Quite Important."	86% will respond "Extremely Important" or "Quite Important."
P5 Teacher Engagement	LCAP Teacher Survey, Spring 2023 On most days, how enthusiastic are the students about being at school? 60% responded "quite enthusiastic" or "extremely enthusiastic."	LCAP Teacher Survey, Spring 2024 Goal: On most days, how enthusiastic are the students about being at school? 65% will respond "quite enthusiastic" or "extremely enthusiastic."
P6 Surveys of pupils, parents, teachers on sense of school connectedness	LCAP Student Survey, Spring 2023 Overall, how much do you feel like you belong at your school? 74% of students responded, "belong quite a bit" or "completely belong."	LCAP Student Survey, Spring 2024 Goal: Overall, how much do you feel like you belong at your school? 79% of students will respond, "belong quite a bit" or "completely belong."

Planned Strategies/Activities

Action 3.1

3.1 Parent Engagement and Leadership

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Increase parent involvement in school/district advisory committees to review current school/district programs and make recommendations. The principal will provide regular updates to parents about classroom/school activities and programs through Parent Square, school Dojo, the school website, and marquee. B. The school will communicate to parents the board policies and other requirements of the Transitional Kindergarten program. Parents will be provided with steps for registration.	X All Students X Other student group(s) Pre-school/ Head Start	Hourly, Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $245

Action 3.2

3.2 Parent Involvement Opportunities

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Increase parent involvement by providing the opportunity to participate in PTA-sponsored events and as classroom volunteers. The goal is to engage parents in their children's education by helping them develop skills to use at home that support their children's academic efforts at school. Information will be provided in both English and Spanish and will be sent home on a timely manner. B. The school staff will invite parents to participate in site-based activities such as the School Site Council, ELAC, 100 Mile Club, Fall Festival, Book Fair, Pastries with Parents, and AVID workshops.	X All Students	Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $6850

Action 3.3

3.3 Parent Communication and Connectivity

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Assist parents in understanding academic common core state standards, state and local academic assessments, requirements of Title I, and how to monitor a child's progress and work with educators to improve student achievement using Parent Connect and Parent Phone System. Specific parents will be invited to events that meet the specific needs of their child. B. Parents will regularly be informed of student progress through Back-to-School Night, parent conferences, progress reports, report cards, Parent Square, Class Dojo, and flyers sent home. C. Parent meetings, parent-teacher conferences, report cards, informational newsletters, flyers, office communication, and parent resources will be provided in both English and Spanish to meet the needs of our Spanish speaking population. Translators will be provided for parent meetings.	X All Students X Other student group(s) Students With Disabiliities and White Students	Clerical - Overtime 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $500

Action 3.4

3.4 Community Involvement and Student Transition

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
Peralta believes in a collaborative partnership among teachers, parents, students, family members and the community. To promote parent involvement, Peralta employs the following: A. Regular, two-way communication between the school and home which fosters a clearer vision for each student and promotes higher student achievement. Peralta staff members assist in facilitating written communication in both English and Spanish. B. Parent/Student/Teacher Compact is signed each year of In-person instruction and reviewed virtually in the event of distance learning. C. Parents are invited and encouraged to attend Parent-Teacher conferences with translators assigned as needed. These are also offered virtually when requested. Home visits are provided if necessary. D. Parents are encouraged to be a part of SSC, ELAC and/ or PTA. E. Parents are provided the opportunity to participate in parenting classes or community events that will assist their children in learning the standards. Parents will be provided resources and incentives for attending events that will support them assisting their children in their learning. F. In preparation and readiness for the beginning and ending of the academic school year, Peralta students and parents will be given the opportunity to acquaint/revisit/follow-up with school registrations and general procedures. G. Parents are invited to attend grade-level and AVID parent workshops to learn ways to provide academic support for their child at home. Supplies and incentives will be provided to parents who attend trainings and workshops. H. Transitional Kindergarten parents, Kindergarten parents and students will be given the opportunity to attend Back to School Night / Readiness Orientation to familiarize themselves with the Kindergarten program.	X All Students X Other student group(s) Preschool/ Head Start	Materials & Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $731 Postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $100

I. Kindergarten families will be invited to attend Pastries with Parents to learn additional information about the kindergarten curriculum and to better familiarize themselves with the teachers and classroom. J. Sixth-grade students will attend an assembly in person or virtually that will introduce them to the middle school environment.		

Action 3.5

3.5 Involvement of staff, parents and community

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Teachers will hold meetings in-person or virtually with parents to explain standards, homework, assessments, progress, etc. to enhance student achievement. Translation will be provided. Parents will be encouraged to attend parent meetings and school functions. All parents will sign a school-parent compact. Parents will be encouraged to attend Back to School Night. Parents will receive copies of individual student assessment results. Teachers will review state and district assessment results. School-wide data will be shared with and interpreted for the SSC and ELAC. Parents are invited to special activities and encouraged to volunteer on campus. Communication goes out to parents via school flyers, Parent Square, Class Dojo, and wording on the marquee. B. At Peralta, we recognize we serve not only our students, but their families as well. Our parent involvement opportunities include the traditional parent participation in School Site Council, English Learner Advisory Committee, Parent-Teacher Association and attendance at events such as Back-to-School Night and Parent/Teacher Conferences. We endeavor to go further than these typical involvement opportunities. We include Read Across America Day, Peralta Family Picnics, and Pastries with Parents. We plan to build upon these opportunities in the coming year. Peralta will include opportunities for parents to attend inservice trainings and classes regarding behavior and chronic absenteeism. Incentives will be provided to encourage participation and engagement.	X All Students X Other student group(s) Students With Disabilities and White Subgroup	Hourly, Other Certificated 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 $200 Printing 5000-5999: Services And Other Operating Expenditures Title I Parent Involvement -- 3010 1902 $130 Translation Services 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 $964

Action 3.6

3.6 Communication Enrichment

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Students who have gone through the Student Success Team (SST) process and who are perceived to have communication challenges will receive enrichment through CEP within the school day and will receive home activities for additional reinforcement if needed. Parents will receive support to meet the needs of their child.	X All Students X Other student group(s) Students With Disabilities	

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4 Statewide Assessments - ELA Data Dashboard	An expected goal will be set when results are received from spring 2022 administration.	Overall distance from standard: 64.5 points below standard Students with disabilities: 158 points below standard English Learners: 77.6 points below standard Hispanic: 63.1 points below standard Socioeconomically Disadvantaged: 69.1 points below standard White: 91.9 points below standard
P4 Statewide Assessments - Math Data Dashboard	An expected goal will be set when results are received from spring 2022 administration.	Overall distance from standard: 79.9 points below standard Students with disabilities: 147.4 points below standard English Learners: 94.5 points below standard Hispanic: 79.9 points below standard Socioeconomically Disadvantaged: 87.8 points below standard White: 122.2 points below standard
P4 Statewide Assessments - ELPAC	ELPAC Goals: *7.17% Proficient *Level 1 (Minimally Developed) 22.81% *Level 2 (Somewhat Developed) 34.13% *Level 3 (Moderately Developed) 36.88% *Level 4 (Well Developed) 7.17%"	ELPAC Results: *8.98% Proficient *Level 1 (Minimally Developed) 16.77% *Level 2 (Somewhat Developed) 47.31% *Level 3 (Moderately Developed) 26.95% *Level 4 (Well Developed) 8.98%
P8 Other student outcomes- NWEA Reading	Spring 2022 NWEA Goals for Peralta:	Winter 2022 Data Reading:

