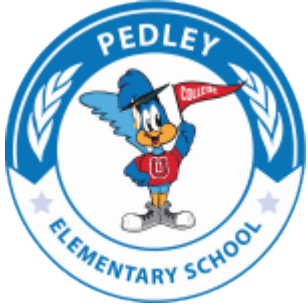


School Year:

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**

Pedley Elementary School

**Address**

5871 Hudson Street  
Jurupa Valley, CA 92509-5012

**County-District-School (CDS) Code**

33 67090 6032205

**Principal**

Nancy Galvez

**District Name**

Jurupa Unified School District

**SPSA Revision Date**

May 2023

**Schoolsite Council (SSC) Approval Date**

May 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

Welcome to Pedley Elementary School. Pedley staff works as a community to provide the most optimal education possible for our students.

Pedley Elementary is a TK-6, Title I Schoolwide school with an enrollment of 729 students. Pedley Elementary School offers a variety of programs to foster student learning including AVID (Advancement Via Individual Determination), Dual Immersion (biliteracy in Spanish), Special Education Program including a Resource Specialist Program (RSP) and Functional Skills Program, and the GATE (Gifted and Talented Education) program. A variety of interventions, strategies, and supports are utilized to help each student reach his or her personal best. Additional programs include Extended Learning Opportunities (ELO), Learning Exceeds All Possibilities (LEAP) Summer Program, Student Council and Band for grades 4 - 6 and our Peer Mediator Group for grades 4 - 6. Ongoing student monitoring via baseline assessments, teacher observations, small group support, reading intervention, and various forms of formal and informal assessments. This coupled with effective, equitable teaching strategies and responses helps teachers determine individual student needs such as which students need extra support and who would benefit from enrichment opportunities.

## Pedley Mission

Pedley Elementary school provides a caring, supportive, and respectful educational environment where learning is active, cooperative, personalized and relevant to the continuing challenges of a diverse community.

## Pedley Vision

Pedley is a community that puts academic success and student safety in the highest regard, where teachers and staff members work together to meet the unique needs of individual students, where we show respect to one another, where learning is fun, yet challenging, where student creativity and talents are fostered, where a strong academic program including social emotional learning and physical well being help promote strong minds and healthy bodies, where integrated technology enhances learning, where cultural diversity is embraced, where students are encouraged to take ownership for their learning through reflection and goal setting, where students prepare daily for college and career readiness, where high expectations are the norm, and where students feel valued, cared for, and appreciated.

Our vision becomes reality when it is experienced and supported by the entire Pedley community. Our goal is to have all students reach their maximum potential. We use and reuse a variety of formal and informal assessments to monitor student progress over time, keeping growth mindset (the idea that we learn from our mistakes and there are always opportunities for improvement) at the forefront. These include teacher anecdotal notes, running records for reading, observational data, NWEA benchmark assessments in reading and math three times a year, and standards based assessments through our Units of Study curriculum. Teacher teams analyze assessment data during weekly grade level team meetings. Data is used for standards-based instructional planning, teacher and student reflection, and goal setting.

# School Profile

Describe The students and community and how school serves them.

## The Story

Pedley Elementary School was constructed in 1953 and is one of seventeen elementary schools in the Jurupa Unified School District. The District is a unified TK-12 district encompassing 44 square miles. Pedley is located in the city of Jurupa Valley, California and within the Riverside Country.

During the 2022-2023 school year, Pedley services 729 students spanning grades TK - 6. The school year is 180 traditional days and has been restricted to include 37 minimum days in order to support teacher collaboration. Approximately 70% of the students come from low socioeconomic backgrounds, while 42% of our student population are English Language Learners. 0.1% of our students are Foster Youth.

All of the Local Control Accountability Plan-LCAP Priorities are addressed in the School Plan under three focus areas: Learning Outcomes, Student Achievement, and Student Engagement. Each category in the LCAP Local Control Accountability Plan addresses college & career readiness, data driven decision making, safe and orderly environment, or parent, student & community engagement.

Pedley Elementary School offers a variety of instructional programs to support learners. All Pedley teachers are highly trained, fully credentialed, and meet all NCLB requirements. Daily instruction focuses on the California State Standards using a high quality curriculum and instructional design that incorporates goal setting, reflection, and feedback around a student centered formative assessment process. Students should be able to answer the questions: What am I learning? Why am I learning it? How do I know that I have learned it? This is done by giving students are given a variety of ways to demonstrate their acquisition of standards as a way to encourage individualized learning styles. Teachers use project-based learning and the universal learning design strategies to promote in-depth inquiry and cross-curriculum approaches.

Some of the programs that Pedley offers to advance student achievement include AVID (Advancement Via Individual Determination), GATE (Gifted and Talented Education), Functional Skills, Dual Immersion, Extended Learning Opportunities, Band, Student Council, and Literacy and Math Support.

#### AVID

We are part of AVID Elementary and in our 6th year. Through AVID strategies, students benefit from being college and career ready by learning organizational techniques and note-taking skills. Teachers monitor the level of student engagement and work to incorporate AVID strategies in content area lessons. Over half of our credentialed teachers are AVID trained.

#### GATE

Our Gifted and Talented program offers unique educational opportunities for qualifying students. Students who have high academic achievement scores for two consecutive years or more can qualify for the GATE program. Students are tested for GATE beginning in second grade. In addition to these processes, students who demonstrate unique behaviors as well as meet one of the identifiers or characteristics are considered for the GATE program through observations made by teacher. Parent meetings and enrichment programs once a month are provided for students at Pedley who are in the GATE program. During the 2022-2023 school year GATE students were provided ELO classes for additional enrichment opportunities that highlighted abilities.

#### Functional Skills

Our mild to moderate functional skills program is for special education students in grades K-6 who qualify per their IEP. Students work on independent living skills and autonomy while simultaneously working on their individual educational goals. In addition to these goals and in order to build a sense of community, Functional Skills students adopted Pedley's Garden and are given gardening tools and resources to learn how to plant, harvest crops, and monitor effects of seasonal changes.

#### Dual Immersion

Dual Immersion is a unique educational program designed to develop bilingualism and biliteracy in English and in Spanish. This is a voluntary program. Pedley is one of three elementary schools that offers 90/10 model of Dual Immersion (90% Spanish and 10% English in Kindergarten and increasing by 10% in English each year until they are 50% in both English and Spanish by fourth grade). In 2021-22 we added one 5th grade Dual Immersion class, and in 2022 - 2023 our program was completed by adding a 6th grade Dual Immersion classroom. Research shows that when Dual Immersion programs are fully implemented according to the program design, English learners in 90:10 models score as well as or better than their peers in other programs in English tests. (Lindholm-Leary, (2001) Dual Language Education, Multilingual Matters LTD)

#### Student Council

During the 2022-2023 school year, Student Council was added for grades 4-6 as an advancement program for students who demonstrate both high academic achievement and leadership qualities. Through this program student input is sought and applied in order to gain insight into ways to motivate and reach student need by listening to student voice.

### Literacy and Math Support

Pedley has three full time teachers designated to offer small group intervention support for intensive learners in literacy and math in English and Spanish. Services are based on assessment data and provided as push-in (in class) support sessions. Progress monitoring is ongoing to determine what skills and concepts students need support with and to ensure that the interventions are effective. Data talks are had with both teachers and students so that both parties are aware of progress made throughout the year.

### Extended Learning Opportunities (ELO)

Students in various grade levels are invited to participate in our after school enrichment classes to support social emotional learning, student engagement, science, reading, math, and other topics.

### Band

Students in grades 4 - 6 are invited to learn to play an instrument. Band classes are offered once a week for all band students. Our band students perform 2 band concerts each school year for students and families.

## SPSA Highlights

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

The SPSA for Pedley Elementary aligns with the LCAP goals of College and Career Readiness; Safe, Orderly, and Inviting Learning Environments; and Student and Community Engagement.

Key features include:

- A commitment to accelerate learning through research based practices in ELA and Math that may include providing necessary interventions in support of All Students, Hispanic, English Learners, Students with Disabilities and Socioeconomically Disadvantaged.
- Continuing development of AVID initiatives to support school-wide implementation
- Focus on the Science of Reading and foundational skills in Reading for primary students
- Continue to improve on our Multi Tiered Systems of Support-MTSS as a school and to provide trainings as necessary
- General Ed. Teachers will work closely with our Special Education Resource Specialist-RSP Teacher to discuss best practices and to review IEP goals
- Continued to incorporate more inclusive and equitable practices
- Furthering Math practices and refining instruction aligned to California State Standards utilizing the Math Support Teacher
- Focus on conceptual knowledge and rigorous problem solving techniques.
- Further developing Integrated ELD practices enhanced with academic language structures while examining equity.
- Continue to provide equitable opportunities including activities and events that promote cultural awareness and appreciation
- Continuing development of Positive Behavior Programs and Social Emotional Learning to support school culture, safety, and positive learning environment
- Increase implementation of technology to support digital learning, access to STEAM opportunities and continuing making technology learning accessible to all students.
- Supporting families in connecting to the school environment, students participation and encouraging a partnership between school and home.

## 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

- All Students, Hispanic, English Learners and Socioeconomically Disadvantaged and Students with Disabilities were in the Very Low category for Suspension.
- The percentage of EL students scoring 3 and 4 on the ELPAC increased from 21.82% (in 20-21) to 31.5% and the percentage of students scoring 1 or 2 decreased from 78.18%% (in 20-21) to 68.49%.
- Our overall attendance rate increased to 91.14% from 89.91% showing an increase of 1.24%

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

CAASPP performance in ELA and Math had all student groups with a performance gap: Students with Disabilities, EL students, Hispanic, and Socioeconomically Disadvantaged were very low in ELA and Math. All student groups had Very High Chronic absentee rate as indicated on the Dashboard.

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

- CAASPP performance in ELA had 4 student groups with a performance gap:  
Overall distance from standard: 90.1 points below standard  
Students with Disabilities: 86.1 points below standard  
English Learners: 107.6 points below standard  
Hispanic: 92.2 points below standard  
Socioeconomically Disadvantaged: 93.8 points below standard



- CAASPP performance in Math had 4 student groups with a performance gap:  
Overall distance from standard: 107.9 points below standard  
Students with Disabilities: 116.5 points below standard  
English Learners: 120.7 points below standard  
Hispanic: 108.3 points below standard  
Socioeconomically Disadvantaged: 111.9 points below standard

## 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 school, we do a Comprehensive Needs Assessment annually and develop our SPSA with educational partner involvement. We include strategies that support best practices for teaching the state standards and addressing the needs of all children, paying close attention to those who are at risk of not meeting these standards. We offer equitable opportunities to various activities, strategies, and interventions that are evidence-based and outlined as part of our SPSA. Our SPSA implementation is monitored and evaluated by our 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. Title I funding supplements do 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

As part of the planning process for the SPSA/Annual Review our school School Site Council, English Learner Advisory Committee, Cultural Heritage, Dual Immersion, BSEL, GATE, SPED, PTO, ESSER Committee, and Leadership teams have helped to review the specific needs of the site. Pedley has also analyzed site based surveys from classified and certificated educational partners as well as district survey data from staff, parents, and students. The principal has also received support from our district School Based Coordinated Program meetings.

# Resource Inequities

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

- CAASPP performance in ELA had 4 student groups with a performance gap:  
Overall distance from standard: 90.1 points below standard  
Students with Disabilities: 86.1 points below standard  
English Learners: 107.6 points below standard  
Hispanic: 92.2 points below standard  
Socioeconomically Disadvantaged: 93.8 points below standard
- CAASPP performance in Math had 4 student groups with a performance gap:  
Overall distance from standard: 107.9 points below standard  
Students with Disabilities: 116.5 points below standard  
English Learners: 120.7 points below standard  
Hispanic: 108.3 points below standard  
Socioeconomically Disadvantaged: 111.9 points below standard

# 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	119	136	109
Grade 1	120	100	131
Grade 2	99	106	95
Grade3	110	98	105
Grade 4	95	108	98
Grade 5	80	95	107
Grade 6	58	86	94
<b>Total Enrollment</b>	681	729	739

### Conclusions based on this data:

- Over the past three years our school is showing growth in enrollment. Dual Immersion program continues to grow as each grade level has at least two classes. 2023- 2024 school year add two more Dual Immersion classes, one in Kindergarten and one in Sixth Grade and one additional Functional Skills class. Data shows that overall student enrollment has increased 1.9%
- We have 92% Hispanic and 5% White as our highest enrollment subgroups.

# 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	267	306	311	39.20%	42.0%	42.1%
Fluent English Proficient (FEP)	105	113	107	15.40%	15.5%	14.5%
Reclassified Fluent English Proficient (RFEP)	9			3.4%		

### Conclusions based on this data:

1. Based on the data above, we have 42.1% English Learners in total, 14.5% Fluent English Proficient.

# 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	109	91		0	90		0	90		0.0	98.9	
Grade 4	90	104		0	102		0	102		0.0	98.1	
Grade 5	73	88		0	86		0	86		0.0	97.7	
Grade 6	47	77		0	76		0	76		0.0	98.7	
All Grades	319	360		0	354		0	354		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		2314.2			4.44			6.67			15.56			73.33	
Grade 4		2379.9			2.94			14.71			16.67			65.69	
Grade 5		2403.3			0.00			18.60			11.63			69.77	
Grade 6		2469.4			3.95			19.74			32.89			43.42	
All Grades	N/A	N/A	N/A		2.82			14.69			18.64			63.84	

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		4.44			36.67			58.89	
<b>Grade 4</b>		2.94			45.10			51.96	
<b>Grade 5</b>		1.16			50.00			48.84	
<b>Grade 6</b>		1.32			53.95			44.74	
<b>All Grades</b>		2.54			46.05			51.41	

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		0.00			30.00			70.00	
<b>Grade 4</b>		4.90			49.02			46.08	
<b>Grade 5</b>		4.65			34.88			60.47	
<b>Grade 6</b>		3.95			47.37			48.68	
<b>All Grades</b>		3.39			40.40			56.21	

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		5.56			64.44			30.00	
<b>Grade 4</b>		4.90			61.76			33.33	
<b>Grade 5</b>		4.65			73.26			22.09	
<b>Grade 6</b>		5.26			75.00			19.74	
<b>All Grades</b>		5.08			68.08			26.84	

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		4.44			36.67			58.89	
Grade 4		1.96			57.84			40.20	
Grade 5		3.49			51.16			45.35	
Grade 6		7.89			64.47			27.63	
All Grades		4.24			52.26			43.50	

**Conclusions based on this data:**

1. Due to the COVID Pandemic, data was not available for 2019 - 20 nor 2020- 21. Overall data shows 63.8% of students did not meet the standard in 21-22 in grades 3-6.
2. 21-22 data shows that 51% students scored below standard, 46% scored at or near standard, and 2% scored above standard in Reading literature and Informational text.
3. Overall distance from standard: 90.1 points below standard  
Students with Disabilities: 86.1 points below standard  
English Learners: 107.6 points below standard  
Hispanic: 92.2 points below standard  
Socioeconomically Disadvantaged: 93.8 points below standard

# 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	109	91		0	90		0	90		0.0	98.9	
Grade 4	90	104		0	103		0	103		0.0	99.0	
Grade 5	73	88		0	88		0	88		0.0	100.0	
Grade 6	47	77		0	76		0	76		0.0	98.7	
All Grades	319	360		0	357		0	357		0.0	99.2	

\* 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		2333.2			1.11			4.44			21.11			73.33	
Grade 4		2377.6			1.94			5.83			26.21			66.02	
Grade 5		2407.9			1.14			3.41			22.73			72.73	
Grade 6		2430.8			1.32			2.63			26.32			69.74	
All Grades	N/A	N/A	N/A		1.40			4.20			24.09			70.31	



<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		3.33			26.67			70.00	
<b>Grade 4</b>		2.91			29.13			67.96	
<b>Grade 5</b>		2.27			22.73			75.00	
<b>Grade 6</b>		1.32			30.26			68.42	
<b>All Grades</b>		2.52			27.17			70.31	

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		3.33			24.44			72.22	
<b>Grade 4</b>		2.91			31.07			66.02	
<b>Grade 5</b>		1.14			36.36			62.50	
<b>Grade 6</b>		1.32			35.53			63.16	
<b>All Grades</b>		2.24			31.65			66.11	

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		2.22			50.00			47.78	
<b>Grade 4</b>		2.91			46.60			50.49	
<b>Grade 5</b>		1.14			46.59			52.27	
<b>Grade 6</b>		3.95			47.37			48.68	
<b>All Grades</b>		2.52			47.62			49.86	

**Conclusions based on this data:**

1. Due to COVID Pandemic there is no data for 20-21. Data for 21-22 shows that overall 70.31% of students did not meet the standard for Math in grade 3-6.

2. CAASPP SBAC Data for 21-22 shows that 1.4% exceeded the standard, 4.2% met the standard and 24.09% nearly met the standard in grades 3-6.