Metric/Indicator	Expected Outcomes	Actual Outcomes
	(% of students scoring high average or high) Kindergarten: 13% 1st Grade: 25% 2nd Grade: 16% 3rd Grade: 18% 4th Grade: 33% 5th Grade: 11% 6th Grade: 23%	Kindergarten: 13% 1st Grade: 8% 2nd Grade: 11% 3rd Grade: 17% 4th Grade: 15% 5th Grade: 27% 6th Grade: 15%
P8 Other student outcomes- NWEA Math	Spring 2022 NWEA Goals for Peralta: (% of students scoring high average or high) Kindergarten: 13% 1st Grade: 19% 2nd Grade: 23% 3rd Grade: 17% 4th Grade: 5% 5th Grade: 7% 6th Grade: 16%	Winter 2022 NWEA Data Math: (% of students scoring high average or high) Kindergarten: 13% 1st Grade: 16% 2nd Grade: 11% 3rd Grade: 14% 4th Grade: 7% 5th Grade: 6% 6th Grade: 3%
P8 Other student outcomes-DIBELS	Should DIBELS resume in Fall of 2022, a new baseline will be set at that time.	DIBELS did not resume in 2022. It will possibly return in 2023-2024 school year.
P8 Other student outcomes- MDTP Math 6th grade	Goal: 29% of students will meet or exceed on the alternate assessment.	42 sixth graders completed the MDTP for Math. Seven mathematical concepts were assessed: DAST, DECM, FRAC, GEOM, INTG, LTEQ, and PROP. The results are as follows: 33.33% of 6th graders showed no mastery of these mathematical concepts 11.9% of 6th graders showed mastery in one of these mathematical concepts 19.05% of 6th graders showed mastery in two of these mathematical concepts 11.9% of 6th graders showed mastery in three of these mathematical concepts 9.52% of 6th graders showed mastery in four of these mathematical concepts 0% of 6th graders showed mastery in five of these mathematical concepts 2.38% of 6th graders showed mastery in six of these mathematical concepts

Metric/Indicator	Expected Outcomes	Actual Outcomes
		11.9% of 6th graders showed mastery in all seven of these mathematical concepts
P8 Other student outcomes- Reading Inventory ELA 6th grade	28% of students will meet or exceed on the alternate assessment.	32% of students met or exceeded on the alternate assessment.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 CSS & NGSS Implementation A. ELA/Math CSS professional development will be provided as needed. B. Professional development to support initiatives such as AVID, Digital Gateway (technology, 1:1 Chromebook for K-6), and Guided Reading. If necessary, there may also be training to support distance or hybrid learning models. C. Principal will coordinate & monitor all professional development and instruction. Staff surveys, leadership feedback, and/ or classroom observations will determine site needs for training. D. Teachers analyze data during collaboration meetings using Data programs (Key Data) to monitor & analyze formative & summative assessments. Disaggregated data will be used to drive/adjust instruction. E. EMCC coordinates materials & provides technology support.	1.1 CSS and NGSS Implementation A. Professional development was provided as needed. Teachers were provided time to plan with grade level teams and receive support from special education staff, literacy and math support teachers. Teachers also were given multiple opportunities to attend professional development in the areas of special education, language services, writing, and reading. Professional development was supplemented using district PD funds and some professional development was paid for by the district. B. Teachers were provided AVID PD on writing, inquiry, organization and collaboration. Training was not done for 1:1 Chromebooks or guided reading as these programs are becoming obsolete. C. The principal coordinated and monitored all professional development. Teacher feedback was solicited to staff to determine professional development needs and	Substitute Teacher (ELPAC Administration) 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 $258 Media Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $58,041 Software & Licences (RAZ Kids) 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $500 Lamination 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $950 Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $2,800 Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707	Substitute Teacher (ELPAC Administration) 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 $250 Media Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $70,611 Software & Licences (RAZ Kids) 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $500 Lamination 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $3,000 Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $2,800 Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
F. Supplemental materials, resources, instruction, incentives, library resources, technology, etc. will be purchased for ELA/ ELD/ Math/ Science(NGSS)/ Intervention to support EL/SDC/RSP/GATE students. Examples to be considered: Copy machines, printing, calculators, novels, leveled readers such as Reading A to Z, manipulatives, software such as RAZ kids, Seesaw, Kami, and informational texts, etc. G. GATE coordinator collaborates with classes that have GATE clusters to enrich and/or accelerate on CSS in ELA, Math, Science, and Social Studies. H. If health guidelines allow, band and string instruments classes will be available for 4-6 grade students once a week. I. Supplies, materials, incentives, and professional development will be provided to support AVID implementation TK-6.	wants. Classroom observations were completed to determine staff needs for additional classroom support. D. Teachers analyzed data during team collaboration meetings. Data was reviewed by leadership team members and data was disseminated to teachers using visual aids to support understanding of data. E. The EMCC coordinated materials and provided technology support to both students and staff. F. Supplemental materials, resources, instruction, incentives, library resources and technology was purchased to support intervention, EL/SDC/RSP/GATE students. Some materials purchased include copy machines, printing, calculators, novels, leveled readers such as Reading A to Z, manipulatives, software such as RAZ kids, Seesaw, Kami, Science of Reading was added this year, and informational texts, etc. G. GATE coordinator collaborated with classes that have GATE clusters to enrich and/or accelerate on CSS in ELA, Math, Science, and Social Studies. H. Band classes for students in 4-6 were provided for students once a week. I. Supplies, materials, incentives, and professional development was	$519 Printing Supplies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $2,900 Hourly Classified (Babysitting) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $267 Copier Maintenance Agreements 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $2,600 Lease/Purchase Agreement (Copier) 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $500	$519 Printing Supplies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $2900 Hourly Classified (Babysitting) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $50 Copier Maintenance Agreements 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $3600 Lease/Purchase Agreement (Copier) 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $500

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	provided to support the AVID program at grades TK-6.		
1.2 Intervention A. Kinder through Sixth Grade students will use NWEA to screen all students for additional small group support from an Intervention teacher. B. Fourth through Sixth grade students will be provided intervention support for thirty minutes daily as guided reading takes place through intervention support. C. K-3 previously used DIBELS to monitor and assess reading foundational skills and should DIBELS resume we will use the data to make decisions regarding student learning. Teachers administer and analyze DIBELS assessment data in order to provide appropriate interventions. Collaboration focuses on intervention strategies. CSR Intervention teachers provide Early Literacy Intervention to grades 1-3 students in reading fluency and phonemic awareness. D. Professional development to support intervention initiatives will be provided. E. Students with special needs receive support via special education program using pull-out and inclusion methods. Professional development and release time to support inclusion program will be available.	1.2 Intervention A. Kinder through Sixth Grade students used NWEA to screen all students for additional small group support from an Intervention teacher or small group within the classroom. B. First through Sixth grade students were provided intervention support for thirty minutes daily as guided reading takes place through intervention support. Intervention teachers began to transition from guided reading to Science of Reading and phonics strategies to support students who are not reading at grade level. C. K-3 previously used DIBELS to monitor and assess reading foundational skills and although DIBELS did not resume this school year, we will use DIBELS data to make decisions regarding student learning during the 2023-2024 school year. Teachers administer and analyze DIBELS assessment data in order to provide appropriate interventions. Collaboration focuses on intervention strategies. CSR Intervention teachers provide Early Literacy Intervention to grades 1-3 students in reading fluency and phonemic awareness.	Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $2750 Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $500 Travel/Conference/AVID 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 $0 Hourly, Other Certificated (GATE) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $1,500	Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $3,400 Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $500 Travel/Conference/AVID 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 $0 Hourly, Other Certificated (GATE) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $1500

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
F. GATE enrichment activities/lessons provided to students/parents periodically during the year.	D. Professional development was provided to support intervention intiatives. E. Students with special needs received support through pull out and push in programs. Professional development was provided on behavior strategies, inclusion, and UDL. F. GATE enrichment activities/lessons were provided to students/parents periodically during the year.		
1.2 Continued (Intensive Intervention) A. Additional time for TK/K instruction will be provided for qualifying students as an extended learning opportunity should funding allow. B. FTE .80 Primary grade intervention teacher doing push-in foundational reading support. C. FTE Upper Grade Intervention teacher doing push-in guided reading. D. GATE enrichment activities/lessons provided to students/parents during the school year. F. One three hour instructional assistant doing guided reading in grade six .	1.2 (Continued) Intensive Intervention A. Additional time for TK/K students was provided via an after school enrichment program. Their learning was ectended beyond the school day. B. FTE .80 Primary grade intervention teacher doing push-in foundational reading support. C. FTE .80 Upper Grade Intervention teacher doing push-in guided reading and Science of Reading. D. GATE enrichment activities/lessons were provided to students/parents during the school year. E. One three hour instructional assistant did guided reading in grade six.	FTE Literacy Support Teacher 1st & 2nd 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $76,029 FTE Literacy Support Teachers 3rd & 4th Grades 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $69,214 FTE Literacy Support Teachers 3rd & 4th Grades 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 $69,214 1 Three hour instructional assistant to support 5th/6th grade intervention students 2000-2999: Classified Personnel Salaries Title I Basic -- 3010	FTE Literacy Support Teacher 1st & 2nd 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $83,638 FTE Literacy Support Teachers 3rd & 4th Grades 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $66,163 FTE Literacy Support Teachers 3rd & 4th Grades 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 $91,898 1 Three hour instructional assistant to support 5th/6th grade intervention students 2000-2999: Classified Personnel Salaries Title I Basic -- 3010

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		$19,772	$0
		FTE Early Intervention Tchr 1st & 2nd 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $40,938	FTE Early Intervention Tchr 1st & 2nd 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $40,938
1.3 AVID: A. Begin year 7 of AVID B. Monitor students that are AVID strong C. Coordinate PBIS, SEL, and AVID programs D. Provide opportunities for teachers to attend AVID Path training and administrator to attend AVID conferences E. Purchase AVID supplies for all students in grades TK-6 and incentives. Adjustments may need to be made should a distance model be needed.	1.3 AVID A. Year 7 of AVID began at Peralta and was a success as we put additional time and focus on AVID. B. Students were monitored and provided incentives and support on how to become AVID strong and celebrated when they achieved that goal. C. The PBIS, SEL, and AVID programs coordinated to achieve positive results. D. Teachers and admin were provided opportunities to attend AVID training via summer institute. We will continue to provided training via summer institute for teachers. E. AVID suppolies were purchased for all students in grade TK-6. Incentives for students were also purchased for students to support AVID.	Supplies Materials (AVID) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $2,150	Supplies Materials (AVID) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $3000
		Incentives (AVID) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1,600	Incentives (AVID) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $2000
		Conferences/Travel (AVID) 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 $0	Conferences/Travel (AVID) 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 $0
1.4 ELD A. 30 minutes of designated ELD instruction in TK-6 will be provided.	A. There was 30 minutes of designated ELD instruction in TK-6 was provided.	Salary, Two BLT (3 hrs.) (50%) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010	Salary, Two BLT (3 hrs.) (50%) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
B. Integrated EL support (i.e. evidence based strategies) will be provided over multiple subjects. C. EL levels for EL newcomers are determined at the district assessment center. D. When possible, classes are configured to have no more than 2 adjacent EL levels. E. Teachers monitor and evaluate EL levels using multiple measures including classroom assessments and ELPAC data. F. Bilingual Language Tutors support EL students by providing lesson reinforcement and reading support in both English and Spanish. G. Professional development to support ELD program will be provided. The Ellevate platform will be accessible to teachers to support with ELD standards.	B. Integrated EL support, using evidence based strategies during instruction, occurred in multiple subjects. C. EL levels for newcomers were determined at the district assessment center. D. Classes at Peralta, in all but one clasroom, were configured to have no more than two adjacent EL levels. E. Teachers monitored and evaluated EL levels using multiple measures indluding classroom assessments and ELPAC data. F. Bilingual tutors supported EL students by providing lesson reinforcement and reading support in both English and Spanish. G. Professional development was provided to support the ELD program. Ellevate training was provided for teachers to attend to support ELD standards.	$23,268 Salary, Three BLT (3 hrs.) (50% for 2 & 100% for 1) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $49,099 Salary, Translation 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $700 Materials & Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 $3,995 Hourly IA 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1,000 Lease/Purchase 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $698	$26,225 Salary, Three BLT (3 hrs.) (50% for 2 & 100% for 1) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $55,795 Salary, Translation 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $700 Materials & Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 $3900 Hourly IA 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $0 Lease/Purchase 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $700
1.5 Hourly Classified Four days of clerk hours to support the beginning and ending of school year.	We used four days of clerk hours to support the beginning and ending of the school year.	Hourly Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $400 Hourly Office 2000-2999: Classified Personnel Salaries	Hourly Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $400 Hourly Office 2000-2999: Classified Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		LCFF Suppl/Conc -- 0707 $410	LCFF Suppl/Conc -- 0707 $400
		Hourly Office 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $500	Hourly Office 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $500
1.6 Resources: A. Purchase additional materials to support AVID implementation, UOS, ELD, technology, and Collaborative Teaching including print material, web based supplemental materials and manipulatives. An emphasis on web based materials will be explored in the event of distance learning. B. Supplemental ELA, ELD, and Mathematics materials C. Digital Resources – Reading A-Z, Google suite, Zoom, Pear Deck, Flip grid, Seesaw, Kami D. Technology and software support for classroom integration - Document cameras and projectors	A. Addtional materials were purchased to support AVID, ELD, technology and collaborative teaching. These materials include printing, web based material, and other supplemental materials and manipulatives. B. ELA, ELD, and math supplemental materials were purshased this school year. With the addition of a full time MST, we purchased math materials to support her small group instruction with students. C. Digital resources used by teachers include Reading A-Z, Pear Deck, Flig Grid, Seesaw, and Kami. We will also be looking into purchasing online access to DIBELS data. D. Technology and software support was provided to teachers and will continue to be provided. Including but not limited to document cameras and projectors.	Tech Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $500	Tech Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $500
		Guided Reading Teacher Manuals (For New Teachers) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $500	Guided Reading Teacher Manuals (For New Teachers) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $300
		Tech Coordinator Hourly (Esparza Extra Hours) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $700	Tech Coordinator Hourly (Esparza Extra Hours) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $700
		Software License 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $500	Software License 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $500
		Translation Services 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $500	Translation Services 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $500
		Certificated Planning Time 1000-1999: Certificated Personnel Salaries $1,000	Certificated Planning Time 1000-1999: Certificated Personnel Salaries $1000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.7 Pre-school Transition Plan: A. Peralta does not have a pre-school program on-site. However, special education pre-school students have transition meetings that are often attended by Peralta's principal, SLP, school psychologist, and Special Education teacher. Parents are always welcome to visit our TK-1 classrooms to observe the quality of instruction and safe learning environment. B. Registration information for Transitional Kindergarten and Kindergarten will be sent to the parents of pre-school students in the Spring. All information will be sent in both English and Spanish.	A. While Peralta Elementary School does not have a pre-school program on site, students who live in the Peralta area are transitioned into TK and Kinder programs on site with the help and support of Peralta staff and teachers. Parents were welcome to visit the TK classroom at Peralta, but we did not have any parents ask to visit. B. Registration information for Transitional Kindergarten and kindergarten was sent home to parents of pre-school students in the spring. This information was sent home in English and Spanish.	None Specified $	None Specified $
1.8 Communication Enhancement Program A. The Communication Enhancement Program (CEP) at Peralta is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.	A. The Communication Enhancement Program (CEP) at Peralta is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.	None Specified $	None Specified $
Inclusion The planned actions for Full Inclusion include: A. Continued professional development as needed for general education	A. Professional development was provided throughout the school year. Teachers were provided training on UDL, inclusion, and behaviors.	None Specified $	None Specified $