3. Overall distance from standard: 107.9 points below standard  
Students with Disabilities: 116.5 points below standard  
English Learners: 120.7 points below standard  
Hispanic: 108.3 points below standard  
Socioeconomically Disadvantaged: 111.9 points below standard

# 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
<b>K</b>	1387.0	1406.7		1402.8	1427.3		1349.9	1358.1		56	63	
<b>1</b>	1417.5	1440.1		1442.3	1466.2		1392.2	1413.3		49	41	
<b>2</b>	1435.5	1457.8		1444.2	1477.2		1426.3	1437.9		45	52	
<b>3</b>	1454.9	1461.2		1452.3	1461.3		1457.1	1460.5		56	42	
<b>4</b>	1479.7	1478.1		1483.1	1474.3		1475.8	1481.3		30	48	
<b>5</b>	1444.8	1495.6		1443.3	1500.8		1445.8	1489.9		21	29	
<b>6</b>	1415.5	1515.2		1418.8	1511.9		1411.9	1517.9		19	17	
<b>All Grades</b>										276	292	

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
<b>K</b>	3.57	3.17		14.29	28.57		50.00	52.38		32.14	15.87		56	63	
<b>1</b>	0.00	7.32		22.45	17.07		36.73	53.66		40.82	21.95		49	41	
<b>2</b>	0.00	3.85		17.78	46.15		48.89	26.92		33.33	23.08		45	52	
<b>3</b>	3.64	0.00		18.18	14.29		49.09	54.76		29.09	30.95		55	42	
<b>4</b>	3.33	4.17		23.33	20.83		50.00	43.75		23.33	31.25		30	48	
<b>5</b>	9.52	3.45		14.29	31.03		42.86	48.28		33.33	17.24		21	29	
<b>6</b>	21.05	0.00		10.53	47.06		26.32	47.06		42.11	5.88		19	17	
<b>All Grades</b>	4.00	3.42		17.82	28.08		45.09	46.23		33.09	22.26		275	292	

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
<b>K</b>	8.93	12.70		32.14	38.10		28.57	34.92		30.36	14.29		56	63	
<b>1</b>	8.16	29.27		32.65	24.39		44.90	41.46		14.29	4.88		49	41	
<b>2</b>	6.67	23.08		37.78	44.23		40.00	25.00		15.56	7.69		45	52	
<b>3</b>	9.09	9.52		41.82	28.57		23.64	40.48		25.45	21.43		55	42	
<b>4</b>	10.00	12.50		60.00	37.50		20.00	31.25		10.00	18.75		30	48	
<b>5</b>	14.29	17.24		42.86	65.52		19.05	6.90		23.81	10.34		21	29	
<b>6</b>	26.32	17.65		21.05	58.82		15.79	17.65		36.84	5.88		19	17	
<b>All Grades</b>	10.18	17.12		38.18	39.73		29.82	30.48		21.82	12.67		275	292	

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
<b>K</b>	1.79	0.00		7.14	7.94		39.29	60.32		51.79	31.75		56	63	
<b>1</b>	0.00	2.44		18.37	9.76		16.33	29.27		65.31	58.54		49	41	
<b>2</b>	0.00	0.00		11.11	23.08		33.33	26.92		55.56	50.00		45	52	
<b>3</b>	1.82	0.00		9.09	7.14		41.82	47.62		47.27	45.24		55	42	
<b>4</b>	0.00	2.08		3.33	14.58		46.67	27.08		50.00	56.25		30	48	
<b>5</b>	0.00	0.00		9.52	0.00		42.86	58.62		47.62	41.38		21	29	
<b>6</b>	0.00	0.00		21.05	5.88		15.79	76.47		63.16	17.65		19	17	
<b>All Grades</b>	0.73	0.68		10.91	10.96		34.18	43.49		54.18	44.86		275	292	

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
<b>K</b>	14.29	12.70		62.50	73.02		23.21	14.29		56	63	
<b>1</b>	16.33	34.15		73.47	63.41		10.20	2.44		49	41	
<b>2</b>	11.11	17.31		64.44	73.08		24.44	9.62		45	52	
<b>3</b>	21.82	21.43		50.91	61.90		27.27	16.67		55	42	
<b>4</b>	33.33	27.08		53.33	56.25		13.33	16.67		30	48	
<b>5</b>	19.05	17.24		57.14	72.41		23.81	10.34		21	29	
<b>6</b>	21.05	5.88		36.84	94.12		42.11	0.00		19	17	
<b>All Grades</b>	18.55	20.21		59.27	68.49		22.18	11.30		275	292	

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
<b>K</b>	7.14	19.05		53.57	57.14		39.29	23.81		56	63	
<b>1</b>	2.04	19.51		81.63	65.85		16.33	14.63		49	41	
<b>2</b>	8.89	32.69		73.33	53.85		17.78	13.46		45	52	
<b>3</b>	12.73	11.90		61.82	54.76		25.45	33.33		55	42	
<b>4</b>	26.67	12.50		63.33	56.25		10.00	31.25		30	48	
<b>5</b>	28.57	51.72		47.62	31.03		23.81	17.24		21	29	
<b>6</b>	31.58	47.06		36.84	47.06		31.58	5.88		19	17	
<b>All Grades</b>	13.09	24.32		62.91	54.11		24.00	21.58		275	292	

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
<b>K</b>	0.00	0.00		71.43	82.54		28.57	17.46		56	63	
<b>1</b>	2.04	7.32		32.65	39.02		65.31	53.66		49	41	
<b>2</b>	4.44	1.92		51.11	51.92		44.44	46.15		45	52	
<b>3</b>	1.82	0.00		34.55	45.24		63.64	54.76		55	42	
<b>4</b>	0.00	4.17		43.33	33.33		56.67	62.50		30	48	
<b>5</b>	9.52	0.00		33.33	51.72		57.14	48.28		21	29	
<b>6</b>	10.53	0.00		15.79	35.29		73.68	64.71		19	17	
<b>All Grades</b>	2.91	2.05		44.00	51.71		53.09	46.23		275	292	

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
<b>K</b>	5.36	3.17		33.93	49.21		60.71	47.62		56	63	
<b>1</b>	2.04	0.00		42.86	56.10		55.10	43.90		49	41	
<b>2</b>	2.22	5.77		28.89	51.92		68.89	42.31		45	52	
<b>3</b>	5.45	2.38		60.00	66.67		34.55	30.95		55	42	
<b>4</b>	0.00	4.17		60.00	60.42		40.00	35.42		30	48	
<b>5</b>	0.00	0.00		71.43	68.97		28.57	31.03		21	29	
<b>6</b>	5.26	5.88		57.89	94.12		36.84	0.00		19	17	
<b>All Grades</b>	3.27	3.08		47.27	59.59		49.45	37.33		275	292	

**Conclusions based on this data:**

1. We have a total of 292 English Learners at Pedley (39.5%). Based on the Summative ELPAC scores, the total number of students in level 3 and 4 is 31.5%% which is an increase from prior years. Our area of strength is in listening and speaking and our areas of need are in reading and writing.

2. Our highest concentration of English Learners are in grades K and 2. However, more of our students are level 3 and 4 with Level 3 being the highest group

# 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
729	70.0	42.0	0.1
Total Number of Students enrolled in Pedley 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	306	42.0
Foster Youth	1	0.1
Homeless		
Socioeconomically Disadvantaged	510	70.0
Students with Disabilities	62	8.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.0
American Indian	2	0.3
Asian		



**Enrollment by Race/Ethnicity**

<b>Student Group</b>	<b>Total</b>	<b>Percentage</b>
<b>Filipino</b>		
<b>Hispanic</b>	678	93.0
<b>Two or More Races</b>	5	0.7
<b>Pacific Islander</b>		
<b>White</b>	27	3.7

**Conclusions based on this data:**

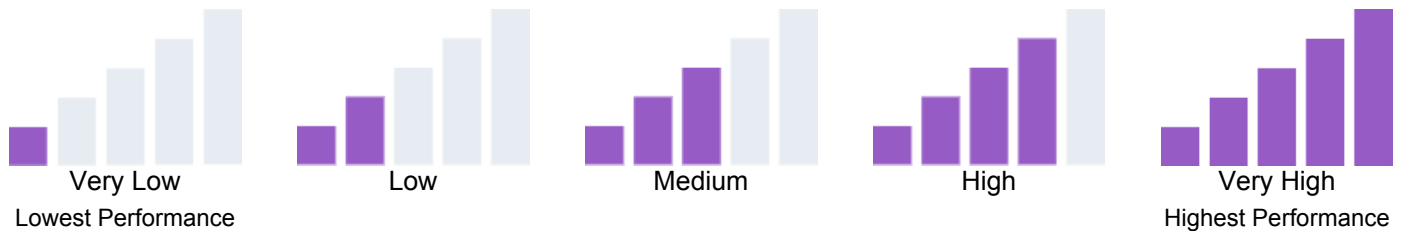
1. Our highest percentage is 93% of Hispanic student group with our second highest of 70% of our students being SED
2. 8.5% of our student population are students with disabilities

# School and Student Performance Data

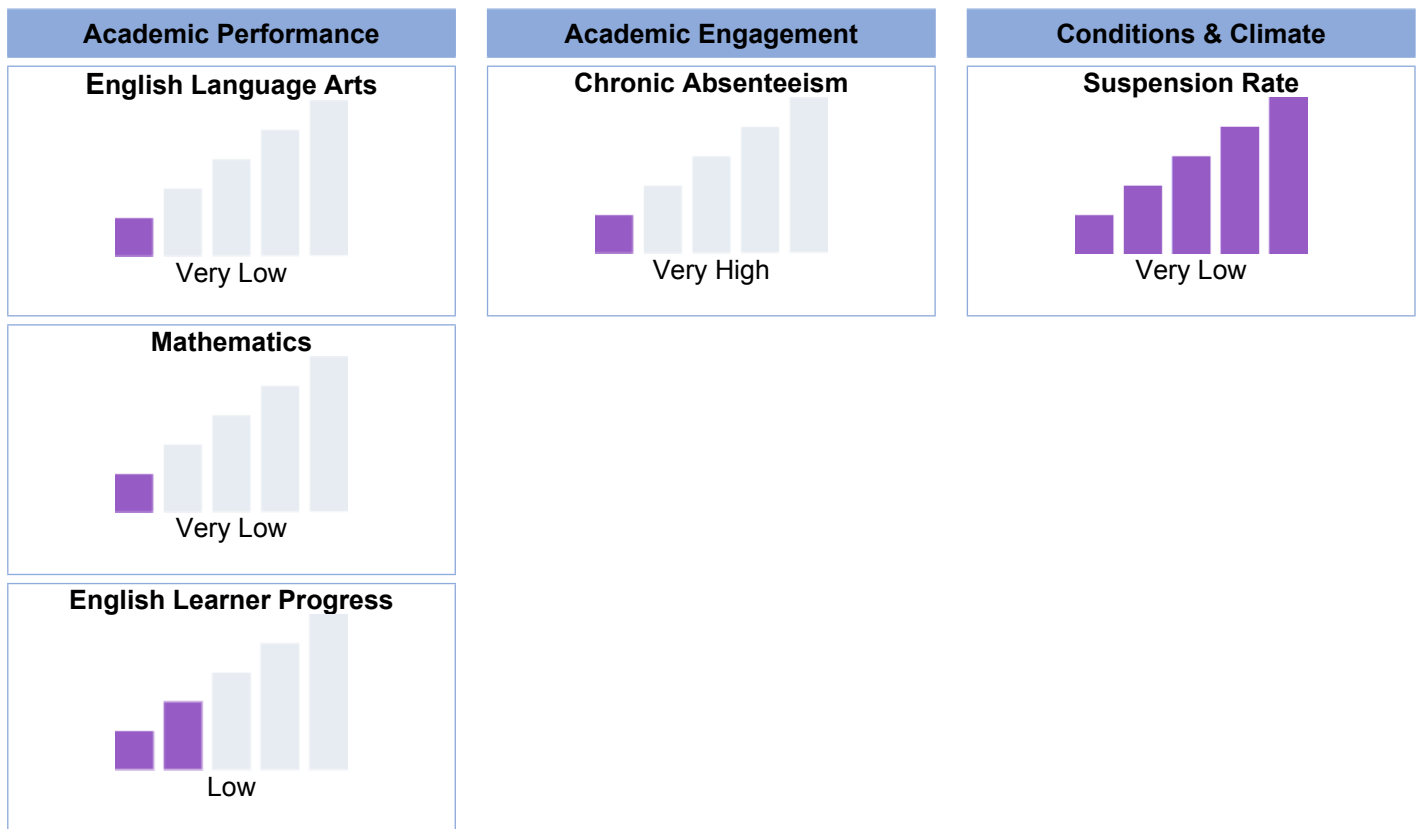
## Overall Performance

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



#### Conclusions based on this data:

1. CDE Dashboard ELA & Math Indicator: Latest data (2022)  
Students scored very low, indicating a need for improvement in these areas. And Low for English Learner Progress.
2. CDE Dashboard Chronic Absenteeism Indicator: Latest data (2022)  
Students scored very high indicating a need for improvement in these areas.

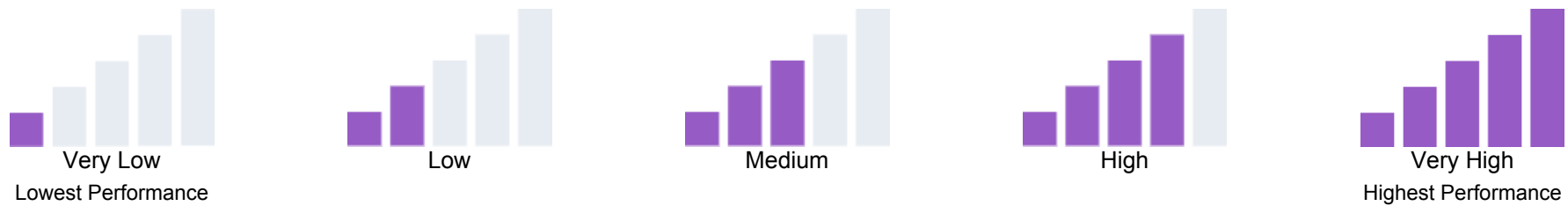
- 
- 
3. CDE Dashboard Suspension Indicator: Latest data (2022)  
Students scored very low, indicating a strength in this area.

# School and Student Performance Data

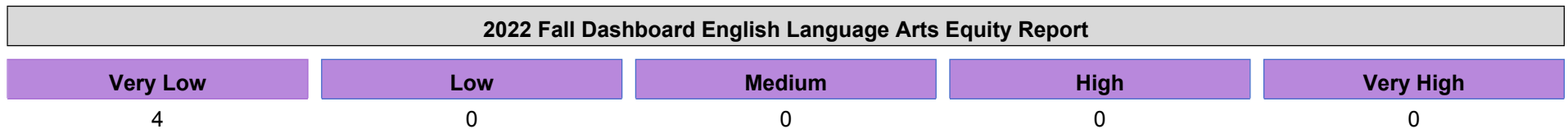
## Academic Performance English Language Arts

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](#).

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).

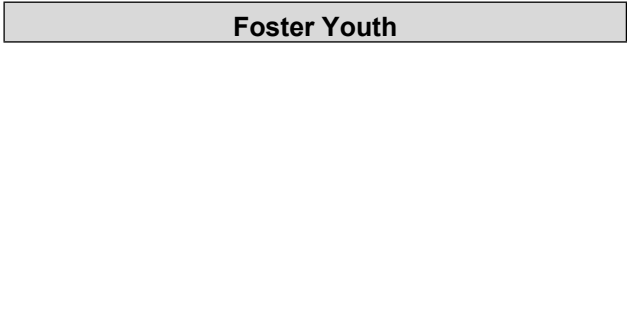
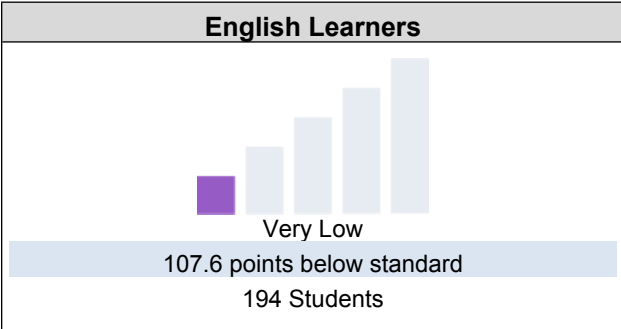
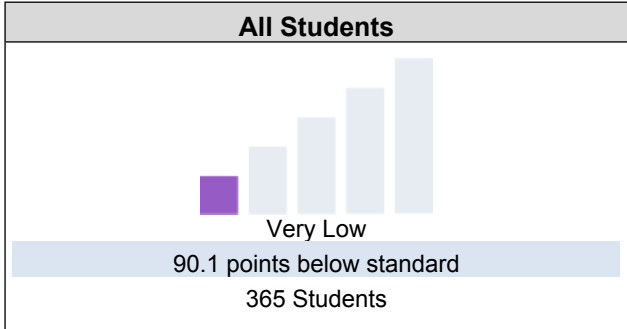


This section provides number of student groups in each level.

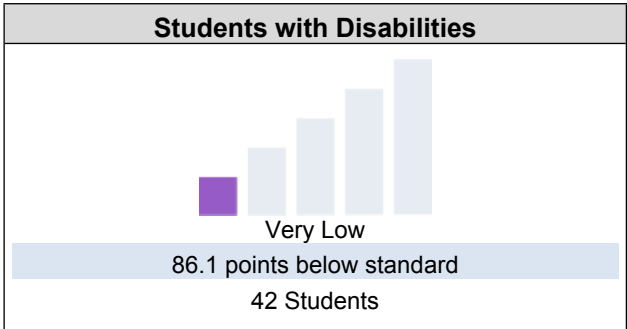
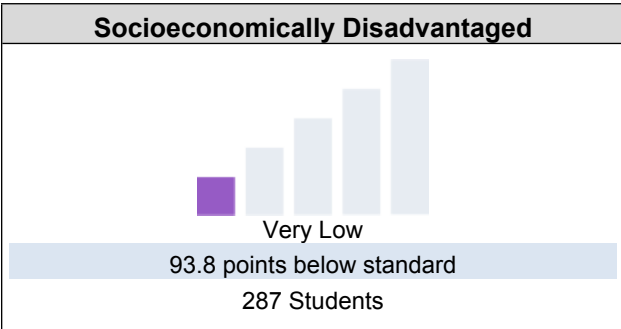


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in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

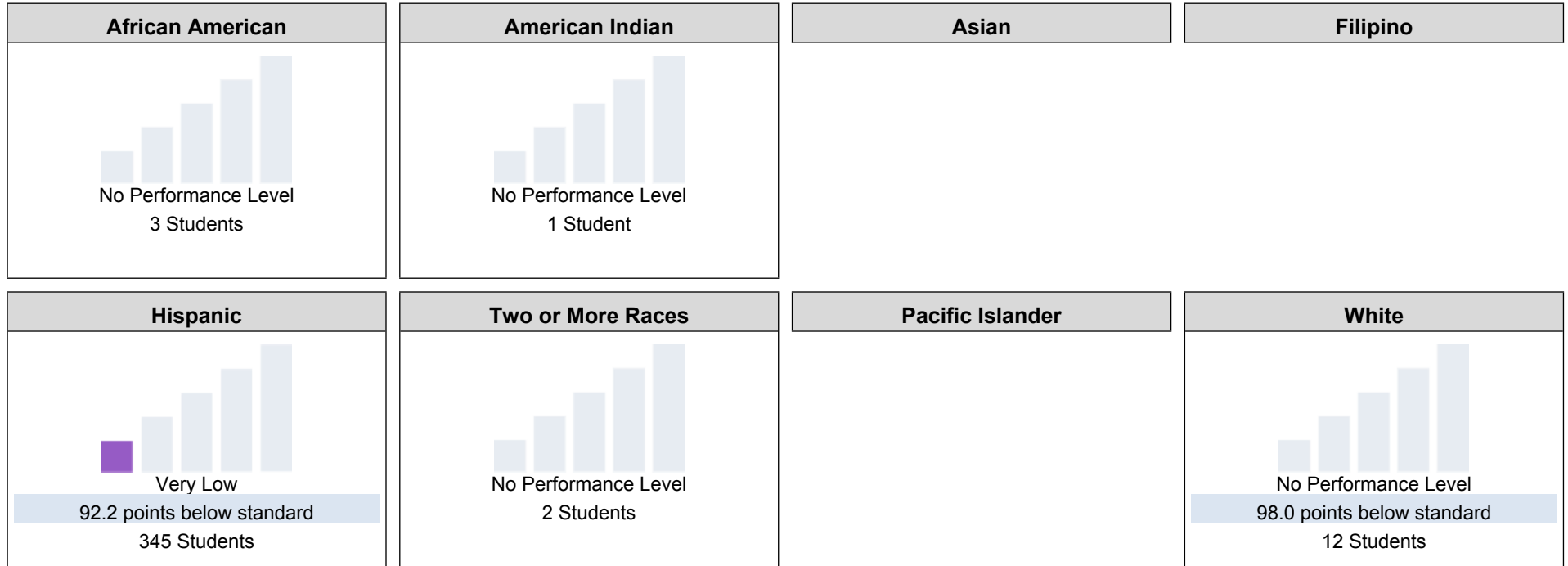
2022 Fall Dashboard English Language Arts Performance for All Students/Student Group



**Homeless**



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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
132.0 points below standard 137 Students	48.7 points below standard 57 Students	72.7 points below standard 149 Students

**Conclusions based on this data:**

- Overall distance from standard: 90.1 points below standard  
 Students with Disabilities: 86.1 points below standard  
 English Learners: 107.6 points below standard  
 Hispanic: 92.2 points below standard

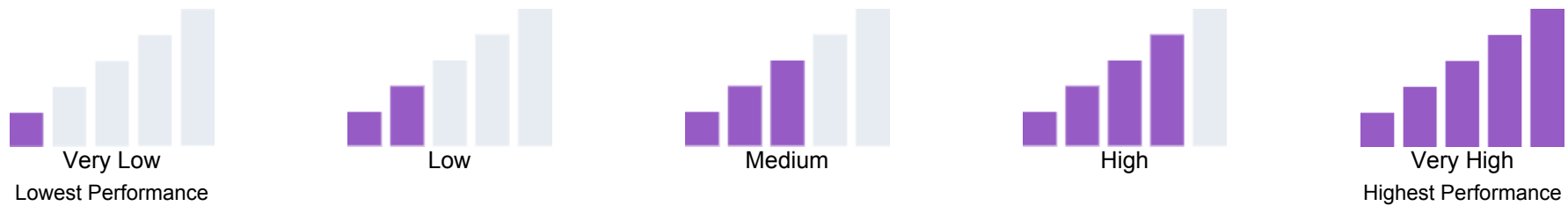
Socioeconomically Disadvantaged: 93.8 points below standard  
Fall 2022 Dashboard data for English Language Arts indicates a significant need for all our students, specifically our English Learners.

# School and Student Performance Data

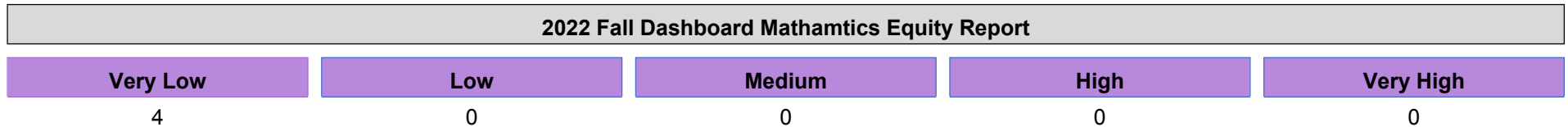
## Academic Performance Mathematics

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](#).

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.

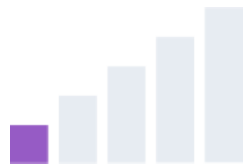


This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8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



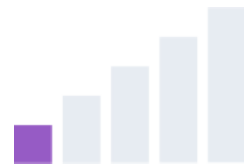
**2022 Fall Dashboard Mathematics Performance for All Students/Student Group**

**All Students**



Very Low  
107.9 points below standard  
365 Students

**English Learners**

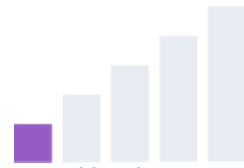


Very Low  
120.7 points below standard  
194 Students

**Foster Youth**

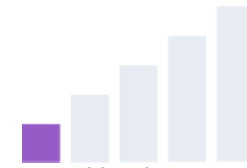
**Homeless**

**Socioeconomically Disadvantaged**

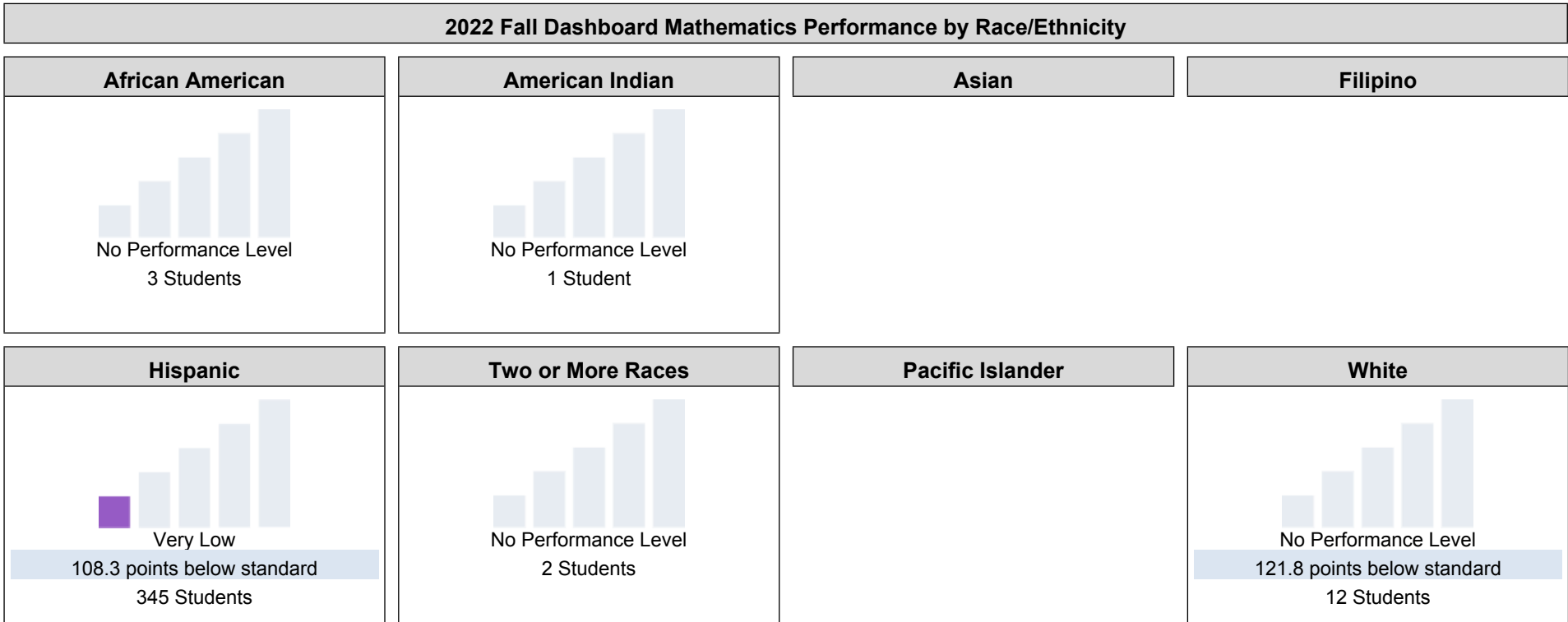


Very Low  
111.9 points below standard  
287 Students

**Students with Disabilities**



Very Low  
116.5 points below standard  
42 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		
<p><b>Current English Learner</b></p> <p>135.7 points below standard 137 Students</p>	<p><b>Reclassified English Learners</b></p> <p>84.5 points below standard 57 Students</p>	<p><b>English Only</b></p> <p>96.8 points below standard 149 Students</p>

**Conclusions based on this data:**

- Overall distance from standard: 107.9 points below standard  
 Students with Disabilities: 116.5 points below standard  
 English Learners: 120.7 points below standard  
 Hispanic: 108.3 points below standard

Socioeconomically Disadvantaged: 111.9 points below standard  
Fall 2022 Dashboard data shows English Learners with a significant need in Math.

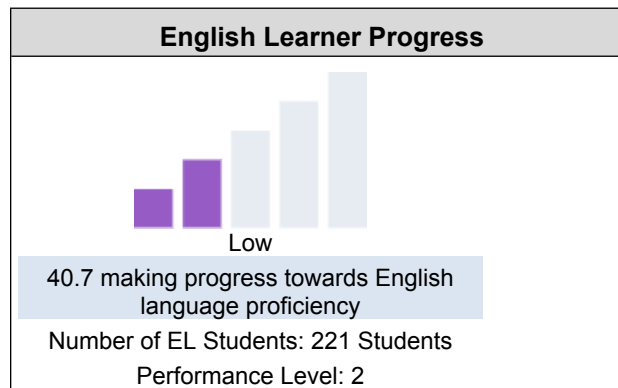
# School and Student Performance Data

## 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



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
20.8%	38.5%	0.0%	40.7%

#### Conclusions based on this data:

- 2022 Fall Dashboard Student English Language Acquisition results showed that 40.7% of students increased at least one ELPI level and are making progress towards English language proficiency. This indicates that this is low and a need.

# 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:**

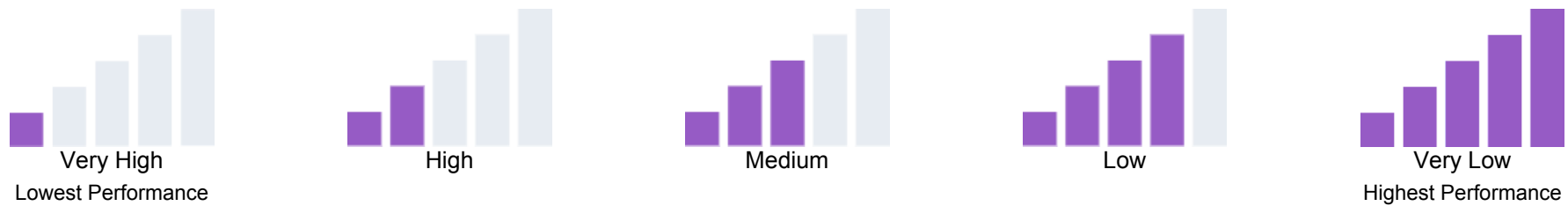
- 1. N/A
- 2. N/A
- 3. N/A

# School and Student Performance Data

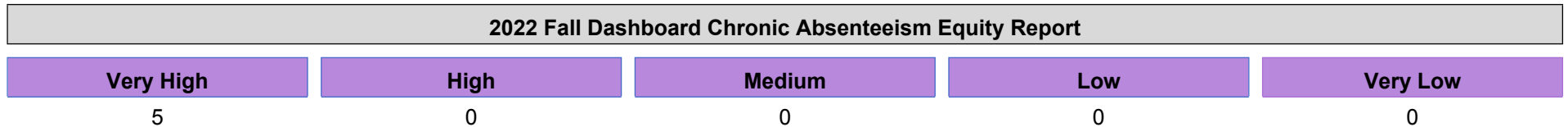
## Academic Engagement Chronic Absenteeism

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).

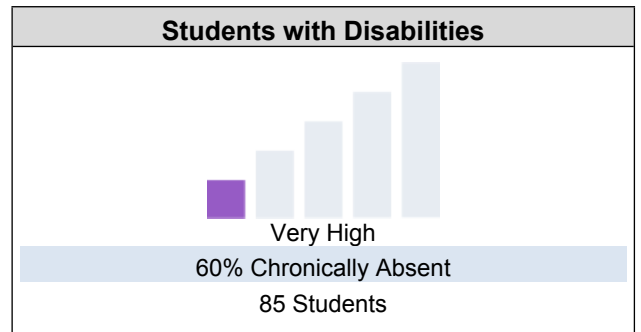
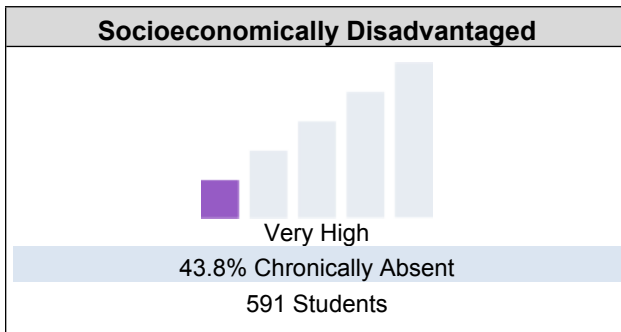
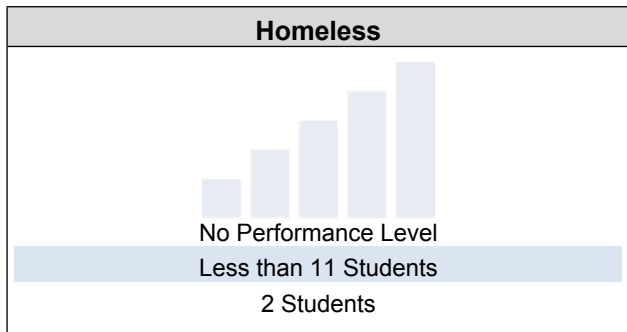
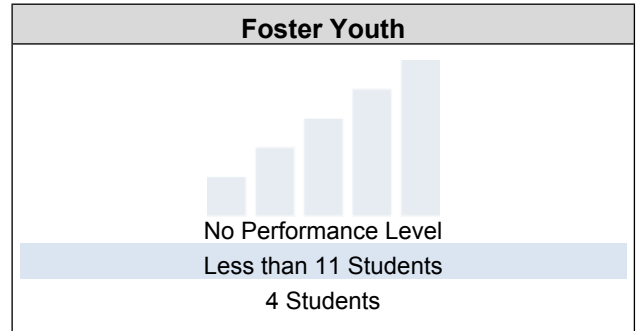
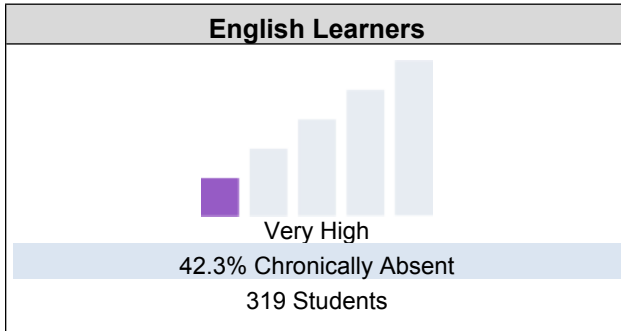
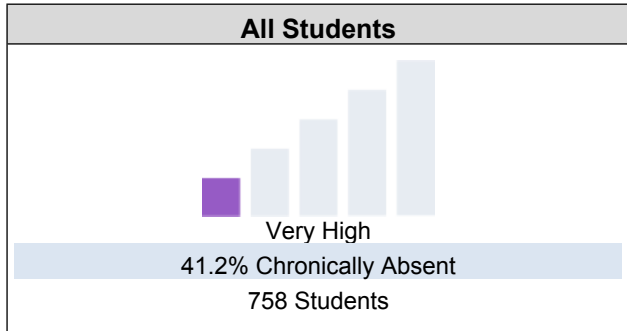


This section provides number of student groups in each level.