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
teachers, Educational Specialists, and paraprofessionals. B. If budget allows, release time for teachers to collaborate and plan for the support and success for all students. C. Classified and certificated behavior support and training (CPI Training, Student Attendant Aides-if not provided by the district).	B. Release time was provided, but not utilized during the school day. Next school year, teachers will use during the day release time to implement and support school wide instructional foci. C. Staff was provided the opportunity to attend CPI training.		

Analysis

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

The staff at Peralta Elementary School benefitted from multiple professional development opportunities. Staff at all levels were provided professional developmet on a variety of topics including inclusion, trauma informed practices, mindfulness, reading, writing, and behavior. The staff has been able to implement learned strategies and ideas into daily instruction and during interactions with students both within and outside of the classroom. Teachers attended both on and off campus professional development. There were many high quality professional development offerings through the special education department and PICO that staff at Peralta attended. These professional development sessions supported students through inclusion and univeral design for learning. Schools in JUSD received addiitional monies to send teachers to conferences both online and out of town. Fourth through sixth grade teachers attended a writing conference and many of our primary teachers participated in online reading trainings that will revolutionize the teaching of reading to our youngest students. Additionally, the two literacy support teachers are involved in training on the science of reading which will benefit all students. The LSTs support students in first through sixth grades and provide intense intervention to students with the highest needs. Through their training they are able to assess student needs and devise instruction to fill in gaps and get kids reading. As a school we look forward to continued professional development opportunities for all staff to support student learning and building a culture and climate that supports the whole child.

Students benefitted from additional materials teachers used to support instruction in the classrom. Teachers received supplies to support student learning in reading, writing, and math. We used our school money to purchase learning materials for teachers to support instructional planning and lesson delivery. Teachers were able to make informed decisions regarding material purchases by analyzing their classroom data and determining greatest needs. Materials were purchased to support student learning. Materials were also purchased through different funding sources to support our school library and intervention. As new learning was gained this year in reading, we supported teachers by purchasing the materials they need to make the switch from a whole language and guided reading approach to reading to a phonics based system instead. The materials were purchased for our first grade teachers and our intervention teachers. We are looking to expand into kindergarten next year with materials to create a continuity of practice between kindergarten and first grade. By using the same systems, teachers will be able to be precise in their lesson planning at the individual student level. Parents in our TK program were offered information regarding the program itself and the process to enroll students in the program. As universal TK comes underway the next school year, we will continue to share information with families and the community to ensure all students who are eligible to be in the TK program are offered that opportunity.and provided information on the program itself and how to register.

Intervention teachers supported college and career readiness through their leaderhsip as our AVID coordinators. Students were given multiple opportunities to talk about college and career readiness both in the classroom and in whole school assemblies. Teacher were provided professional development on skills students need to succeed after K-12 education. Skills including reading, writing, organization, collaboration, and inquiry skills. Students received AVID agendas, binders, and other materials to support organization. Parent signatures were required daily to encourage parent participation and knowledge in what students were doing at school each day. The CEP functioned as a support for students with speech difficulties. Students were identified, tested, and offered support with voice, articulation, and fluency.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

According to the dashboard students at Peralta made slow academic gains in some areas, fell in others, and maintained still in other areas. Peralta fell in NWEA both reading and math. When we reviewed data this year, we know that we need to put a higher emphasis on NWEA. Staff at Peralta currently views it as one more thing to do instead of a valuable tool to help them guide instruction and make instructional decisions. We will continue to build our staff buy in to the newer assessment to ensure the data is a tool for teaching. We would like to increase our communication with parents regarding student data. Despite our monumental efforts to increase student attendance rates, we continue to fall short of goals. Students and parents receive incentives for great behavior, classes receive class wide incentives, and we even added a teacher incentive to motivate all parties to improve attendance. Covid was still a factor for us this school year and students are still being taken on long trips during school days. We are working to become more proactive about attendance and sharing expectations for attendance with parents. We will also be working with teachers to educate them in order to share with parents, on the benefits of good school attendance. Additionally, we will educate all educational partners in the detriments to missing high numbers of school days. As early as our TK program, we will make sure that parents and students know why they should come to school every day. ELPAC data showed an increase in highly developed students, but a drop in moderately developed. Overall we increased highly developed EL students and decreased our minimally proficient EL students. We would like to support teachers who work with EL students by seeing out addtional supports for them in planning instruction and monitoring student progress.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were some differences in expenditures. We did not use as much AVID or travel monies this school year as the district assumed the costs for most of the AVID participants from each school. The district paid for two admin, and four teachers from each site to attend AVID training in San Diego. This school year we will pay for one additional teacher from our site budget to attend AVID summer institute. Most other expenditures remained the same. However, the Schoo Site Council did approve to eliminate one activity supervisor and one three hour instructional aid due to the position remaining unfilled, and the site budget not having space to assume two additional salaries in addition to the other salaries that are already being paid. Some expenses the school would have incurred this year were also covered through the use of ESSER funds and through district professional development monies. These additional federal and district dollars made it possible to have some money remaining in the site budget at the conclusion of the school year. We also did not use as many hours for babysitting as most parents attending SSC and ELAC did not need babysitting services this school year. We will continue to allocate money to support child care for future school years to ensure that child care does not become a hindrance for parents to attend committee meetings in support of the school.