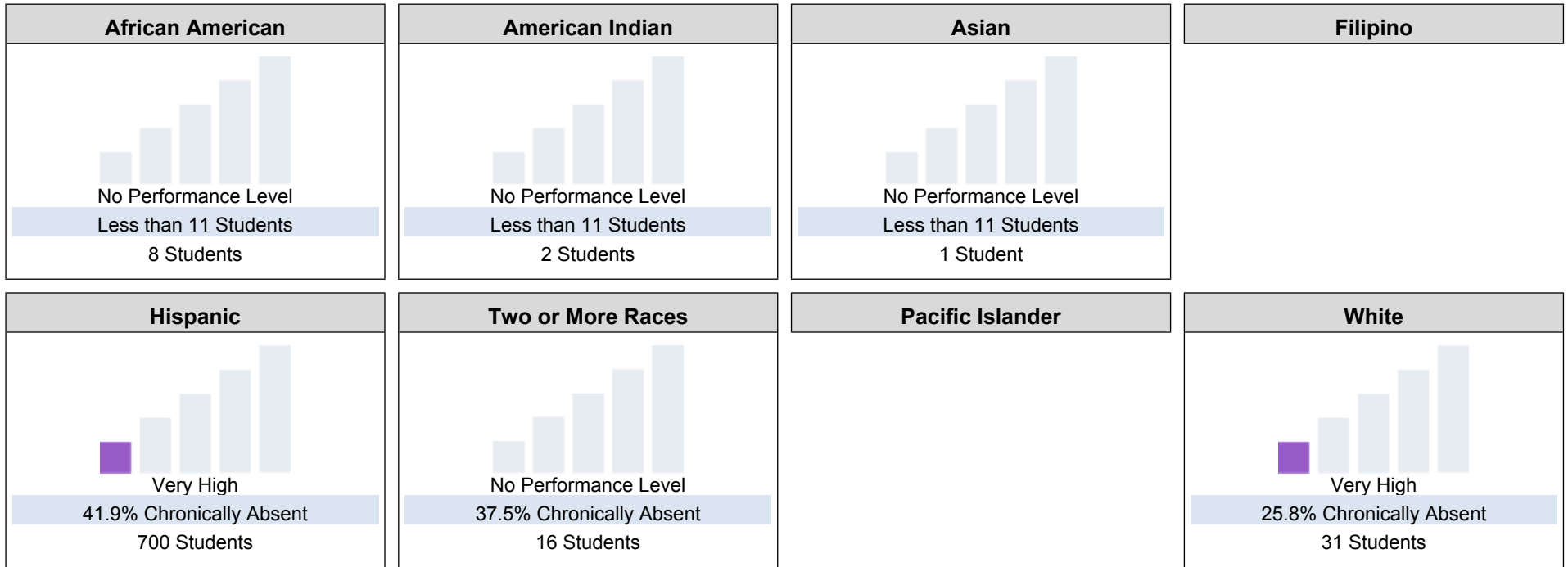


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. Students with Disabilities, EL students, Hispanic, and Socioeconomically Disadvantaged had Very High Chronic absentee rate.
2. Students with Disabilities showed the highest chronic absenteeism rate with 60% and our Socioeconomically Disadvantaged students showed the second highest with 43.8%



# 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  
Lowest Performance

Low

Medium

High

Very High  
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

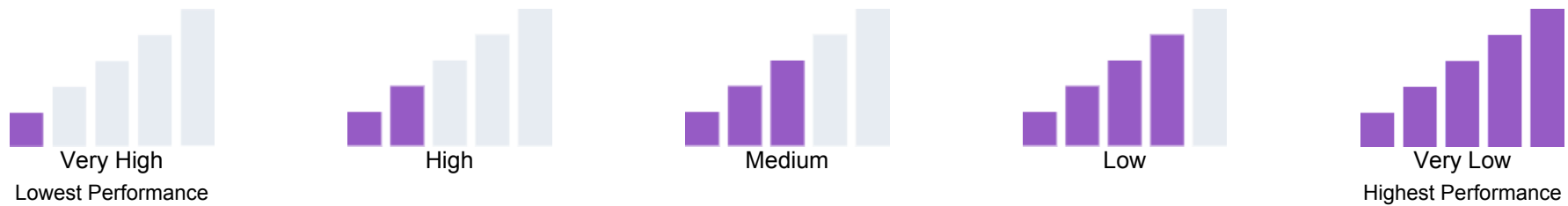


# School and Student Performance Data

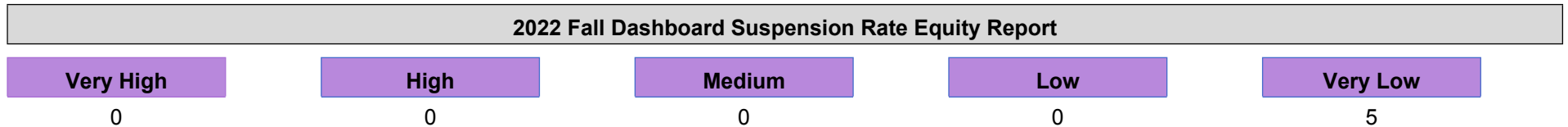
## Conditions & Climate Suspension Rate

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](#).

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).

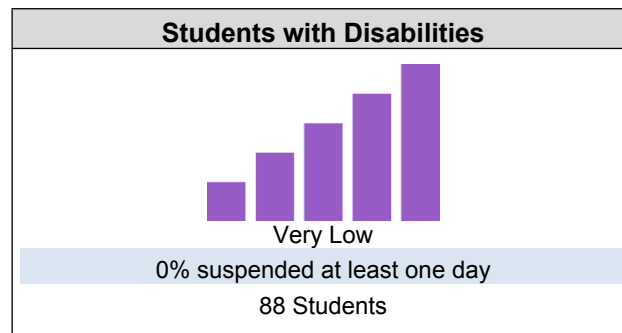
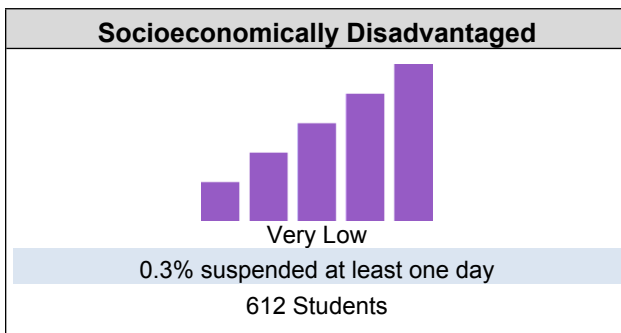
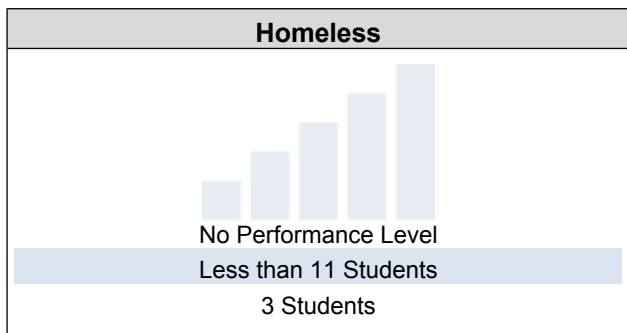
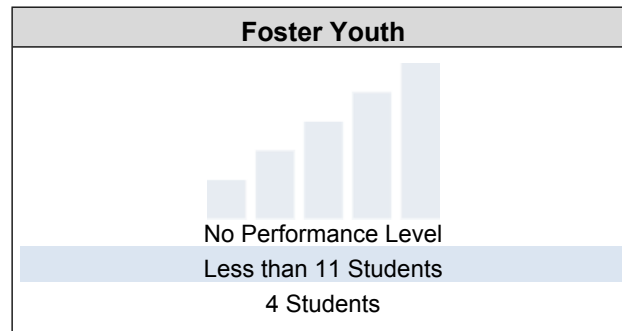
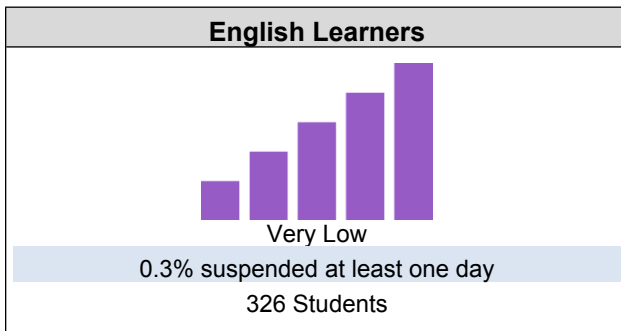
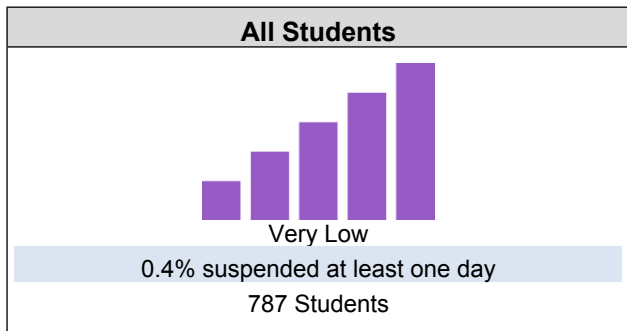


This section provides number of student groups in each level.

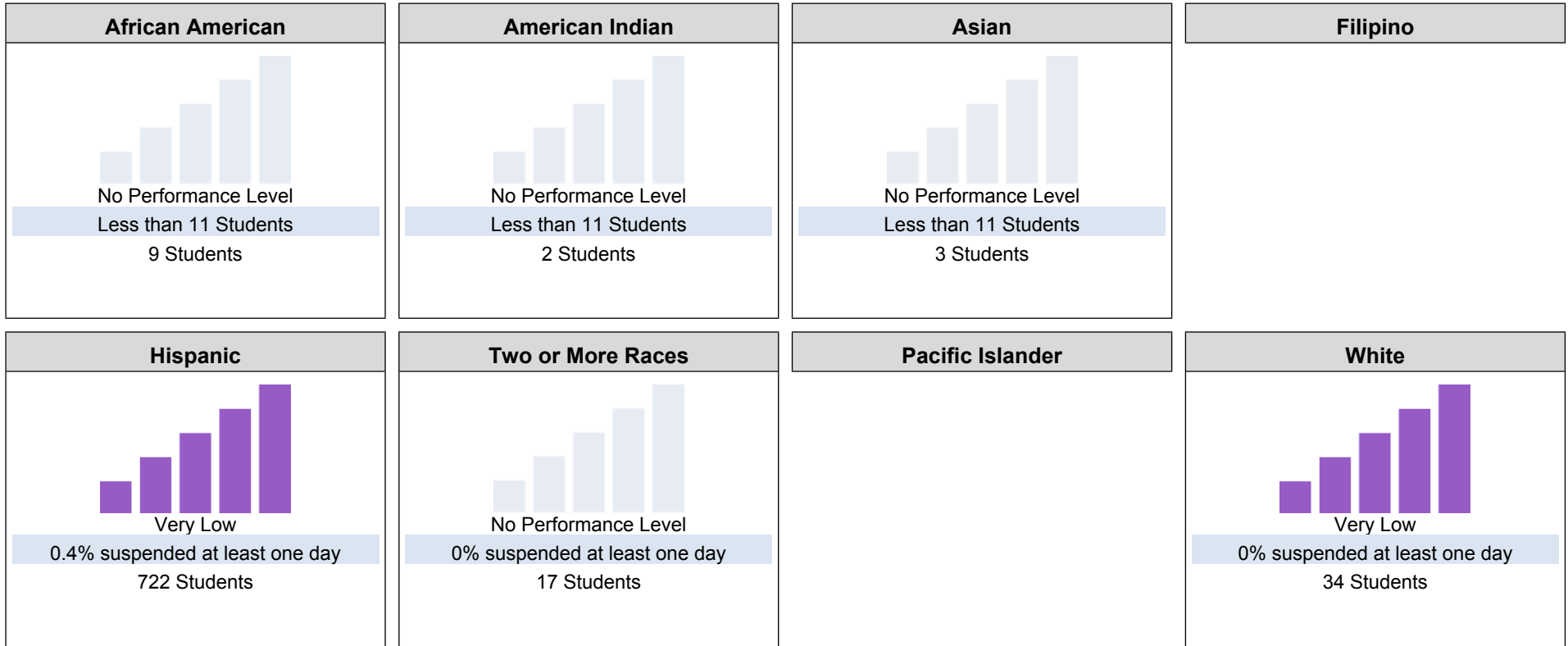


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

- 2022 Fall Dashboard Suspension Rate indicates that all our student groups have a very low suspension rate with less than 1%

# Goals, Strategies, & Proposed Expenditures

## Goal 1.0

College and Career Readiness

### State and/or Local Priorities addressed by this goal:

State Priorities:        Priority 1: Basic (Conditions of Learning)  
                                  Priority 2: State Standards (Conditions of Learning)  
                                  Priority 4: Pupil Achievement (Pupil Outcomes)  
                                  Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:        P2

### Identified Need from the Annual Evaluation and Needs Assessment:

We identified our needs based on teacher, parent feedback and analysis of our programs based on data. We also reviewed our action plan, services and expenditures and have determined that we will make these following adjustments and changes:

1. As a school there is a need to provide books and supplies to enhance our instructional programs, including support for early literacy, reading intervention, math intervention, and SEL ensuring equitable access to resources for our Dual Immersion students. Books and supplies are needed in the classroom and in the library/makerspace area.
2. There is a great need for teacher collaboration to analyze benchmark and grade level assessment data and share effective strategies on how to best respond to the data. Teacher teams need time for standards based instructional planning, co-teaching opportunities, teacher team observations, sharing of resources, and goal setting (using formative assessment data).
3. Process of building empowered learners by providing opportunities for goal setting and reflection with timely and specific feedback from teachers to support a growth mindset. Professional development opportunities are needed to support this goal.
4. There is a need to analyze our instructional programs, especially in the area of Math and Reading. Four subgroups that also needs additional support is our English Learners, Students with Disabilities, Hispanic, and Socioeconomically Disadvantaged. Time and space for productive conversations and timely progress monitoring are necessary to support this effort. Teachers need planning time and opportunities to analyze their instructional program as well as our systems of support (available interventions) to determine how to best support our most intensive learners. Professional development is needed to support this goal.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P1: Teachers are appropriately assigned and fully credentialed in the subject area:	All teachers are fully credentialed.	All teachers will be fully credentialed.
P1: Pupils have sufficient access to standards-aligned instructional materials:	Teachers used district adopted and purchased materials for ELA/ELD and Math. Williams	Teachers will use district adopted and purchased materials for ELA/ELD and Math. Williams

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Inspection will demonstrate 100% of our TK-6 grade students and teachers have the materials necessary during the 2022 - 2023 school year.	Inspection will demonstrate 100% of our TK-6 grade students and teachers have the materials necessary during the 2023 - 2024 school year.
P2: Implementation of state board adopted content and performance standards with all students	Full implementation of the state board adopted content and performance standards with all students. Teachers used district adopted curriculum.	Full implementation of the state board adopted content and performance standards with all students. Teachers will continue to use the Units of Study curriculum and align textbook resources to the UoS pacing guides.
P2: English learners will access CCSS and ELD standards in both academic content and English language proficiency.	100% of teachers completed TELP EL Proficiency data and took time to progress monitor as necessary, depending on the number of ELs in their classes. All ELs received 30 minutes of designated ELD instruction (20 minutes for Kinder) and additional integrated ELD instruction throughout the instructional day. All EL students completed the ELPAC assessment and 40.7% increased at least 1 ELPI level.	100% of teachers will complete TELP EL Proficiency data and take time to progress monitor as necessary, depending on the number of ELs in their classes. All ELs receive 30 minutes of designated ELD instruction and additional integrated ELD instruction throughout the instructional day. All EL students will complete the ELPAC assessment and 42% will increase at least 1 ELPI level.
P4: Statewide assessments-- California Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	Overall distance from standard: 90.1 points below standard Students with Disabilities: 86.1 points below standard English Learners: 107.6 points below standard Hispanic: 92.2 points below standard Socioeconomically Disadvantaged: 93.8 points below standard	Overall distance from standard: will increase by 10 points Students with Disabilities: will increase by 2 points English Learners: will increase by 15 points Hispanic: will increase by 10 points Socioeconomically Disadvantaged: will increase by 10 points
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	Overall distance from standard: 107.9 points below standard Students with Disabilities: 116.5 points below standard English Learners: 120.7 points below standard Hispanic: 108.3 points below standard Socioeconomically Disadvantaged: 111.9 points below standard	Overall distance from standard: will increase by 10 points Students with Disabilities: will increase by 2 points English Learners: will increase by 15 points Hispanic: will increase by 10 points Socioeconomically Disadvantaged: will increase by 10 points
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	2021 - 22 data reflects a 3% increase in Levels 3 & 4 on the Summative ELPAC *Level 1 (Minimally Developed) *Level 2 (Somewhat Developed) *Level 3 (Moderately Developed) *Level 4 (Well Developed)	2022 - 2023 data will reflect a 3% increase in Levels 3 & 4 on the Summative ELPAC *Level 1 (Minimally Developed) *Level 2 (Somewhat Developed) *Level 3 (Moderately Developed) *Level 4 (Well Developed)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest	2021-2022 data reflects and increase of 3% of the total number of students who were reclassified.	2022-2023 data will reflect an increase of 3% of the total number of students who were reclassified.
P8: Other student outcomes - NWEA Map Growth ELA Data	<p>NWEA ELA Spring 2023 showed an increase /decrease in the High/High Average levels. The results are as follows:</p> <p>Grade 1 showed 2% increase in High Average level</p> <p>Grade 2 showed 3% increase in High Average level</p> <p>Grade 3 showed 4% decrease in High level</p> <p>Grade 4 showed 1% increase in High level.</p> <p>Grade 5 showed 2% increase in High level and 3% increase in High Average level</p> <p>Grade 6 showed 3% decrease in High Average level.</p>	<p>NWEA ELA Spring 2024 will show an increase in the High/High Average levels.</p> <p>Grades 1-6 will show an increase of 3% compared to the Spring 2023 data.</p>
P8: Other student outcomes – NWEA MAP Growth Math Data	<p>NWEA Math Spring 2023 showed an increase /decrease in the High/High Average levels. The results are as follows:</p> <p>Grade 1 showed 5% increase in High Average level</p> <p>Grade 2 showed 1% decrease in High level</p> <p>Grade 3 showed 1% increase in High level</p> <p>Grade 4 showed 2% decrease in High Average level.</p> <p>Grade 5 showed 3% increase in High Average level</p> <p>Grade 6 showed 5% increase in High Average level.</p>	<p>NWEA Math Spring 2024 will show an increase in the High/High Average levels.</p> <p>Grades 1-6 will show an increase of 3% compared to the Spring 2023 data.</p>
P4: Percentage of teachers who have been AVID trained and demonstrate College Readiness strategies	We will have 36 teachers 97% of teachers are AVID trained There is an AVID committee to support the staff on AVID Weekly.	We will have 38 teachers. 98% of teachers will be AVID trained There is an AVID committee that will support staff on AVID. In teachers will continue to have opportunities to attend AVID professional development throughout the 2023-2024 school year.

## Planned Strategies/Activities



# Action 1.1

## 1.1 INCREASE STUDENT ACHIEVEMENT: INSTRUCTION AND PLANNING

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>1.1a. Support full implementation of CCSS curriculum and the use of research based instructional strategies to support for ELA/ELD, Math, Social Studies and Science curriculum.</p> <p>1.1b. Provide the necessary materials and supplies for ELA, Writing, Math, STEM and NGSS unit implementation and to support an environment that is conducive to learning.</p> <p>1.1c. Provide the necessary supplemental materials to support CCSS including more complex texts, additional reading intervention material, math intervention materials, STEM resources, manipulatives, and organizers for materials.</p> <p>1.1d. Provide teacher preparation and collaboration time to support CCSS implementation including designated and integrated ELD, state and local assessment data analysis, and instructional planning as evidenced by agendas, team notes, and discussions with grade level teams and leadership team meetings. Includes hourly pay and teacher sub pay. Additional support for English Learners, Students with Disabilities, Socioeconomically Disadvantaged and Hispanic.</p> <p>1.1e. Provide opportunities for grade level teams to collaborate 3 times a year for data analysis of the priority standards, instructional planning based on data, and to share best strategies. Includes sub/hourly pay.</p> <p>1.1f. Continue to expand the instructional monitoring system via instructional walkthroughs and administrative support</p> <p>1.1g. EL students are provided 30 minutes of designated ELD daily and integrated ELD instruction is offered throughout the day. EL students may also receive small group or individual instructional support from a Bilingual Tutor.</p>	<p><u>X</u> All Students</p> <p>Other student group(s) English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Hispanic</p> <p><u>X</u></p>	<p>1130 Teacher Subs 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$23000</p> <p>2403 Salary, EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$72494</p> <p>1100 Salary, Literacy Support Teacher 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$162445</p> <p>1100 Salary, Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$143242</p> <p>1100 Salary, Literacy Support Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$15916</p> <p>2423 Clerks Overtime 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$3,000</p> <p>4210 Library Books 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3,000</p> <p>4300 Materials &amp; Supplies 4000-4999: Books And Supplies</p>

1.1h. Provide necessary supplemental materials to support ELD instruction, including vocabulary development.