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

We will be changing some of the curriculum used this coming school year. We will no longer be using Units of Study or NGSS to plan for reading, math, or science. The district adopted a new science curriculum, Twig, and teachers began implementation this school year with success. We will continue to utilize Twig for science instruction for the coming years. Additionally, many teachers on site were given professional development this school year on the Science of Reading. Teachers in the primary grades will gradually move away from guided reading practices and focus on a phonics based instructional plan to support student reading. Therefore, we will not purchase any additional guided reading materials for teachers at Peralta.

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P 5 School attendance rate	Attendance Goals by Grade Level: TK: 92 K: 90 1: 93 2: 92 3: 95 4: 95 5: 93 6: 95	Attendance by Grade Level: TK: 91 K: 87 1: 90 2: 92 3: 93 4: 93 5: 93 6: 91
P5 Chronic Absenteeism rate	Goal for Chronic Absenteeism: School: 9% EL: 12% Students with Disabilities: 6% Socioeconomically Disadvantaged: 11%	Chronic Absenteeism: School: 39% EL: 40% Students with Disabilities: 34% Socioeconomically Disadvantaged: 40%
P6 Pupil Suspension rate	Maintain a Pupil Suspension Rate of 0.0%.	Pupil Suspension Rate 0.7%.
P6 Surveys of pupils, parents, teachers on sense of safety	LCAP Student Survey, Spring 2023 goal: How often do you worry about violence at your school?: Reduce number to 30% of students responding almost never or once in a while.	LCAP Student Survey, Spring 2023 goal: How often do you worry about violence at your school?: Number was reduced to 12% of students responding almost always or frequently. 71% of students responded favorably at never or almost never.
P6 Surveys of pupils, parents, teachers on sense of safety	LCAP Student Survey, Spring 2023 goal: For students who need extra support, how difficult is it for them to get the support that they need? Increase to 74% responding not at all difficult or slightly difficult.	LCAP Student Survey, Spring 2023 goal: For students who need extra support, how difficult is it for them to get the support that they need? Score was 54% responding not at all difficult or slightly difficult.

Metric/Indicator	Expected Outcomes	Actual Outcomes
P6 Surveys of pupils, parents, teachers on sense of safety- BrightBytes	LCAP Parent/Family Survey Spring 2023 Goal: How well do you feel this school or district is currently doing in the following area: Diversity and inclusion of all students? Increase to 80% responding "quite well" or "extremely well."	LCAP Parent/Family Survey Spring 2023 Goal: Survey results are unavailable due to low survey participation.
P6 Pupil Expulsion Rate	Maintain a pupil expulsion rate of 0%.	Maintained a pupil expulsion rate of 0%.
P1 School facilities are maintained in good repair.	The school facility will be maintained as expected.	The school facility was maintained as expected.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Supervision and Support A. Safety and Healthy School Environment Supervisors will participate in training that focuses on conflict resolution and positive reinforcement. Should Distance learning be necessary, supervisors will support re-engagement of students, distribution of supplies, and supporting lunch distributions. Supervisors will supervise PTA sponsored events that may require additional supervision. Activity supervisors will provide appropriate campus supervision, enforce the school dress code, and enforce school rules and procedures. Students and staff will participate in monthly fire drills and practice disaster procedures. Supervisors will also provide babysitting for parent training and meetings such as PTA, ELAC, and SSC. The school will create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through	A. Activity supervisors were provided multiple opportunities to support successful completion of their job responsibilities. We had a great deal of turnover in our activity supervisors this school year and many trainings were added at the end of the school year to support the new staff. Activity supervisors provided appropriate campus supervision, enforced the school dress code, and enforced school rules and procedures. Students and staff participated in monthly fire drills and practiced disaster procedures. Supervisors will provided babysitting for parent trainings and meetings such as PTA, ELAC, and SSC. The school created and maintained a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through various activities (red ribbon week, anti-bullying assemblies, digital citizenship.)	Health Aide Clerk 3hrs. (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $25,066	Health Aide Clerk 3hrs. (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $30,046
		Hourly, Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $700	Hourly, Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $700
		Substitute Teacher Develop Safety Plan 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $383	Substitute Teacher Develop Safety Plan 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $380
		Materials & Supplies Safety 4000-4999: Books And Supplies Title I Basic -- 3010 $650	Materials & Supplies Safety 4000-4999: Books And Supplies Title I Basic -- 3010 $600
		Activity Supervisor 4hrs	Activity Supervisor 4hrs

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
various activities (red ribbon week, anti-bullying assemblies, digital citizenship.) B. Health Aide The health aide will provide appropriate health care and nursing services. C. PBIS/ BSEL PBIS/ BSEL coordinator and staff will provide a school-wide assertive discipline program. PBIS implementation will include training and materials for teaching social skills with social skills posters, Class Dojo will be used to communicate with parents and caregivers. SEL efforts will be provided regularly and supported by the school psychologist, BSEL coordinator and admin team. D. 100 Mile Club Peralta will operate the 100 Mile Club. This program focuses on student health and well being by having them participate in running and monitoring the number of miles they run. Students will develop self-monitoring strategies. E. Safety Supplies &/or Walkie-Talkies. Peralta will replace inoperable walkie-talkies. Supplies in the event of an emergency will be prioritized and purchased within the constraints of the budget.	B. The school health aide provided appropriate health care and nursing services. She was an integral part in keeping students safe and supporting student health needs. C. Our PBIS/BSEL coordinator was new this school year and attended many trainings to support the role. We used online supports and lessons through Second Step to support student social emotional learning. Class and school dojo were used to communicate with parents on an ongoing basis. D. The 100 Mile Club was back in full forces this school year. All students participated and tracked their miles to reach the goal of walking 100 miles this school year. The 100 Mile Club focused on student health and well being and supported students in developing self-monitoring strategies. E. Peralta purchased 25 walkie-talkies for classified staff to support students in the event of an emergency.	2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $7,404 Supplies (PBIS), (Attendance), (100 Mile) Incentives & Awards 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1,350 Mental Health Counselors 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $0	2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $7400 Supplies (PBIS), (Attendance), (100 Mile) Incentives & Awards 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $10350 Mental Health Counselors 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $0
2.2 Positive Behavior Intervention Support (PBIS) and Social Emotional Learning (SEL) A. PBIS/ SEL Coach & Committee	A. PBIS/ SEL Coach & Committee The PBIS coach along with the PBIS committee facilitated the implementation of the components of	Supplies (Incentives) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $700	Supplies (Incentives) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $10700