1.1i. Instruct Dual Immersion students utilizing the 90% Spanish/10% English model of Dual Immersion (90/10 - Kinder, 80/20 - First Grade, 70/30 - Second Grade, 60/40 - Third Grade, and 50/50 for Fourth - Sixth Grade).

1.1j. Provide support for dual immersion teachers who have been trained or will be trained in Project GLAD and/or CAFE training.

1.1k. Provide necessary supplemental materials and resources to support the dual language program.

1.1l. Focused staff meetings twice a month to share data and as a means to support school and district initiatives.

1.1m. Purchase necessary materials and resources to expand our PBIS/BSEL site plan and SEL instruction in classrooms.

1.1n. Purchase technology equipment and programs to enhance student learning and achievement. Provide each student with a Chromebook (1:1) and loaner Chromebooks as needed.

1.1o. Purchase of online resources/programs to support differentiated instruction in the areas of reading and math.

1.1p. Provide teacher support with the use of available digital resources, eBooks, including Makerspace implementation strategies.

1.1q. Increase library books/eBooks inventory in core content areas in English and Spanish, including SEL and cultural diversity resources. Purchase additional library books to support our growing dual immersion program to ensure equitable access to materials in Spanish.

1.1r.. Purchase materials and supplies that foster creativity including resources for STEAM, and our new Makerspace area. Include sensory materials.

1.1s. Provide support to teachers serving on district and site based committees Including but not limited to: Textbook Adoption, NGSS, ELF, Technology, Testing Coordinator, BSEL/PBIS, Leadership Team, SST, GATE, Student Council, Garden Club, Yearbook, etc, Planning time including hourly pay.

LCFF Suppl/Conc -- 0707  
\$57,355.00

4310 Technology Supplies  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707  
\$3,000

2100 Salary, Bilingual Language Tutor (1.0)  
2000-2999: Classified Personnel Salaries  
Title III LEP -- 4203  
\$5553

2100 Salary, Bilingual Language Tutors (1.125  
FTE)  
2000-2999: Classified Personnel Salaries  
Title I Basic -- 3010  
\$30239

2100 Salary, Bilingual Language Tutors (1.125  
FTE)  
2000-2999: Classified Personnel Salaries  
LCFF Suppl/Conc -- 0707  
\$17242

1.1t. Provide additional planning/observation time for new teachers. Includes substitute hourly pay.

1.1u. Provide new teachers with funds to purchase classroom materials.

1.1v. Provide release days for teachers to observe other teachers (share best practices and/or new strategies), to team teach, or to plan for optional PD sessions for teachers.

1.1w. Provide additional student support for beginning of the year.

## Action 1.2

### 1.2 INTERVENTIONS AND ENRICHMENT

X

Modified Action

#### Planned Actions/Services

#### Students to be served

#### Budget and Source

1.2a. Three intervention teachers will support primary instruction in reading (2) and math (1) via push-in support to provide small group instruction. They will also analyze data, work with grade level teams to establish small groups, and support teaching and learning for all students.

X All Students

Other student group(s) English Learners and GATE students, Student with Disabilities, Socioeconomically Disadvantaged, Hispanic

1110 Hourly Cert  
1000-1999: Certificated Personnel Salaries  
LCFF Suppl/Conc -- 0707  
\$2,000

1.2b. Teachers will continue to develop SMART goals with clear learning intentions and success criteria for CCSS. Administrators will monitor through grade level minutes, data analysis, and ongoing collaboration with grade level teams.

X

1130 Teacher Subs  
1000-1999: Certificated Personnel Salaries  
LCFF Suppl/Conc -- 0707  
\$2,000

1.2c. Teachers and principal will keep parents informed on student progress.

4300 Materials & Supplies  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707  
\$5,000

1.2d. Develop an Extended Learning Opportunities program for grades TK - 6 to provide intensive and enrichment opportunities for students after school based on data analysis. Includes Certificated and Classified hourly pay.

5850 Software  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707  
\$5,000

1.2e. Technology and software programs will be researched, selected, purchased, and implemented as supplemental support for intensive and high achieving students in English and Spanish.

1.2f. Bilingual Language Tutors (5) will provide primary language support for English Learners in ELA/ Math with the greatest need.

1.2g. EL Facilitator will help monitor ELPAC, CAASPP, and other assessment data of English Learners to determine how to best support ELs, I-FEP, and R-FEP students

1.2h. Provide opportunities for GATE students to attend enrichment classes after school.

1.2i. Provide release time for teachers to assess students to determine which students qualify for the GATE program.

1.2j. Literacy Support Teachers will continue to implement Early Literacy strategies and intervention using Science of Reading based strategies on the analysis of NWEA data, teacher feedback, and common grade level assessments.

1.2k. Math Support Teacher will support small group instruction in classrooms based on NWEA data, teacher feedback, and common grade level assessments.

1.2l. English and Spanish materials and resources will be purchased to support small group intervention support in reading and math. Additional resources will be purchased to support English Learners, Students with Disabilities, Socioeconomically Disadvantaged and Hispanic.

1.2m. Teachers will have the option to continue using Balanced Math strategies Mental Math, Math Review and Math Fun and the school will provide needed materials to support implementation.

1.2n. Offer Communication Enhancement Program services (CEP) within the school day to students who have communication challenges via the Student Study/Success Team process. Students will also receive home activities for additional reinforcement.

1.2o. Continue to monitor interventions for behavior and academics for identified students and schedule SST meetings as needed with the SST team of teachers and staff to document strategies, interventions, and actions. Sub hourly pay for SST meetings.

1.2p. Provide extra hourly pay as needed to offer additional support in classrooms via classified staff to work with students in small groups, to assist with grade level 1:1 assessments, and to support with ELO.

1.2q. Provide extra hourly pay for staff development for classified staff to support student safety, academics, and a welcoming school environment.

## Action 1.3

### 1.3 ASSESSMENT AND DATA COLLECTION

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
1.3a. Monitor CAASPP, CAA, and ELPAC data, including the 5th grade California state test in Science.	<input checked="" type="checkbox"/> All Students	1130 Subs 1000-1999: Certificated Personnel Salaries
1.3b. Monitor district mandated assessments including MAP Reading Fluency and MAP Growth assessments in Reading and Math (NWEA), given 3 times per year. Assign skills assessments to progress monitor as needed for students.	<input checked="" type="checkbox"/> Other student group(s) English Learners	LCFF Suppl/Conc -- 0707 \$2,000 5725 Printing 5000-5999: Services And Other Operating Expenditures
1.3c. Monitor and use additional formal and informal assessments including curriculum embedded assessments, SIPPS, DIBELS, teacher created assessments, and observational data, etc.		LCFF Suppl/Conc -- 0707 \$11,200.00 5640 Maint. Contract 5000-5999: Services And Other Operating Expenditures
1.3d. Provide opportunities for teachers to monitor all assessment data with the purpose of making timely and effective instructional decisions that will improve overall instruction and student learning.		LCFF Suppl/Conc -- 0707 \$2,000.00 4310 Technology Supplies
1.3e. Online integration of formative assessments		4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707
1.3f. Provide data analysis review and support		\$6,000.00 1110 hourly, Tchr.
1.3g. Online resources to support students and differentiate instruction based on assessment data.		1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707
		\$1,000.00

## Action 1.4

### 1.4 TECHNOLOGY, MAINTAIN HARDWARE, MATERIALS AND SUPPLIES

X  
X

Modified Action  
Unchanged Action

**Planned Actions/Services**

**Students to be served**

**Budget and Source**

1.4a. Provide working copy machines, laminators, printers, and laptops.

X All Students

1.4b. Provide service and all necessary supplies for copy machines, laminators, printers, and laptops.

1.4c. Provide warehouse supplies to support instruction

1.4d. Provide necessary furniture items to improve classroom instruction and student collaboration

1.4e. Teachers will complete digital citizenship lessons with their students each year so Pedley can continue to be a Common Sense School.

1.4f. Teachers and staff members will use various online programs such as Seesaw (grades K-3), RAZ Plus, BrainPop, NewsELA, NWEA, Paper and Second Step to support classroom instruction. They will continue to receive specialized training and support with these programs.

1.4g. New technology will be purchased to support student achievement including SMART Boards, voice amplifiers, and Ipads.

1.4h. Teachers and staff members will receive training and support with new technology such as SMART boards, new online programs, voice amplifiers, etc.

1.4i. Purchase technology equipment and programs to enhance student learning and achievement. Provide each student with a Chromebook (1:1) and loaner Chromebooks as needed.

5640 Maint Contract  
5000-5999: Services And Other Operating Expenditures  
LCFF Suppl/Conc -- 0707  
\$3,471.00  
5850 Software Licences  
5000-5999: Services And Other Operating Expenditures  
Title I Basic -- 3010  
\$3,000.00

**Action 1.5**

1.5 PROFESSIONAL DEVELOPMENT

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>1.5a. Teachers will participate in trainings that will focus on improving classroom instruction and promote college and career readiness.</p>	<p>X All Students</p>	
<p>1.5b. Certificated and Classified staff will have opportunities to attend optional and required professional development workshops and trainings that support student achievement including Project GLAD, ATDLE, CABE, NWEA, NGSS, AVID, SIPPS, DIBELS, Technology, Math, Classroom Management, Science of Reading, Best Practices for Reading Instruction, Heggerty, Equity in the classroom, and Social Emotional Learning. Dual Immersion teachers will have opportunities to attend professional development workshops on best strategies for teaching multilingual learners.</p>		
<p>1.5c. Teachers and administrator will share effective strategies and collaborate to produce a cohesive plan for the implementation of strategies at the site by grade level</p>		<p>4300 Supplemental Support/Materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$8649</p>
<p>1.5d. The Leadership team will continue working on and sharing strategies to improve collaboration with their grade level teams.</p>		<p>4300 Supplemental Support/Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1371</p>
<p>1.5e. Provide collaboration days for teachers to share and plan for the implementation of strategies learned during professional development workshops and trainings. This includes contracts and staff substitute/hourly pay.</p>		<p>5200 Travel and Conferences 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$10,000</p>
<p>1.5f. Teachers will be ELPAC trained.</p>		<p>5200 Conferences 5000-5999: Services And Other Operating Expenditures Title III LEP -- 4203 \$3,000</p>
<p>1.5g. Additional optional mini- PD opportunities will be offered on site to support staff including Bilingual Tutors, Instructional Aides, Student Attendant Aides, and Activity Supervisors. Hourly pay will be provided if staff members work outside their contract hours. Refreshments will be provided for trainings offered on site.</p>		
<p>1.5h. Teachers will participate in technology training for new technology purchases that will enhance lesson design and increase student achievement.</p>		
<p>1.5i. Teachers will receive training from teacher technology coordinators as needed on best practices in all content areas including Literacy, Math, Science, and SEL. Teachers will also receive support with our new learning management system, Canvas.</p>		

## Action 1.6

### 1.6 PROVIDE STUDENT INCENTIVES

	<u>X</u>	Modified Action	
Planned Actions/Services	Students to be served	Budget and Source	
<p>1.6a. Students will be given incentives to promote academic achievement and attendance. These include but are not limited to awards/certificates for Perfect Attendance, Improved Attendance, AVID, Science Fair, EL Reclassification, Personal Success, Scholar Awards, and a Principal's Award (effort, academics and behavior).</p> <p>1.6b. Additional awards, incentives, and prizes will be purchased to recognize students who promote positive behavior by following school expectations on our Roadrunner STAR Behavior Expectations.</p> <p>1.6c. Additional incentives and awards will be given to students who participate in intramural sports, skills day, and the 100 Mile Club.</p> <p>1.6d. Incentives will be purchased for students who attend the after school ELO program and Kinder Academy.</p>	<p><u>X</u> All Students</p> <p><u>X</u> Other student group(s) English Learners</p>	<p>4300 Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>5200 Conferences 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$680.00</p>	

## Action 1.7

### 1.7 AVID

	<u>X</u>	New Action	
	<u>X</u>	Modified Action	
Planned Actions/Services	Students to be served	Budget and Source	
<p>The planned actions for Elementary AVID include:</p> <p>1.7a. Provide opportunities for teachers to attend AVID training sessions on and off campus, including AVID Summer Institute in an attempt to ensure all teachers are AVID certified teachers.</p>	<p><u>X</u> All Students</p>	<p>4410 Technology Non-Capitalized 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$10,000.00</p> <p>5804 Transportation Services 5000-5999: Services And Other Operating Expenditures</p>	



1.7b. Continue to support schoolwide AVID strategies and supports. Include AVID planning days with the Leadership Team to work on AVID implementation and goals.

LCFF Suppl/Conc -- 0707  
\$3,000

1.7c. Purchase necessary supplies for AVID implementation.

1.7d. Students will be provided with AVID materials and supplies including Agendas, binders and dividers to keep their classwork organized. Student will learn Elementary AVID skills that promote organization and college or career readiness.

1.7e. Provide AVID release time for planning with focus on College and Career Readiness, College and Career Week, AVID spirit days, AVID certification, etc.

1.7f. Parents will be given opportunity to participate in parent workshops that focus on college and career readiness and/or career technology education area for their child. The workshops will be given in both English and Spanish and babysitting will be provided.

1.7g Funding will be provided to enhance our College and Career events and other AVID activities including visits and tours to local colleges and universities for students in 4th-6th grades.

# 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 1: Basic (Conditions of Learning)  
                                      Priority 5: Pupil Engagement (Engagement)  
                                      Priority 6: School Climate (Engagement)

Local Priorities:            P1

### Identified Need from the Annual Evaluation and Needs Assessment:

We identified our needs based on district surveys of staff, parent, and students. We also analyzed site behavior data and reports, incorporating observations and ongoing feedback from educational partners. It became clear that we needed to develop goals that fit the needs of our students. We will make the following adjustments and changes:

1. As part of our continued improvement of the culture and environment of our schools, we want to expand support for brain-researched strategies and student supports for Social and Emotional Learning (SEL) through a Multi-Tiered System of Supports (MTSS). This process will range from developing students’ skills needed for school and life to include, establishing and maintaining positive relationships, making responsible decisions, understanding and managing emotions, and setting and achieving positive goals. Professional development opportunities for staff and parents will lead to practical application for our students.
2. There is a need for our BSEL/PBIS team, teacher teams, and classified members to analyze and refine our discipline data and align our schoolwide expectations (STAR) accordingly. We need to focus on playground expectations and build in additional leadership opportunities for our students. We plan to purchase resources and materials to support these efforts.
3. Library books and classroom resources have been purchased to assist with empathy, bullying and social and emotional needs.
4. Our school site continues to grow, so there is a need to look at systems in place for student safety, including student supervision, our school map (location of classrooms, restrooms, etc.), and the bell schedule.
5. Chronic absenteeism is increasing. There is a need to reestablish incentives for students for positive attendance and to continue to meet with parents regarding the importance of good attendance, sharing available resources (PICO department) as necessary.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P1: School facilities are maintained in good repair:	All school facility will be maintained as expected.	All school facility will be maintained as expected.
P5: School Attendance Rates (Semester 1 Q SIS)	Attendance rates have demonstrated a 1% increase during the 2022-2023 school year.	Attendance rates will demonstrate a 1% increase during the 2023-2024 school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5: Chronic absenteeism rates:	We monitored students who had 10% or more absences, and scheduled SART meetings. Current chronic absenteeism rate is 41.2%	We will continue to monitor students who had 10% or more absences, and scheduled SART meetings.
P6: Pupil suspension rate	We worked with our BSEL Coordinator, PBIS Team and School Psychologist to help support SEL needs and have kept our suspension rates low. Our suspension rate for the 2022-2023 school year is 0.4%.	We will continue to work with our BSEL Coordinator, PBIS Team and School Psychologist to help support SEL needs and have kept our suspension rates low.
P6: Pupil expulsion rate	We continued to have 0.0% expulsion rate for the 2022-2023 school year.	We will continue to have 0.0% expulsion rate for the 2023-2024 school year.
P6: Survey of pupils, parents, teachers on sense of safety	<p>LCAP Student Survey during Spring 2023 demonstrated an increase of 4% on the following question: "Overall, how much do you feel like you belong at your school?"</p> <p>LCAP Family Survey during Spring 2023 demonstrated that 42% of parents answered favorably to the following question: "Overall, how well do you feel like this school or district is doing in the following area: Student Achievement?"</p> <p>LCAP Teacher Survey during Spring 2023 will demonstrate a decrease of 14% on the following question: "Overall, how confident are you that you can help your school's most challenging students to learn?"</p>	LCAP Student, Family and Teacher Surveys during Spring 2024 will demonstrate an increase of 4% in the areas of school climate and student achievement.

## Planned Strategies/Activities

### Action 2.1

#### 2.1 HEALTH SERVICES

	X	Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
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2.1a. School attendance will increase by having the district nurse and site health clerk aide (HCA) help students with their health needs and educate them on how they can stay healthy.	<u>X</u>	All Students	
2.1b. Health Clerk Aide (HCA) to support health services and parent communication.	<u>X</u>	Other student group(s) SPED	
2.1c. Health Clerk Aide (HCA) will provide an incentive for all 6th-grade students to have TDAP immunization completed.			2200 Salary, Health Clerk Aide (HCA) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$32881
2.1d. Family Life Presentation will be given to 5th grade classes by the district nurses annually			
2.1e. Vision and hearing screening will performed for grades TK, K, 2, 5, Special Education students and students who are referred for a Student Study Team (SST).			