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The PBIS coach along with the PBIS committee will facilitate the implementation of the components of the PBIS model. The PBIS/BSEL coach and team will provide staff development and support in planning short lessons. Student incentives will be given in the classroom and schoolwide to reward positive behavior. SEL efforts will be provided regularly and supported by the school psychologist and behavior specialist B. PBIS/BSEL Meetings The PBIS/BSEL team will meet regularly to review data and provide support and resources for classroom management strategies. C. PBIS Incentives The PBIS team will develop incentives to reinforce positive behaviors from students. D. Tier 2 support The Tier 2 support system will build in a network of influential individuals of staff for students in need and establish a check-in system to motivate and coach these students to make the necessary behavior corrections. Incentives will accompany these systems and serve as reinforcement for growth in making positive behavior choices.	the PBIS model. The PBIS/BSEL coach and team provided staff development and support in planning short lessons. Student incentives will be given in the classroom and schoolwide to reward positive behavior. SEL efforts were provided regularly and supported by the school psychologist and behavior specialist B. PBIS/BSEL Meetings The PBIS/BSEL team met regularly to review data and provide support and resources for classroom management strategies. C. PBIS Incentives The PBIS team developed incentives to reinforce positive behaviors from students. D. Tier 2 support The Tier 2 support system built in a network of influential individuals of staff for students in need and establish a check-in system to motivate and coach these students to make the necessary behavior corrections. Incentives accompanied these systems and served as reinforcement for growth in making positive behavior choices.		
2.3 School Safety Plan A. Create and revise the Safe School Plan	A. The Safe School Plan was revised for this current school year. It was	Supplies (Incentives) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707	Supplies (Incentives) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
B. Developing each student's resiliency skills C. Provide appropriate campus supervision D. Participate in Red Ribbon Week Activities E. Follow child abuse mandated reporting procedures F. Develop and practice routine disaster procedures G. Maintain and acquire emergency/disaster supplies H. Notify teachers of dangerous students I. Distribute the discrimination and harassment policy to employees, students, and parents	shared at staff meetings and parent meetings. B. Student resiliency skills were developed through in class programs and outside supports. C. Activity supervisors and other staff provided appropriate campus supervision. D. Students participated in Red Ribbon Week Activities to support a drug free school environment. E. All staff followed child abuse mandated reporting procedures. F. The school safety team along with input from parents, developed and practiced routine disaster procedures. G. Each classroom maintained and acquired emergency/disaster supplies that are kept in each classroom. H. Teachers were notified of dangerous students, if necessary. I. The discrimination and harassment policy was distributed to employees, students, and parents.	$500 Saturday School Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $600 Material & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1368	$8500 Saturday School Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $3800 Material & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $4400
2.4 Health Services A. A Health Care Aide will provide support to ensure a healthy environment by attending to student health needs and parent outreach for vision, health and dental referral.	A. A Health Care Aide provided support to ensure a healthy environment by attending to student health needs and parent outreach for vision, health and dental referrals.	Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1280 Student Incentives (100 Mile Club)	Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $ Student Incentives (100 Mile Club)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
B. Support for a Healthy lifestyle will include: 100 Mile Club and PE. C. A School Psychologist is employed part time on the site to support Behavior support plans, IEP's, and student assessment. D. A Mental Health Counselor will be contracted for behavior support.	B. Students were supported in creating and maintaining a healthy lifestyle through our 100 Mile Club program. C. A school psychologits was employed part time on the site to support behavior plans, IEPs, and student testing for special education. D. A mental health counselor was on site 1-3 days per school year. She provided excellent support for students in need.	4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1500 Mental Health Counselor 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $0	4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1200 Mental Health Counselor 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $0

Analysis

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

Student safety is a top priority for the Peralta staff. We have implemented practices and programs that are essential to creating a safe environment. The school safety plan was implemented effectively and the school participated in safety drills throughout the school year. Activity supervisors were employed to support student safety and provide campus supervision. The supervisors supported students by being present in the cafeteria, the cemented areas upstairs, and the playground area downstairs. They supported students by employing conflect resolution strategies, supporting basic first aid, such as giving out band-aids, and creating a sae environment for students to play. Activity supervisors received a great deal of training this year to support them in their roles. They also received CPR and choking training as a direct result of an incident with a student. Our school health aide was on campus five days a week providing support to students who were ill or injured. She is an invaluable resource for students and families and readily shares information with them to support healthy kids. We had a PBIS coordinator who led the teachers in staff development, Second Step implementation, as well as the yearly Panorama survey to monitor attitudes, opinions, and overall SEL on the Peralta campus. We brought back the 100 Mile Club to support students getting and staying healthy and will look to have family runs next school year. We provided multiple incentives to students display good character and follow school wide expectations. The school psychologist and behavioral health therapist are on campus offering support to students in need. We provide a tiered behavior system to support students who are not meeting expectations by providing them specific supports to meet their individual needs. Teachers and staff engage in a variety of professional development to ensure that all students are treated fairly and respectfully and ensuring equity for all whether a student or a staff member.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Peralta Elementary School is a safe campus that works to protect students and staff and maintain a well run campus. Students are trained and educated using PBIS strategies that supports students in making good behavior choices. We have many things at our school that support creating and maintaining a safe and healthy environment. There is active supervision throughout the campus, adults who support students with academics, social emotional learning, behavior, and their health concerns. The staff who support students keep the students at the center of all decisions and work as a team to meet student needs and keep the campus running smoothly. Professional development is offered to all staff, and parents too, to combat bullying and aggressive behaviors. Students and staff build and maintain positive relationships and work to ensure that all on campus are safe and well cared for. We have effectively implemented our goal of having a safe campus.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were differences this school year in expenditures due to the addion of funds from ESSER and the district. The ESSER funds covered many school needs and professional development monies from the district level covered many of the PD costs the school would have normally incurred. These monies are not here to stay, and the site budget will be utilized to cover costs and expenditures for the next school year.

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

There will not be any major changes to this goal, there will be minor adjustments as we are provided additional resources in some areas and diminished funds in other areas. What we have in place is effective in keeping students and staff safe and we have been successful in keeping discipline issues to a minimum and providing a safe campus.

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P3 Parent Engagement	LCAP Parent/Family survey, Spring 2023 Goal: For this school or district to be successful over the next 3 years, how important is it to focus on...community partnerships. 100% will respond "Extremely Important" or "Quite Important."	LCAP Parent/Family survey, Spring 2023: Survey results are unavailable due to low survey participation.
P5 Parent Engagement	LCAP Parent/Family survey, Spring 2023 Goal: For this school or district to be successful over the next 3 years, how important is it to focus on student activities and extracurricular activities. 86% will respond "Extremely Important" or "Quite Important."	LCAP Parent/Family survey, Spring 2023: Survey results are unavailable due to low survey participation.
P5 Teacher Engagement	LCAP Teacher Survey, Spring 2023 Goal: On most days, how enthusiastic are the students about being at school? 65% will respond "quite enthusiastic" or "extremely enthusiastic."	LCAP Teacher Survey, Spring 2023: 63% of students responded favorably to the question on most days, how enthusiastic are the students about being at school.
P6 Surveys of pupils, parents, teachers on sense of school connectedness	LCAP Student Survey, Spring 2023 Goal: Overall, how much do you feel like you belong at your school? 79% of students will respond, "belong quite a bit" or "completely belong."	LCAP Student Survey, Spring 2023: 79% of students responded favorably to the question, how much do you feel like you beling at your school?