## Action 2.2

### 2.2 STUDENT SAFETY AND CLIMATE

	<u>X</u>	Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
2.2a. Schedule ongoing SEL training and coaching support for staff and parents, including Second Step, Panorama and CPI Training. Include opportunities for staff to attend professional development on restorative practices, BSEL, Positive Behavior Intervention Strategies (PBIS) and other student behavior support opportunities.	<u>X</u> All Students	4300 SEL 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,500.00
2.2b. Purchase and order SEL and PBIS support materials and student incentives		4300 Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1031.00
2.2c. Continue "STAR" tickets for students following behavior expectations aligned to our student behavior expectation.		4300 Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,300
2.2d. Purchase materials that will contribute to establishing a welcoming environment for students, families, and staff including books and resources to support cultural diversity, creating an opportunity for students to see themselves reflected in the stories they read (mirrors) and to provide		U. 2322 Supervisor- Overtime 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$5,000

opportunities for them to explore and appreciate cultural differences (windows).

2.2e. Schedule Saturday School Program

2.2f. Work orders for campus repairs will be submitted in a timely manner and the administration will meet regularly with head custodian

2.2g. Schedule BSEL/PBIS coordinator and meetings bi-monthly to follow up on district meetings, to analyze site level data, and to develop a plan to increase positive behavior and a safe and welcoming environment. Provide release days for BSEL/PBIS coordinator and team to support with SEL data analysis and a response plan.

2.2i. Schedule college and career readiness days throughout the year

2.2j. Work with School Safety Team to improve and modify the school safety plan and to purchase and/or replenish safety supplies for the classroom. Provide training to all staff annually to review updates and changes to the Safety Plan and to generate ideas for improvement. Provide planning time for Safety Coordinator.

2.2k. Provide 100 mile club support (incentives, posters, t-shirts etc.) to promote physical health.

2.2l. Provide students with opportunities to connect with other students and build on inclusion practices through Buddy Reading, Read Across America rotations, Kindness Challenge Activities, Computer Buddies, School Spirit Days, Peer Mediation, Garden Club, Gaming Club, Student Council, etc.

2.2m. Provide district and site level student and staff surveys to determine perception about school safety and the climate in order to address the needs.

2.2n. Increase support for PBIS Tier 2 and Tier 3 Behavior Interventions (increase students' ability to better resolve conflict and become more socially and emotionally resilient).

2.2o. Provide opportunities for students to develop leadership skills through AVID, Book Club, Valet Club, Pedley Clean Up Crew, Student Council, and the Peer Mediation Program, Garden Club, Gaming Club.

2.2p. Purchase necessary materials to maintain and support student clubs on campus.

5800 Professional Consulting Services  
5000-5999: Services And Other Operating Expenditures  
LCFF Suppl/Conc -- 0707  
\$2,000  
4300 SEL  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707  
\$8,756  
4310 Technology Supplies  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707  
\$2,000  
1110 Hourly Certificated  
1000-1999: Certificated Personnel Salaries  
LCFF Suppl/Conc -- 0707  
\$1,000

- 2.2q. Use RAPTOR system for all parents who come on campus for parent meetings and/or to volunteer.
- 2.2r. A Volunteer Appreciation Brunch will be held towards the end of the school year to show appreciation to parents.
- 2.2s. Provide parent workshops on social- emotional learning, anger management techniques, PBIS, Bullying, Self-Regulation and parenting tips etc.
- 2.2t. Provide student assemblies and workshops on SEL, effective decision making, anger management, bullying, PBIS etc. Seek out professional consulting services to provide assemblies for students.
- 2.2u. Provide additional support from classified staff for student safety and school climate.
- 2.2v. Purchase technology equipment as needed for campus safety.

## Action 2.3

### 2.3 STUDENT ATTENDANCE

	X Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
2.2a. School attendance will increase by having the Health Clerk Aide support students' health needs and educating them on how they can stay healthy.	X All Students	
2.2b. Incentives will be given for being and arriving to school on time, daily and staying the duration of the school day. Rewards and/or certificates will be given to students who have high attendance rates.	X Other student group(s) Hispanic, Students with Disabilities, Hispanic, Socioeconomically Disadvantaged	4300 Attendance Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00
2.2c. Continue to provide and improve Saturday School program for ADA Recovery. Enrichment materials will be purchased for Saturday School instruction.		4300 Saturday School Incentives and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00
2.2d. Discuss attendance at leadership meetings and at various parent meetings including SSC, ELAC, AVID parent meetings, and via social media platforms		

2.2e. Continue to improve student behavior supports and the provision of an engaging instructional environment to increase student attendance for All students, Student with Disabilities, Hispanic, and Socioeconomically Disadvantaged students.

2.2f. Monitor absence rates on a monthly basis and schedule SART parent/student meetings each trimester.

# 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:        P3 and P6

### Identified Need from the Annual Evaluation and Needs Assessment:

As a result of identifying our needs based on previous professional development, analysis of effectiveness and program implementation, changes in actions, services and expenditures included the following:

1. Continuing to provide training to staff on support for a Welcoming and Engaging Environment.
2. Continuing and expanding staff, parent and student outreach opportunities through site trainings on AVID, Attendance, Dual Immersion, Math/Literacy Nights, and GATE
3. Expand communication and consistency through communication of district promise of Learning without Limits for staff, parents and students. Continuing to use school website, Parent Square, and new apps that become available to inform parents of school events, celebrations and needs.
4. Provide opportunities for parents to participate in their child's education through volunteer opportunities for school events, via parent meetings (SSC, ELAC, PTO) and keep them informed of their child's progress through ongoing communication, progress reports and parent conferences.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3: Percentage of parents that take advantage of parent engagement opportunities inclusive of Special Education and Unduplicated students	In Spring 2023 in regards to the question "For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?" we saw an 8% decrease in family survey responses. In Spring 2022 family and community members responded with 89% positive feedback to this question and in Spring 2023 that percentage dropped to 81%.	In Spring 2024 in regards to the question "For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?" we will see an 8% decrease in family survey responses.
P3: Percentage of parents that acknowledge opportunities for involvement in school and district decision making	In Spring 2023 in regards to the question "How well do you feel this school or district is doing in the following area- classroom instruction?" we saw	In Spring 2024 in regards to the question "How well do you feel this school or district is doing in



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	a 25% decrease in family survey responses. In Spring 2022 family and community members responded with 81% positive feedback to this question and in Spring 2023 that percentage dropped to 56%	the following area- classroom instruction?" family survey positive feedback will increase by 20%.
P6: Surveys of pupils, parents, teachers on sense of school connectedness	In Spring 2023 in regards to the question "On most days, how enthusiastic are the students about being at school?" we saw a 2% increase in teacher survey responses. In Spring 2022 teachers responded with 69% positive feedback to this question and in Spring 2023 that percentage rose to 71%.	In Spring 2023 in regards to the question "On most days, how enthusiastic are the students about being at school?" we saw a 2% increase in teacher survey responses. In Spring 2024 positive feedback will increase an additional 2%.
P7: Ensuring all students have access to classes that prepare them for college and careers, regardless of what school they attend or where they live.	In Spring 2023 there was a 1% increase of classes that are prepared for college and career. College and Career Week was celebrated campus wide with invitations to community members to speak to students. Students also adopted colleges and learned about the pathways to get there.	There will be an increase of 2% of classes that are prepared for college and career. The site will provide resources and engage students through various activities.

## Planned Strategies/Activities

### Action 3.1

#### 3.1 PARENT AND STUDENT ENGAGEMENT

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
3.1 a. Schedule professional development training to support a welcoming and engaging environment.	<u>X</u> All Students	2910 Parent Meetings 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$800.00
3.1b. Provide parent training and student outreach based on site-based parent and student needs (i.e. Behavior Management, Dual Immersion, Safety)		1910 Hourly, Other Certificated
3.1c. Provide shared leadership opportunities for all parents via ELAC, SSC, PTO, and GATE parent meetings held throughout the year		1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$1056.00

3.1d. Provide additional Parent meetings including the Annual Title 1 Parent Meeting, Pedley Family Book Club, and Coffee with the Principal. Include Parent Nights to cover essential topics (Math Night, Literacy Night, AVID etc.)

4300 Materials and Supplies  
4000-4999: Books And Supplies  
Title I Parent Involvement -- 3010 1902  
\$1,721.00

3.1d. Select, purchase, and order materials to support parents with supporting students at home, Pedley Family Book Club, Parent Nights, etc.

4300 Materials and Supplies  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707  
\$2538

3.1e. Provide parent access to technology and resources in the library to foster engaging opportunities. Purchase Makerspace materials for families to engage in.

4300 Materials and Supplies  
4000-4999: Books And Supplies  
Title III LEP -- 4203  
\$31

3.1f. Continue involvement in the district's Seal of Biliteracy event.

3.1g. Solicit ideas from parents and families (district and site surveys, polls, and parent meeting feedback) to improve our Welcoming and Safe Environment initiative.

3.1h. Provide childcare for families so parents can attend meetings and support continued partnerships with the school

3.1i. Provide a parent orientation after school for incoming TK and Kindergarten families. Provide teachers with extra compensation for planning and meeting time.

3.1j. Continue to improve student and parent access to libraries through schedule modifications, digital resource access, MakerSpace implementation, eBook access, and open library time for parents to come with their children.

3.1k. Keep parents informed about student progress on academic and behavior expectations via parent conferences, progress reports, report cards, and regular communication through Parent Square or Class Dojo.

3.1m. Provide supports and resources for families that extend beyond the school day (PICO referrals).

3.1n. Provide home-school connection opportunities for parents (i.e., Literacy Night, Math Night, etc.)

3.1o. Meet regularly with the Think Together Coordinator to discuss ideas on how to bridge the instructional day program with the after school program.

3.1p. Communicate with parents using multiple social media platforms (i.e., Dojo, Parent Square, Instagram, and Facebook) regarding upcoming school

events, school closures, and special announcements. Communication in the form of email, texting, and phone calls will be provided.

# Annual Evaluation and Update

## SPSA Year Reviewed: 2022-23

### Goal 1

College and Career Readiness

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P1: Teachers are appropriately assigned and fully credentialed in the subject area:	All teachers will be fully credentialed.	All teachers are be fully credentialed.
P1: Pupils have sufficient access to standards-aligned instructional materials:	Teachers will use district adopted and purchased materials for ELA/ELD and Math. Williams Inspection will demonstrate 100% of our TK-6 grade students and teachers have the materials necessary during the 2022 - 2023 school year.	Teachers used district adopted and purchased materials for ELA/ELD and Math. Williams Inspection will demonstrate 100% of our TK-6 grade students and teachers have the materials necessary during the 2023 - 2024 school year.
P2: Implementation of state board adopted content and performance standards with all students	Full implementation of the state board adopted content and performance standards with all students. Teachers will continue to use the Units of Study curriculum and align textbook resources to the UoS pacing guides.	Full implementation of the state board adopted content and performance standards with all students. Teachers used district adopted curriculum.
P2: English learners will access CCSS and ELD standards in both academic content and English language proficiency.	100% of teachers will complete TELP EL Proficiency data and take time to progress monitor as necessary, depending on the number of ELs in their classes. All ELs will receive 30 minutes of designated ELD instruction (20 minutes for Kinder) and additional integrated ELD instruction throughout the instructional day. All EL students will complete the ELPAC assessment and demonstrate a 1% increase in the proficient-Level 4, and a 1% increase in the moderately developed-Level 3.	100% of teachers completed TELP EL Proficiency data and took time to progress monitor as necessary, depending on the number of ELs in their classes. All ELs received 30 minutes of designated ELD instruction (20 minutes for Kinder) and additional integrated ELD instruction throughout the instructional day. All EL students completed the ELPAC assessment and 40.7% increased at least 1 ELPI level.
P4: Statewide assessments-- California Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.	Overall distance from standard: 90.1 points below standard Students with Disabilities: 86.1 points below standard English Learners: 107.6 points below standard Hispanic: 92.2 points below standard

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Socioeconomically Disadvantaged: 93.8 points below standard
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.	Overall distance from standard: 107.9 points below standard Students with Disabilities: 116.5 points below standard English Learners: 120.7 points below standard Hispanic: 108.3 points below standard Socioeconomically Disadvantaged: 111.9 points below standard
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	2021 - 22 data will reflect a 1% increase in Levels 3 & 4 on the Summative ELPAC *Level 1 (Minimally Developed) *Level 2 (Somewhat Developed) *Level 3 (Moderately Developed) *Level 4 (Well Developed)	2021 - 22 data reflects a 3% increase in Levels 3 & 4 on the Summative ELPAC *Level 1 (Minimally Developed) *Level 2 (Somewhat Developed) *Level 3 (Moderately Developed) *Level 4 (Well Developed)
P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest	2021 - 2022 data will reflect an increase of 1% of the total number of students who will be reclassified.	2021-2022 data reflects and increase of 3% of the total number of students who were reclassified.
P8: Other student outcomes - NWEA Map Growth ELA Data	Expected outcomes will be based on data from the 2023 Spring Benchmark 3 NWEA MAP Growth ELA assessment. We expect to see a 3% increase in the following levels: Average (A), High Average (HA) and High (H) and a minimum of a 3% decrease in the following levels: Low (L) and Low Average (LA).	NWEA ELA Spring 2023 showed an increase /decrease in the High/High Average levels. The results are as follows: Grade 1 showed 2% increase in High Average level Grade 2 showed 3% increase in High Average level Grade 3 showed 4% decrease in High level Grade 4 showed 1% increase in High level. Grade 5 showed 2% increase in High level and 3% increase in High Average level Grade 6 showed 3% decrease in High Average level.
P8: Other student outcomes – NWEA MAP Growth Math Data	Expected outcomes will be based on data from the 2023 Spring Benchmark 3 NWEA MAP Growth Math assessment. We expect to see a 3% increase in the following levels: Average (A), High Average (HA) and High (H) and a minimum of a 3%	NWEA Math Spring 2023 showed an increase /decrease in the High/High Average levels. The results are as follows: Grade 1 showed 5% increase in High Average level

Metric/Indicator	Expected Outcomes	Actual Outcomes
	decrease in the following levels: Low (L) and Low Average (LA).	Grade 2 showed 1% decrease in High level Grade 3 showed 1% increase in High level Grade 4 showed 2% decrease in High Average level. Grade 5 showed 3% increase in High Average level Grade 6 showed 5% increase in High Average level.
P8: HMH Reading Inventory for ELA	Due to suspension of both the HMH Reading Inventory and ISIP (istation Reading) assessments, new data will be reported with the 2022-23 baselines.	75 total students completed the HMH Reading Inventory for ELA. The results are as follows: 13% of students performed at the Advanced level. 16% of students performed at the Proficient level. 44% of students performed at the Basic level. 27% of students performed at the Below Basic level.
P8: Other Student Outcomes - MDTP for Math	Due to suspension of both the MDTP Math assessment and ISIP (istation Reading) assessments, new data will be reported with the 2022-23 baselines.	77 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: 38.96% of 6th graders showed no mastery of these mathematical concepts 25.97% of 6th graders showed mastery in one of these mathematical concepts 15.58% of 6th graders showed mastery in two of these mathematical concepts 9.09% of 6th graders showed mastery in three of these mathematical concepts 7.79% of 6th graders showed mastery in four of these mathematical concepts 0% of 6th graders showed mastery in five of these mathematical concepts 1.30% of 6th graders showed mastery in six of these mathematical concepts 1.30% of 6th graders showed mastery in all seven of these mathematical concepts

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4: Percentage of teachers who have been AVID trained and demonstrate College Readiness strategies	Expected outcome is to have 85% of teachers AVID Trained by the end of the 2023 school year.	97% of teachers are AVID trained

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.1 INCREASE STUDENT ACHIEVEMENT: INSTRUCTION AND PLANNING</p> <p>a. Support full implementation of UOS CCSS curriculum units and the use of research based instructional strategies to support for ELA/ELD, Math and Science curriculum.</p> <p>b. Assist teachers in monitoring and implementing Units of Study and pacing guides by providing PD and site support.</p> <p>c. Provide the necessary materials and supplies for ELA, Writing, Math, STEM and NGSS unit implementation and to support an environment that is conducive to learning.</p> <p>d. Provide the necessary supplemental materials to supplant CCSS including more complex texts, additional guided reading materials, math intervention materials, STEM resources, manipulatives, and organizers for materials.</p> <p>e. Provide teacher preparation and collaboration time to support CCSS implementation including designated and integrated ELD, state and local assessment data analysis, and instructional planning as evidenced by agendas, team notes, and discussions with grade level teams and leadership</p>	<p>1.1 INCREASE STUDENT ACHIEVEMENT: INSTRUCTION AND PLANNING</p> <p>1.1a. Supported full implementation of CCSS curriculum units and the used of research based instructional strategies to support for ELA/ELD, Math and Science curriculum.</p> <p>1.1b. Assisted teachers by providing PD and site support with NWEA data analysis, Panorama, Second Step, Heggerty Phonemic Awareness for TK-2 teachers, Science of Reading for TK-2 teachers, SIPPS for LSTs and RSP teacher, LETRS training for LSTs, CAASPP &amp; ELPAC data analysis. Leadership participated in 3 half day PD with WestEd for training in the ELD Standard Framework and 3 half day collaboration time</p> <p>1.1c. Provided the necessary materials and supplies for ELA, Writing, Math, STEM and NGSS unit implementation and supported an environment that is conducive to learning.</p> <p>1.1d. Provided the necessary supplemental materials to supplant</p>	<p>1110 Hourly Cert 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p> <p>1130 Teacher Subs 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$23,000.00</p> <p>2403 Salary, EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$66,539</p> <p>1100 Salary, Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$71,649</p> <p>1100 Salary, Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$143,283</p> <p>1100 Salary, Literacy Support Teacher</p>	<p>1110 Hourly Cert 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000.00</p> <p>1130 Teacher Subs 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$20,000.00</p> <p>2403 Salary, EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$70,611</p> <p>1100 Salary, Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$84,730</p> <p>1100 Salary, Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$166,019</p> <p>1100 Salary, Literacy Support Teacher</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>team meetings. Includes hourly pay and teacher subs.</p> <p>f. Provide opportunities for grade level teams to collaborate 3 times a year for data analysis of the priority standards, instructional planning based on data, and to share best strategies. Includes sub/hourly pay.</p> <p>g. Continue to expand the instructional monitoring system via instructional walkthroughs and administrative support</p> <p>h. Continue to support schoolwide AVID strategies and supports. Include AVID planning days with the Leadership Team to work on AVID implementation and goals.</p> <p>i. Purchase necessary supplies for AVID implementation.</p> <p>j. EL students are provided 30 minutes of designated ELD daily and integrated ELD instruction is offered throughout the day. EL students may also receive small group or individual instructional support from a Bilingual Tutor.</p> <p>k. Provide necessary supplemental materials to support ELD instruction, including vocabulary development.</p> <p>l. Instruct Dual Immersion students utilizing the 90% Spanish/10% English model of Dual Immersion (90/10 - Kinder, 80/20 - First Grade, 70/30 - Second Grade, 60/40 - Third Grade, and 50/50 for Fourth - Sixth Grade).</p> <p>m. Provide support for dual immersion teachers who have been trained or will be trained in Project GLAD and/or CAFE training.</p>	<p>CCSS including more complex texts, additional reading intervention materials, math intervention materials, STEM resources, manipulatives, and organizers for materials.</p> <p>1.1e. Provided teacher preparation and collaboration time to support CCSS implementation including designated and integrated ELD, state and local assessment data analysis, and instructional planning as evidenced by agendas, team notes, and discussions with grade level teams and leadership team meetings. Includes hourly pay and teacher subs.</p> <p>1.1f. Provided opportunities for grade level teams to collaborate 3 times a year for data analysis of the priority standards, instructional planning based on data, and to share best strategies. Included sub/hourly pay.</p> <p>1.1g. Continued to expand the instructional monitoring system via instructional walkthroughs and administrative support.</p> <p>1.1h. Supported schoolwide AVID strategies and supports. Provided AVID strategies demo lesson with teacher release time for observation and collaboration.</p> <p>1.1i. Purchased necessary supplies for AVID implementation.</p> <p>1.1j. EL students were provided 30 minutes of designated ELD daily and</p>	<p>1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$71,649</p> <p>2413 Student Support, Sec 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$3,000</p> <p>2100 Salary, Bilingual Language Tutor (1.0) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$4,718</p> <p>4210 Library Books 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3,000</p> <p>4300 Materials &amp; Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$57,355.00</p> <p>4310 Technology Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$84,730</p> <p>2413 Student Support, Sec 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,870.00</p> <p>2100 Salary, Bilingual Language Tutor (1.0) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$5,556</p> <p>4210 Library Books 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,700.00</p> <p>4300 Materials &amp; Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$54,780.00</p> <p>4310 Technology Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,465.00</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>n. Provide necessary supplemental materials and resources to support the dual language program.</p> <p>o. Focused staff meetings twice a month to share data and as a means to support school and district initiatives</p> <p>p. Purchase necessary materials and resources to expand our BSEL site plan and SEL instruction in classrooms.</p> <p>q. Purchase technology equipment and programs to enhance student learning and achievement. Provide each student with a Chromebook (1:1) and loaner Chromebooks as needed</p> <p>r. Purchase of online resources/programs to support differentiated instruction in the areas of reading and math.</p> <p>s. Provide teacher support with the use of available digital resources, eBooks, including Maker Space implementation strategies</p> <p>t. Increase library books/eBooks inventory in core content areas in English and Spanish, including SEL and cultural diversity resources. Purchase additional library books to support our growing dual immersion program to ensure equitable access to materials in Spanish.</p> <p>u. Purchase materials and supplies that foster creativity including resources for STEAM, and our new Maker Space area. Include sensory materials.</p> <p>v. Provide support to teachers serving on district and site based committees: Textbook Adoption, NGSS, UoS, ELF, Technology, Testing Coordinator, BSEL,</p>	<p>integrated ELD instruction is offered throughout the day. EL students received small group or individual instructional support from a Bilingual Tutor.</p> <p>1.1k. Provided necessary supplemental materials to support ELD instruction.</p> <p>1.1l. Instructed Dual Immersion students utilizing the 90% Spanish/10% English model of Dual Immersion (90/10 - Kinder, 80/20 - First Grade, 70/30 - Second Grade, 60/40 - Third Grade, and 50/50 for Fourth - Sixth Grade).</p> <p>1.1m. Provided support for dual immersion teachers with Project GLAD training and UDL training for DI and Non-DI teachers.</p> <p>1.1n. Provided necessary supplemental materials and resources to support the dual language program.</p> <p>1.1o. Focused staff meetings twice a month to share and analyze data and as a means to support school and district initiatives.</p> <p>1.1p. Purchased necessary materials and resources to expand our BSEL site plan and SEL instruction in classrooms.</p> <p>1.1q. Purchased technology equipment and programs to enhance student learning and achievement.</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Leadership Team, etc. Planning time including hourly pay.</p> <p>w. Provide additional planning/observation time for new teachers. Includes substitute hourly pay.</p> <p>x. Provide new teachers with funds to purchase classroom materials.</p> <p>y. Provide release days for teachers to observe other teachers (share best practices and/or new strategies), to team teach, or to plan for optional PD sessions for teachers.</p> <p>z. Provide additional student support for beginning of the year preparations.</p>	<p>Provided each student with a Chromebook (1:1) and loaner Chromebooks as needed.</p> <p>1.1r. Online resources/programs to support differentiated instruction in the areas of reading and math were provided by the district.</p> <p>1.1s. Provided teacher support through the use of available digital resources.</p> <p>1.1t. Increased library books/eBooks inventory in core content areas in English and Spanish, including SEL and cultural diversity resources. Purchased additional library books to support our growing dual immersion program to ensure equitable access to materials in Spanish.</p> <p>1.1u. Purchased materials and supplies that foster creativity including resources for STEAM, and our new MakerSpace area.</p> <p>1.1v. Provided support to teachers serving on district and site based committees: Textbook Adoption, NGSS, ELF, Technology, Testing Coordinator, BSEL, Leadership Team, AVID etc. Planning time including hourly pay.</p> <p>1.1w. Planning/observation time for new teachers was given to our new DI teachers going through induction. Substitute hourly pay was provided.</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>1.1x. New teachers were provided with funds to purchase classroom materials. Also, all teachers were provided with an additional funds to purchase classroom materials.</p> <p>1.1y. Release days for teachers to observe other teachers (share best practices and/or new strategies), to team teach, or to plan for optional PD sessions for teachers was provided, however this was optional and not utilized.</p> <p>1.1z. Additional student support for beginning of the year preparations was provided in the classrooms by classified staff.</p>		
<p><b>1.2 INTERVENTIONS AND ENRICHMENT</b></p> <p>a. Three intervention teachers will support primary instruction in reading (2) and math (1) via push-in support to provide small group instruction. They will also analyze data, work with grade level teams to establish small groups, and support teaching and learning for all students.</p> <p>b. Teachers will continue to develop SMART goals with clear learning intentions and success criteria for CCSS. Administrators will monitor through grade level minutes, data analysis, and ongoing collaboration with grade level teams.</p> <p>c. Teachers and principal will keep parents informed on student progress.</p>	<p><b>1.2 INTERVENTIONS AND ENRICHMENT</b></p> <p>1.2a. Three intervention teachers will supported primary instruction in reading (2) and math (1) via push-in support to provide small group instruction. They will also analyze data, worked with grade level teams to establish small groups, and support teaching and learning for all students.</p> <p>1.2b. Teachers developed SMART goals with clear learning intentions and success criteria for CCSS. Administrators monitored through grade level minutes, data analysis, and ongoing collaboration with grade level teams.</p>	<p>1110 Hourly Cert 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000</p> <p>1130 Teacher Subs 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000</p> <p>4300 Materials &amp; Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5,000</p> <p>5850 Software 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$10,000</p>	<p>1110 Hourly Cert 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,982.00</p> <p>1130 Teacher Subs 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000</p> <p>4300 Materials &amp; Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$7,000.</p> <p>5850 Software 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$8,000.</p>

**Planned  
Actions/Services**

d. Develop an Extended Learning Opportunities program for grades 1 - 6 to provide intensive and enrichment opportunities for students after school based on data analysis. Includes Certificated and Classified hourly pay.

e. Kinder Academy will be offered to TK and Kinder students to practice necessary skills and concepts in a small group setting after school.

f. Technology and software programs will be researched, selected, purchased, and implemented as supplemental support for intensive and high achieving students in English and Spanish.

g. Bilingual Language Tutors (5) will provide primary language support for English Learners with the greatest need.

h. EL Facilitator will help monitor ELPAC, CAASPP, and other assessment data of English Learners to determine how to best support ELs, I-FEP, and R-FEP students

i. Provide opportunities for GATE students to attend enrichment classes after school.

j. Provide release time for teachers to assess students to determine which students qualify for the GATE program.

k. Literacy Support Teachers will continue to implement Early Literacy strategies and intervention using Guided Reading instruction based on the analysis of NWEA data, teacher feedback, and common grade level assessments.

l. Math Support Teacher will support small group instruction in classrooms based on NWEA data, teacher

**Actual  
Actions/Services**

1.2c. Teachers and principal will kept parents informed on student progress through progress reports, report cards, class dojo, and parent phone calls.

1.2d. Developed an Extended Learning Opportunities program for grades 1 - 6 to provide intensive and enrichment opportunities for students after school based on data analysis. Included Certificated and Classified hourly pay.

1.2e. Kinder Academy was offered to TK and Kinder students to practice necessary skills and concepts in a small group setting after school.

1.2f. Technology and software programs were purchased, and implemented as supplemental support for intensive and high achieving students in English and Spanish. Technology included ipads and BrainPop.

1.2g. Bilingual Language Tutors (5) will provided primary language support for English Learners with the greatest need.

1.2h. EL Facilitator helped monitor ELPAC, CAASPP, and other assessment data of English Learners which supported ELs, I-FEP, and R-FEP students

1.2i. Provided opportunities for GATE students to attend enrichment classes after school through ELO.

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>feedback, and common grade level assessments.</p> <p>m. English and Spanish materials and resources will be purchased to support small group intervention support in reading and math.</p> <p>n. Teachers will have the option to continue using Balanced Math strategies Mental Math, Math Review and Math Fun and the school will provide needed materials to support implementation.</p> <p>o. Offer Communication Enhancement Program services (CEP) within the school day to students who have communication challenges via the Student Study/Success Team process. Students will also receive home activities for additional reinforcement.</p> <p>p. Continue to monitor interventions for behavior and academics for identified students and schedule SST meetings as needed with the SST team of teachers and staff to document strategies, interventions, and actions. Sub hourly pay for SST meetings.</p> <p>q. Provide extra hourly pay as needed to offer additional support in classrooms via classified staff to work with students in small groups, to assist with grade level 1:1 assessments, and to support with ELO and/or Kinder Academy.</p> <p>r. Provide extra hourly pay for staff development for classified staff to support student safety, academics, and a welcoming school environment.</p>	<p>1.2j. Provided release time for teachers to assess students to determine which students qualify for the GATE program.</p> <p>1.2k. Literacy Support Teachers implemented Early Literacy strategies and intervention using Guided Reading instruction based on the analysis of NWEA data, teacher feedback, and common grade level assessments.</p> <p>1.2l. Math Support Teacher will supported small group instruction in classrooms based on NWEA data, teacher feedback, and common grade level assessments.</p> <p>1.2m. English and Spanish materials and resources were purchased to support small group intervention support in reading and math. Materials included SIPPS and Heggerty.</p> <p>1.2n. Teachers had the option to continue using Balanced Math strategies Mental Math, Math Review and Math Fun. Teacher who chose to continue were supported with materials needed for implementation.</p> <p>1.2o. In the 2022-2023 school year there was no need for Communication Enhancement Program services (CEP) within the school day to students who have communication challenges via the Student Study/Success Team process.</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>Students will also receive home activities for additional reinforcement.</p> <p>1.2p. Monitored interventions for behavior and academics for identified students and scheduled SST meetings as needed with the SST team of teachers and staff to document strategies, interventions, and actions. Sub hourly pay for SST meetings.</p> <p>1.2q. Provided extra hourly pay to support in classrooms via classified staff to work with students in small groups, to assist with grade level 1:1 assessments, and to support with ELO and/or Kinder Academy.</p> <p>1.2r. Provided extra hourly pay for staff development for classified staff to support student safety, academics, and a welcoming school environment. Staff participated in Active Shooter training, Behavior Expectation Calibration, and PBIS.</p>		
<p>1.3 ASSESSMENT AND DATA COLLECTION</p> <p>a. Monitor CAASPP, CAA, and ELPAC data, including the 5th grade California state test in Science.</p> <p>b. Monitor district mandated assessments including MAP Reading Fluency and MAP Growth assessments in Reading and Math (NWEA), given 3 times per year. Assign skills assessments to progress monitor as needed for students.</p>	<p>1.3 ASSESSMENT AND DATA COLLECTION</p> <p>1.3a. Monitored CAASPP, CAA, and ELPAC data, including the 5th grade California state test in Science.</p> <p>1.3b. Monitored district mandated assessments including MAP Reading Fluency and MAP Growth assessments in Reading and Math (NWEA), given 3 times per year. LSTs</p>	<p>1130 Subs 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000</p> <p>2100 Salary, Bilingual Language Tutors (1.125 FTE) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$26,598</p> <p>2100 Salary, Bilingual Language Tutor (1.125 FTE)</p>	<p>1130 Subs 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000</p> <p>2100 Salary, Bilingual Language Tutors (1.125 FTE) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$18274</p> <p>2100 Salary, Bilingual Language Tutor (1.125 FTE)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>c. Monitor the use of additional formal and informal assessments selected by grade level teams including curriculum embedded, Units of Study, teacher created assessments, and observational data.</p> <p>d. Provide opportunities for teachers to monitor all assessment data with the purpose of making timely and effective instructional decisions that will improve overall instruction and student learning.</p> <p>e. Online integration of formative assessments</p> <p>f. Provide data analysis review and support</p> <p>g. Online resources to support students and differentiate instruction based on assessment data will be used including RAZ Plus, NewsELA, etc.</p>	<p>&amp; MST progress monitored students as needed.</p> <p>1.3c. Monitored the use of additional formal and informal assessments selected by grade level teams including curriculum embedded, teacher created assessments, and observational data.</p> <p>1.3d. Provided opportunities during teacher collaboration release days for teachers to monitor all assessment data with the purpose of making timely and effective instructional decisions that will improve overall instruction and student learning.</p> <p>1.3e. Online integration of formative assessments such as NWEA was provided</p> <p>1.3f. Provided data analysis review and support during collaboration days</p> <p>1.3g. Online resources to support students and differentiate instruction based on assessment data were used including RAZ Plus, NewsELA, MAP Accelerator</p>	<p>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$14,416</p> <p>5725 Printing 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,200.00</p> <p>5640 Maint. Contract 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2,000.00</p> <p>4310 Technology Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000.00</p> <p>1110 hourly, Tchr. 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,000.00</p>	<p>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$12718</p> <p>5725 Printing 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,200</p> <p>5640 Maint. Contract 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2,000</p> <p>4310 Technology Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p> <p>1110 hourly, Tchr. 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,000.</p>
<p>1.4 MAINTAIN HARDWARE, MATERIALS AND SUPPLIES</p> <p>a. Provide working copy machines</p> <p>b. Provide service and all necessary supplies for copy machines</p> <p>c. Provide lamination supplies</p> <p>d. Provide service on lamination equipment</p>	<p>1.4 MAINTAIN HARDWARE, MATERIALS AND SUPPLIES</p> <p>1.4a. Provided working copy machines</p> <p>1.4b. Provided service and all necessary supplies for copy machines</p> <p>1.4c. Provided lamination supplies</p>	<p>5640 Maint Contract 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3,471.00</p> <p>5850 Software Licences 5000-5999: Services And Other Operating Expenditures</p>	<p>5640 Maint Contract 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3,471.00</p> <p>5850 Software Licences 5000-5999: Services And Other Operating Expenditures</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>e. Provide ink cartridges for classroom printers</p> <p>f. Provide warehouse supplies to support instruction</p> <p>h. Provide necessary furniture items to improve classroom instruction and student collaboration</p>	<p>1.4d. Provided service on lamination equipment</p> <p>1.4e. Provided ink cartridges for classroom printers</p> <p>1.4f. Provided warehouse supplies to support instruction</p> <p>1.4h. Provided necessary furniture items to improve classroom instruction and student collaboration</p>	<p>Title I Basic -- 3010 \$3,000.00</p>	<p>Title I Basic -- 3010 \$3,000</p>
<p>1.5 PROFESSIONAL DEVELOPMENT</p> <p>a. Teachers will participate in trainings that will focus on improving classroom instruction and promote college and career readiness.</p> <p>b. Teachers will have opportunities to attend optional and required professional development workshops and trainings that support student achievement including Project GLAD, CABE, NWEA, NGSS, AVID, Technology, Math, Classroom Management, Guided Reading, Best Practices for Reading Instruction, Equity in the classroom, and Social Emotional Learning. Dual Immersion teachers will have opportunities to attend professional development workshops on best strategies for teaching multilingual learners.</p> <p>c. Provide opportunities for teachers to attend AVID training sessions on and off campus, including AVID Summer Institute in an attempt to ensure all teachers are AVID certified teachers.</p> <p>d. Teachers and administrator will share effective strategies and collaborate to produce a cohesive plan for the</p>	<p>1.5 PROFESSIONAL DEVELOPMENT</p> <p>1.5a. Teachers participated in trainings that focused on improving classroom instruction and promote college and career readiness.</p> <p>1.5b. Teachers had opportunities to attend optional and required professional development workshops and trainings that supported student achievement including Project GLAD, CABE, NWEA, NGSS, AVID, Technology, Math, Classroom Management, Guided Reading, Best Practices for Reading Instruction, Equity in the classroom, and Social Emotional Learning. Dual Immersion teachers had opportunities to attend professional development workshops on best strategies for teaching multilingual learners.</p> <p>1.5c. Provided opportunities for teachers to attend AVID training sessions on and off campus, including AVID Summer Institute in an attempt</p>	<p>4300 Supplemental Support/Materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$7629</p>	<p>4300 Supplemental Support/Materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$7629</p>
		<p>4300 Supplemental Support/Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1371</p>	<p>4300 Supplemental Support/Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1371</p>
		<p>5200 Travel and Conferences 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$5,000</p>	<p>5200 Travel and Conferences 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3,000.</p>
		<p>5200 Conferences 5000-5999: Services And Other Operating Expenditures Title III LEP -- 4203 \$3,000</p>	<p>5200 Conferences 5000-5999: Services And Other Operating Expenditures Title III LEP -- 4203 \$0</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>implementation of strategies at the site by grade level</p> <p>e. The Leadership team will continue working on and sharing strategies to improve collaboration with their grade level teams.</p> <p>f. Provide collaboration days for teachers to share and plan for the implementation of strategies learned during professional development workshops and trainings. This includes contracts and staff substitute/hourly pay.</p> <p>g. BLTs will attend training for ELPAC and Project GLAD.</p> <p>h. Teachers will be ELPAC trained.</p> <p>i. Additional optional mini- PD opportunities will be offered on site to support staff including Bilingual Tutors, Instructional Aides, Student Attendant Aides, and Activity Supervisors. Hourly pay will be provided if staff members work outside their contract hours. Refreshments will be provided for trainings offered on site.</p> <p>j. Teachers will participate in technology training for new technology purchases that will enhance lesson design and increase student achievement.</p>	<p>to ensure all teachers are AVID certified teachers.</p> <p>1.5d. Teachers and administrator shared effective strategies and collaborated to produce a cohesive plan for the implementation of strategies at the site by grade level. These were shared at grade level release days, PD days, SSTs.</p> <p>1.5e. The Leadership team worked on and shared strategies to improve collaboration with their grade level teams during collaboration days.</p> <p>1.5f. Provided collaboration days for teachers to share and plan for the implementation of strategies learned during professional development workshops and trainings. This included contracts and staff substitute/hourly pay.</p> <p>1.5g. BLTs attended training for ELPAC. Due to staffing shortage BLTs positions were subbed in the 2022-2023 school year and Project GLAD was not offered at this time.</p> <p>1.5h. Teachers were ELPAC trained.</p> <p>1.5i. Additional optional mini- PD opportunities were offered on site to Activity Supervisors for student behavior. Hourly pay was provided if staff members worked outside their contract hours. Refreshments were provided for trainings offered on site.</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	1.5j. New technology for teachers was not purchased in the 2022-2023 school year, so technology training was not needed.		
<p>1.6 PROVIDE STUDENT INCENTIVES</p> <p>a. Students will be given incentives to promote academic achievement and attendance. These include awards/certificates for Perfect Attendance, Improved Attendance, AVID, Science Fair, EL Reclassification, Personal Success, Scholar Awards, and a Principal's Award (effort, academics and behavior).</p> <p>b. Additional awards, incentives, and prizes will be purchased to recognize students who promote positive behavior by following school expectations as shared on our Roadrunner SWAG Behavior Matrix. SWAG incentive parties will be held each month. SWAG raffles will take place bi-monthly, and a Roadrunner SWAG award will be given to one student in each class at each Trimester Awards Assembly.</p> <p>c. Additional incentives and awards will be given to students who participate in intramural sports, skills day, and the 100 Mile Club.</p> <p>d. Incentives will be purchased for students who attend the after school ELO program and Kinder Academy.</p>	<p>1.6 PROVIDE STUDENT INCENTIVES</p> <p>1.6a. Students were given incentives to promote academic achievement and attendance. These include awards/certificates for Perfect Attendance, Improved Attendance, EL Reclassification, Personal Success, Scholar Awards, and a Principal's Award (effort, academics and behavior).</p> <p>1.6b. Additional awards, incentives, and prizes were purchased to recognize students who promoted positive behavior by following school expectations as shared on our Roadrunner SWAG Behavior Matrix. SWAG raffles took place bi-monthly, and a Roadrunner SWAG award was given to one student in each class at each Trimester Awards Assembly.</p> <p>1.6c. Additional incentives and awards were given to students who participate in 100 Mile Club.</p> <p>1.6d. Due to high interest in after school ELO program and Kinder Academy, incentives were not necessary for student participation.</p>	<p>4300 Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>5200 Conf 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$680.00</p>	<p>4300 Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>5200 Conf 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$530</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.7 TECHNOLOGY</p> <p>a. Teachers will complete digital citizenship lessons with their students each year so Pedley can continue to be a Common Sense School.</p> <p>b. Teachers will receive training from teacher technology coordinators as needed on best practices in all content areas including Literacy, Math, Science, and SEL. Teachers will also receive support with our new learning management system, Canvas.</p> <p>c. Teachers will continue to use online management systems to administer district and state assessments: NWEA, CAASPP, ELPAC</p> <p>d. Teachers and staff members will use various online programs such as Seesaw (grades K-3), RAZ Plus, NewsELA, NWEA, and Second Step to support classroom instruction. They will continue to receive specialized training and support with these programs.</p> <p>e. Teachers and staff members will receive training and support with new technology such as SMART boards, new online programs, voice amplifiers, etc.</p>	<p>1.7 TECHNOLOGY</p> <p>1.7a. Teachers completed digital citizenship lessons with their students.</p> <p>1.7b. Teachers received support from teacher technology coordinators as needed on best practices in all content areas including Literacy, Math, Science, and SEL. Teachers also received support with our new learning management system, Canvas.</p> <p>1.7c. Teachers used online management systems to administer district and state assessments: NWEA, CAASPP, ELPAC</p> <p>1.7d. Teachers and staff members will use various online programs such as Seesaw (grades K-3), RAZ Plus, NewsELA, NWEA, and Second Step to support classroom instruction. They receive specialized training and support with Second Step as this was a new online program.</p> <p>1.7e. SMART boards, voice amplifiers were not purchased in the 2022-2023 school year. Ipads for student use in makerspace and students with specialized needs were purchased.</p>	<p>4410 Technology Non-Capitalized 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$10,000.00</p>	<p>4410 Technology Non-Capitalized 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$4,800.</p>