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Parent Engagement and Leadership A. Increase parent involvement in school/district advisory committees to review current school/district programs and make recommendations. The principal will provide regular updates to parents about classroom/school activities and programs through Q communications, the school website, and marquee. When necessary these meetings will take place in a virtual environment. B. The school will communicate to parents the board policies and other requirements of the Transitional Kindergarten program. Parents will be provided with steps for registration.	A. Increase parent involvement in school/district advisory committees to review current school/district programs and make recommendations. The principal will provide regular updates to parents about classroom/school activities and programs through Q communications, the school website, and marquee. When necessary these meetings will take place in a virtual environment. B. The school will communicate to parents the board policies and other requirements of the Transitional Kindergarten program. Parents will be provided with steps for registration.	Hourly, Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $245	Hourly, Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $250
3.2 Parent Involvement Opportunities A. As Covid restrictions are removed, increasing parent involvement by providing the opportunity to participate in PTA-sponsored events and as classroom volunteers. The goal is to engage parents in their children's education by helping them develop skills to use at home that support their children's academic efforts at school. Information will be provided in both English and Spanish and will be sent home on a timely manner. B. As Covid restrictions are removed, the school staff will invite parents to participate in site-based activities such	A. As Covid restrictions were removed, parent involvement increased by providing the opportunity to participate in PTA-sponsored events and as classroom volunteers. The goal was to engage parents in their children's education by helping them develop skills to use at home that support their children's academic efforts at school. Information was provided in both English and Spanish and was sent home in a timely manner. B. As Covid restrictions were removed, the school staff invited parents to participate in site-based	Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $850	Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $8850

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
as the School Site Council, ELAC, 100 Mile Club, Fall Festival, Book Fair, Pastries with Parents, and AVID workshops. Many of these events can continue virtually should Covid restrictions not allow for in-person participation.	activities such as the School Site Council, ELAC, 100 Mile Club, Fall Festival, Book Fair, Pastries with Parents, and dances.		
3.3 Parent Communication and Connectivity A. Assist parents in understanding academic common core state standards, state and local academic assessments, requirements of Title I, and how to monitor a child's progress and work with educators to improve student achievement using Parent Connect and Parent Phone System. Peralta will provide a parent station to ensure all parents have access to parent connect and other district resources. B. Parents will regularly be informed of student progress through Back-to-School Night, parent conferences, progress reports, report cards, Parent Square, Class Dojo, and flyers sent home. If these events cannot be done safely in-person, they will be provided virtually. C. Parent meetings, parent-teacher conferences, report cards, informational newsletters, flyers, office communication, and parent resources will be provided in both English and Spanish to meet the needs of our Spanish speaking population. Translators will be provided for parent	A. Assist parents in understanding academic common core state standards, state and local academic assessments, requirements of Title I, and how to monitor a child's progress and work with educators to improve student achievement using Parent Connect and Class Dojo. B. Parents will regularly be informed of student progress through Back-to-School Night, parent conferences, progress reports, report cards, Parent Square, Class Dojo, and flyers sent home. If these events cannot be done safely in-person, they will be provided virtually. No whole group events were held virtually, but for ease and convenience, many parent meetings including parent teacher conferences and IEPs were held C. Parent meetings, parent-teacher conferences, report cards, informational newsletters, flyers, office communication, and parent resources will be provided in both English and Spanish to meet the needs of our Spanish speaking population. Translators will be provided for parent meetings. If these events cannot be	Clerical - Overtime 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $500	Clerical - Overtime 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $500

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
meetings. If these events cannot be done safely in-person, they will be provided virtually.	done safely in-person, they will be provided virtually.		
3.4 Community Involvement and Student Transition Peralta believes in a collaborative partnership among teachers, parents, students, family members and the community. To promote parent involvement, Peralta employs the following: A. Regular, two-way communication between the school and home which fosters a clearer vision for each student and promotes higher student achievement. Peralta staff members assist in facilitating written communication in both English and Spanish. B. Parent/Student/Teacher Compact is signed each year of In-person instruction and reviewed virtually in the event of distance learning. C. Parents are invited and encouraged to attend Parent-Teacher conferences with translators assigned as needed. These are also offered virtually when requested. Home visits are provided if necessary. D. Parents are encouraged to be a part of SSC, ELAC and/ or PTA. E. Parents are provided the opportunity to participate in parenting classes or	A. Regular, two-way communication between the school and home which fosters a clearer vision for each student and promotes higher student achievement. Peralta staff members assist in facilitating written communication in both English and Spanish. B. Parent/Student/Teacher Compact is signed each year of In-person instruction and reviewed virtually in the event of distance learning. C. Parents were invited and encouraged to attend Parent-Teacher conferences with translators assigned as needed. These were also offered virtually when requested. Home visits were provided if necessary. D. Parents were encouraged to be a part of SSC, ELAC and/ or PTA. Invitations were extended to parents at every school event. E. Parents are provided the opportunity to participate in parenting classes or community events that will assist their children in learning the standards. F. In preparation and readiness for the beginning and ending of the academic school year, Peralta students and	Materials & Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $401 Postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $100	Materials & Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $400 Postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $100

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
community events that will assist their children in learning the standards. F. In preparation and readiness for the beginning and ending of the academic school year, Peralta students and parents will be given the opportunity to acquaint/revisit/follow-up with school registrations and general procedures. G. Parents are invited to attend grade-level and AVID parent workshops to learn ways to provide academic support for their child at home. H. Transitional Kindergarten parents, Kindergarten parents and students will be given the opportunity to attend Back to School Night / Readiness Orientation to familiarize themselves with the Kindergarten program. I. Kindergarten families will be invited to attend Pastries with Parents to learn additional information about the kindergarten curriculum and to better familiarize themselves with the teachers and classroom. J. Sixth-grade students will attend an assembly in person or virtually that will introduce them to the middle school environment.	parents were given the opportunity to acquaint/revisit/follow-up with school registrations and general procedures. G. Parents were invited to attend grade-level and AVID parent workshops to learn ways to provide academic support for their child at home. H. Transitional Kindergarten parents, Kindergarten parents and students will be given the opportunity to attend Back to School Night / Readiness Orientation to familiarize themselves with the Kindergarten program. I. Kindergarten families will be invited to attend Pastries with Parents to learn additional information about the kindergarten curriculum and to better familiarize themselves with the teachers and classroom. This event was postponed but will resume in 2023-2024. J. Sixth-grade students attended an assembly in person that introduced them to the middle school environment.		
3.5 Involvement of staff, parents and community A. Teachers will hold meetings in-person or virtually with parents to explain	A. Teachers held meetings in-person and virtually with parents to explain standards, homework, assessments, progress, etc. to enhance student	Hourly, Other Certificated 1000-1999: Certificated Personnel Salaries	Hourly, Other Certificated 1000-1999: Certificated Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
standards, homework, assessments, progress, etc. to enhance student achievement. Translation will be provided. Parents will be encouraged to attend parent meetings and school functions. All parents will sign a school-parent compact. Parents will be encouraged to attend Back to School Night. Parents will receive copies of individual student assessment results. Teachers will review state and district assessment results. School-wide data will be shared with and interpreted for the SSC and ELAC. Parents are invited to special activities and encouraged to volunteer on campus. Communication goes out to parents via school flyers, Parent Square, Class Dojo, and wording on the marquee. B. At Peralta, we recognize we serve not only our students, but their families as well. Our parent involvement opportunities include the traditional parent participation in School Site Council, English Learner Advisory Committee, Parent-Teacher Association and attendance at events such as Back-to-School Night and Parent/Teacher Conferences. We endeavor to go further than these typical involvement opportunities. We include Read Across America Day, Peralta Family Picnics, and Pastries with Parents. We plan to build upon these opportunities in the coming year.	achievement. Translation was provided. Parents were encouraged to attend parent meetings and school functions. All parents signed a school-parent compact. Parents were encouraged to attend Back to School Night. Parents received copies of individual student assessment results. Teachers reviewed state and district assessment results. School-wide data was shared with and interpreted for the SSC and ELAC. Parents were invited to special activities and encouraged to volunteer on campus. Communication went out to parents via school flyers, Parent Square, Class Dojo, and wording on the marquee. B. At Peralta, we recognized we serve not only our students, but their families as well. Our parent involvement opportunities include the traditional parent participation in School Site Council, English Learner Advisory Committee, Parent-Teacher Association and attendance at events such as Back-to-School Night and Parent/Teacher Conferences. We endeavor to go further than these typical involvement opportunities. We include Read Across America Day, Peralta Family Picnics, and family craft day. We will continue to build upon these opportunities in the coming years.	Title I Parent Involvement -- 3010 1902 $200 Printing 5000-5999: Services And Other Operating Expenditures Title I Parent Involvement -- 3010 1902 $130 Translation Services 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 $964	Title I Parent Involvement -- 3010 1902 $200 Printing 5000-5999: Services And Other Operating Expenditures Title I Parent Involvement -- 3010 1902 $100 Translation Services 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 $960
3.6 Communication Enrichment	A. Students who went through the student success team, and were		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A. Students who have gone through the Student Study/Success Team (SST) process and who are perceived to have communication challenges will receive enrichment through CEP within the school day and will receive home activities for additional reinforcement if needed.	perceived to have communication challenges received enrichment through CEP within the school day.		

Analysis

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

While Peralta is not at the level of parent engagement they would like, we made great strides this school year to bring parents back to the campus. We hosted dances and carnivals and picnics. We also hosted craft days and anti-bullying trainings for parents. Parents were also provided information about parent classes and workshops outside of Peralta, hosted by PICO. We encouraged parents to attend their trainings and events. We saw the return of the parent volunteer in the classroom and will continue to encourage parents to be a presence on the Peralta campus. We had our two middle school patners come to campus to support our sixth graders in transitioning to middle school. The staff from the middle schools presented important information and were available to answer any questions and speak to the concerns of students. We also utilized an RSP teacher to take students to visit other campuses so they could meet their case carriers and learn how to navigate the middle school world. Our parents attended ELAC, SSC, and GATE and we even provided transportation to parents who were in need of a ride. Events that included parents were hosted throughout the year, parent teacher conferences and open house allowed parents to learn more about the curriculum and common core standards. Our student success team met with teachers and parents to provide increased support for students and provided interventions the students needed in order to be more successful in the general education classroom. CEP was hosted on most days of the week, but we are still unable to secure a full time CEP to support student needs. All Title I guildelines, such as a parent-student-teacher compact and family engagement policy were implemented during the year. Students benefitted from the use of Title I funds that purchased books and materials they needed in their classrooms.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Parents felt welcome on campus and will continue to be invited to be an active part of the school on a daily and weekly basis. Parent volunteers were on campus to support student learning and there were events that encouraged parents to learn more about the school and the opportunities for their child's learning. We hosted our first ever family craft day, brought back the Panda Picnic, and fall festival. We also hosted our very first dance since Covid and are looking to add more to the calendar. Families enjoy being on campus, it supports our efforts to build connections between home and school and supports our goal to make parents feel welcome on campus. We encouraged parents to be involved and support the school in the decision making process. When parents attend events, they are always so kind and appreciative that we provide opportunities for them to come to school and spend meaningful time with their children. We also supported families by allowing them to work with their children at each grade level despite sessions being separated by grade level.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Many plans were made for parents to be on campus. We spent funds to support events for parents. We utilized funds to purchase craft supplies for our first ever family craft day. We also brought in resources to support parents and their conitnued learning. Guest speakers presented at ELAC meetings, resources requested at SSC were provided. This year our parent participation was low and therefore we did not use daycare services as much as anticipated. We are hoping with an increase in attendance at our parent committees we will need childcare in the future and would like to keep funds designated for that purpose.

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

We will continue to fund events for families using our school funds. We are constantly looking for new and innovative ideas for parent engagement. We will support parents and families through school events that bring families together such as famly craft day, increased to two times per year, dances, and carnivals. We worked with our closest high school to get volunteers at events, and will continue to elicit their support on a greater scale to volunteer at events. We will also host trimester award celebrations and invite parents to attend. These events will all be calendered early on to incrase the number of parents who attend. When parents know the dates and times of events far in advance, they are able to make arrangements to participate. We will add calendar events to populate the website signaling which ones are for parents only and which ones are family events. We look forward to stengthening our bonds with our parents and increasing parental access to the campus. We know strong bonds between school and home lead to greater success for students.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	141825
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	526,493.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	134,970	0.00
Title I Parent Involvement -- 3010 1902	2025	0.00
Title III LEP -- 4203	4830	0.00
LCFF Suppl/Conc -- 0707	153180	0.00
LCFF District -- 500 0707	231488	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	231,488.00
LCFF Suppl/Conc -- 0707	153,180.00
Title I Basic -- 3010	134,970.00
Title I Parent Involvement -- 3010 1902	2,025.00
Title III LEP -- 4203	4,830.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	228,003.00
2000-2999: Classified Personnel Salaries	194,094.00
4000-4999: Books And Supplies	87,718.00
5000-5999: Services And Other Operating Expenditures	16,678.00
5800: Professional/Consulting Services And Operating Expenditures	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	131,101.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	100,387.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	1,500.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	60,094.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	77,936.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	13,650.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	94,944.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	32,649.00
4000-4999: Books And Supplies	Title I Basic -- 3010	4,479.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	2,898.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Basic -- 3010	0.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement -- 3010 1902	200.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	964.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	731.00
5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement -- 3010 1902	130.00
1000-1999: Certificated Personnel Salaries	Title III LEP -- 4203	258.00
4000-4999: Books And Supplies	Title III LEP -- 4203	4,572.00

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

0 Secondary Students

Name of Members	Role
Melinda Schlosser	Principal
Krystina DeCaro	Classroom Teacher
Michael Nelson	Classroom Teacher
Megan Lara	Classroom Teacher
Sam Liu	Other School Staff
Nayeli Valdez	Parent or Community Member
Abigail Hernandez	Parent or Community Member
Danitza Guevara	Parent or Community Member
Rosa Medina	Parent or Community Member
Jasmine Estrada	Parent or Community Member

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:

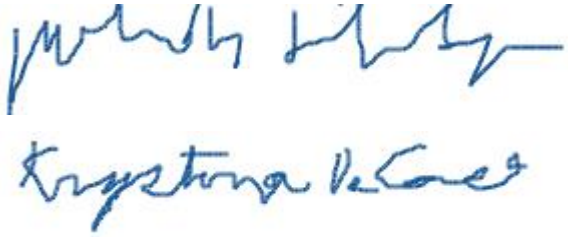
Signature	Committee or Advisory Group Name

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 25, 2023.

Attested:



Principal, Melinda Schlosser on 5/25/23

SSC Chairperson, Krystina DeCaro on 5/25/23

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Evaluation and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the Annual Evaluation and Update.
Goals, Strategies, & Proposed Expenditures

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Evaluation and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Evaluation and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Evaluation and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program