## Analysis

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

In order to increase student achievement through instruction and planning, various strategies and methods were used. Teachers were given 3 release days in the school year to collaborate with their grade-level teams. Through these collaborative days, teachers reviewed and analyzed data gathered from NWEA assessments given three times throughout the year. LST's and MST's joined these meetings to provide feedback on what they saw in their intervention groups and had data talks with classroom teachers. Teachers also used those collaborative meetings to discuss what instructional methods were useful and effective and which were not. Following these discussions, they were given opportunities to observe partnering teachers to learn new instructional methods. Teachers discussed progress monitoring of individual students and planned grade-level activities to better meet academic expectations. In addition to these grade-level release days, Enrichment Learning Opportunities were provided for students who needed additional academic support and teachers were given the opportunity to select professional development that addressed their individual needs to support their instruction. To promote student attendance, achievement, behavior, and language proficiency various incentives were purchased and given to students to recognize individual milestones reached. Through these incentives, an increase in the average monthly attendance was met as well as a decrease in behavioral incident reports.

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

By strategically addressing student achievement and attendance through a teacher and student lens, progress has been made in both areas. For example, 9 students were reclassified during the 2020-2021 school year in regard to language proficiency. However, with the new groundwork laid during the 2022-2023 school year with an emphasis on ELD strategies and professional development opportunities for guided reading, reclassifications are expected to be higher. In addition to that, close monitoring of data received from NWEA benchmarks shows an increase in student achievement as it relates to state standards in Language Arts and Math. From Fall to Spring, some of our data shows:

4th grade: 8% of students were at or above grade level in Math during the Fall trimester and by Spring that number rose to 12%

6th grade: 16% of students were at or above grade level in Math during the Fall trimester and by Spring that number rose to 20%

5th grade: 22% of students were at or above grade level in Language Arts during the Fall trimester and by Spring that number rose to 23%

6th grade: 25% of students were at or above grade level in Language Arts during the Fall trimester and by Spring that number rose to 30%

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

1.7e While it was proposed that we would need \$10,000 for technology supplies, during the school year we spent roughly \$4,800. As mentioned in the actual actions, this is due to the fact that SMART Boards were not purchased during the 2022-2023 school year because of ongoing updates made to the library and makerspace area. Funds instead were allocated to purchasing iPads for students to address communication needs. In addition, while it was proposed that we would need \$3,000 for professional development conferences, we spent \$0 on this item due to conferences being paid for by the district ESSER funds.

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.

For next year, an adjustment in the amount of release days will be made as well as a more strategic approach to the professional development options teachers will be allowed to select from. These two adjustments will be made in order to zero in on target areas deemed necessary by data results. In order to address those needs we are adding to our Conferences and training. There will be more teachers present at the Excellence Through Equity Conference and AVID Symposium. In addition to these Professional Development opportunities, teachers in 4-6 will also be trained in the Science of Reading as well as participate in

Math Demo Lessons to learn new strategies and methods to better address vast learning styles. For primary teachers in TK-3 there will be continued targeted reading intervention through Professional Development opportunities offered using SIPPS, Heggerty, and DIBELS. Following these focuses, SSC recommendations were also noted to include more clubs for students to address vast student interests on campus. Some of these include a chess club, art club, as well as resources and PD for parents to better assist their child with academics at home.

# 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
P1: School facilities are maintained in good repair:	All school facility will be maintained as expected.	All school facilities have been maintained as expected.
P5: School Attendance Rates (Semester 1 Q SIS)	Expected outcomes are that attendance rates will improve, demonstrating a 1% increase during the 2022 - 2023 school year.	Attendance rates have demonstrated a 1% increase during the 2022-2023 school year.
P5: Chronic absenteeism rates:	We continue to monitor students who have 10% or more absences, schedule SART and SARB meetings. The expected outcome is that the absenteeism rate will decrease by 5%.	We monitored students who had 10% or more absences, and scheduled SART meetings. Current chronic absenteeism rate is 41.2%
P6: Pupil suspension rate	We have been work with our BSEL Coordinator, Behavior Therapist, and School Psychologist to help support SEL needs to continue to keep our suspension rates low. The expected outcome is that we remain below the pre-pandemic district suspension rate of 3.44%.	We worked with our BSEL Coordinator, PBIS Team and School Psychologist to help support SEL needs and have kept our suspension rates low. Our suspension rate for the 2022-2023 school year is 0.4%.
P6: Pupil expulsion rate	The expected outcome is that we will continue to have a 0.0% expulsion rate for next year by promoting positive behavior and offering a strong instructional program, all of which will prepare students for middle school and high school.	We continued to have 0.0% expulsion rate for the 2022-2023 school year.
P6: Survey of pupils, parents, teachers on sense of safety	The expected outcome is that our 3rd - 5th grade students who will take the LCAP Student Survey during Spring 2023 will demonstrate an increase of 1% on the following question: "Overall, how much do you feel like you belong at your school?"	LCAP Student Survey during Spring 2023 demonstrated an increase of 4% on the following question: "Overall, how much do you feel like you belong at your school?"  LCAP Family Survey during Spring 2023 demonstrated that 42% of parents answered

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>The expected outcome is that our Pedley family members who take the LCAP Family Survey during Spring 2023 will demonstrate an increase of 1% on the following question: "Overall, how well do you feel like this school or district is doing in the following area: Student Achievement?"</p> <p>The expected outcome is that teachers and staff members who take the LCAP Student Survey during Spring 2023 will demonstrate an increase of 1% on the following question: "Overall, how confident are you that you can help your school's most challenging students to learn?"</p>	<p>favorably to the following question: "Overall, how well do you feel like this school or district is doing in the following area: Student Achievement?"</p> <p>LCAP Teacher Survey during Spring 2023 will demonstrate a decrease of 14% on the following question: "Overall, how confident are you that you can help your school's most challenging students to learn?"</p>

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.1 HEALTH SERVICES</p> <p>a. School attendance will increase by having the district nurse and site health clerk aide (HCA) help students with their health needs and educate them on how they can stay healthy.</p> <p>b. Health Clerk Aide (HCA) to support health services and parent communication.</p> <p>c. Health Clerk Aide (HCA) will provide an incentive for all 6th-grade students to have TDAP immunization completed.</p> <p>d. Health Clerk Aide (HCA) will assist with COVID protocol implementation</p> <p>e. Family Life Presentation will be given to 5th grade classes by the district nurses annually</p> <p>f. Vision and hearing screening will be performed for grades TK, K, 2, 5, Special Education students and students</p>	<p>2.1 HEALTH SERVICES</p> <p>2.1a. School attendance increased by having the district nurse and site health clerk aide (HCA) help students with their health needs and educated them on how they can stay healthy.</p> <p>2.1b. Health Clerk Aide (HCA) supported health services and parent communication by reporting student health visits to parents and keeping records of these visits in the health data system.</p> <p>2.1c. Health Clerk Aide (HCA) provided an incentive for all 6th-grade students to have TDAP immunization completed by giving Smencils out to students who completed their TDAP immunization.</p>	<p>2200 Salary, Health Clerk Aide (HCA) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$28,091</p>	<p>2200 Salary, Health Clerk Aide (HCA) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$32,917</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>who are referred for a Student Study Team (SST).</p>	<p>2.1d. Health Clerk Aide (HCA) assisted with COVID protocol implementation by providing health services and communicating with families.</p> <p>2.1e. Family Life Presentation was given to 5th grade classes by the district nurses.</p> <p>2.1f. Vision and hearing screening was performed for grades TK, K, 2, 5, Special Education students and students who are referred for a Student Study Team (SST).</p>		
<p><b>2.2 STUDENT SAFETY AND CLIMATE</b>  a. Schedule ongoing SEL training and coaching support for staff and parents, including Second Step and CPI Training. Include opportunities for staff to attend professional development on restorative practices and positive behavior strategies and techniques.  b. Purchase and order SEL support materials and student incentives  c. Continue “Caught with Roadrunner SWAG” tickets for students following behavior expectations aligned to our Roadrunner SWAG Behavior Matrix  d. Purchase materials that will contribute to establishing a welcoming environment for students, families, and staff including books and resources to support cultural diversity, creating an opportunity for students to see themselves reflected in the stories they read (mirrors) and to provide opportunities for them to explore</p>	<p><b>2.2 STUDENT SAFETY AND CLIMATE</b>  2.2a. Provided SEL training for staff and parents, including Second Step, Panorama, and Self Regulation. CPI training and professional development opportunities on restorative practices and positive behavior strategies and techniques were provided by district.  2.2b. Purchased and ordered SEL support materials and student incentives for SWAG winners.  2.2c. Continued the use of “Caught with Roadrunner SWAG” tickets for students following behavior expectations aligned to our Roadrunner SWAG Behavior Matrix. In addition, our leadership team personalized the behavior</p>	<p>4300 SEL  4000-4999: Books And Supplies  LCFF Suppl/Conc -- 0707  \$2,500.00</p> <p>5200 Safe Schools  4000-4999: Books And Supplies  LCFF Suppl/Conc -- 0707  \$1031.00</p> <p>4300 Materials and Supplies  4000-4999: Books And Supplies  LCFF Suppl/Conc -- 0707  \$2,300</p> <p>U.2413 Overtime  2000-2999: Classified  Personnel Salaries  LCFF Suppl/Conc -- 0707  \$8,000</p> <p>5800 Professional Consulting Services  5000-5999: Services And Other  Operating Expenditures</p>	<p>4300 SEL  4000-4999: Books And Supplies  LCFF Suppl/Conc -- 0707  \$2,350.</p> <p>5200 Safe Schools  4000-4999: Books And Supplies  LCFF Suppl/Conc -- 0707  \$1000</p> <p>4300 Materials and Supplies  4000-4999: Books And Supplies  LCFF Suppl/Conc -- 0707  \$2,300</p> <p>U.2413 Overtime  2000-2999: Classified  Personnel Salaries  LCFF Suppl/Conc -- 0707  \$6,000</p> <p>5800 Professional Consulting Services  5000-5999: Services And Other  Operating Expenditures</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>and appreciate cultural differences (windows).</p> <p>e. Schedule Saturday School Program</p> <p>f. Work orders for campus repairs will be submitted in a timely manner and the administration will meet regularly with head custodian</p> <p>g. Schedule BSEL coordinator meetings monthly to follow up on district meetings, to analyze site level data, and to develop a plan to increase positive behavior and a safe and welcoming environment. Provide release days for BSEL coordinator to support with SEL data analysis and a response plan</p> <p>i. Schedule college and career readiness days throughout the year</p> <p>j. Work with School Safety Team to improve and modify the school safety plan and to purchase and/or replenish safety supplies for the classroom. Provide training to all staff annually to review updates and changes to the Safety Plan and to generate ideas for improvement. Provide planning time for Safety Coordinator.</p> <p>k. Provide 100 mile club support (incentives, posters, t-shirts etc.) to promote physical health.</p> <p>l. Provide students with opportunities to connect with other students and build on inclusion practices through Buddy Reading, Read Across America rotations, Kindness Challenge Activities, Computer Buddies, School Spirit Days, Peer Mediation, etc.</p> <p>m. Provide district and site level student and staff surveys to determine</p>	<p>expectations and modified the "SWAG" tickets to "STAR" tickets to align them to the needs and goals of the school.</p> <p>2.3d. Purchased materials contributed to establishing a welcoming environment for students, families, and staff including books and resources to support cultural diversity, creating an opportunity for students to see themselves reflected in the stories they read (mirrors) and to provide opportunities for them to explore and appreciate cultural differences (windows).</p> <p>2.2e. Saturday School was offered twice a month for students who needed to recover attendance days. In addition, all students were welcomed to attend.</p> <p>2.2f. Work orders for campus repairs were submitted in a timely manner and the administration met with head custodian as needed.</p> <p>2.2g. Participated in PBIS Cohort 1 which was facilitated by RCOE. BSEL coordinator along with the the new BSEL/PBIS team attended four PBIS trainings. Release days for BSEL coordinator and PBIS team were given to attend the training and plan the implementation of a schoolwide behavior plan. In addition, the BSEL coordinator attended district meetings</p>	<p>LCFF Suppl/Conc -- 0707 \$2,000</p> <p>4300 SEL 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$8,756</p> <p>4310 Technology Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000</p>	<p>LCFF Suppl/Conc -- 0707 \$0</p> <p>4300 SEL 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$6642</p> <p>4310 Technology Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$8,000.</p>

**Planned  
Actions/Services**

perception about school safety and the climate in order to address the needs.

n. Increase support for Tier 2 and Tier 3 Behavior Interventions (increase students' ability to better resolve conflict and become more socially and emotionally resilient).

o. Provide opportunities for students to develop leadership skills through AVID, Book Club, Valet Club, Pedley Clean Up Crew, Student Council, and the Peer Mediation Program.

p. Purchase necessary materials to maintain and support student clubs on campus.

q. Use RAPTOR system for all parents who come on campus for parent meetings and/or to volunteer.

r. A Volunteer Appreciation Breakfast will be held towards the end of the school year to show appreciation to parents.

s. Provide parent workshops on social-emotional learning, anger management techniques and parenting tips.

t. Provide student assemblies and workshops on SEL, effective decision making, anger management, bullying, etc. Seek out professional consulting services to provide assemblies for students.

u. Provide additional support from classified staff for student safety and school climate.

v. Purchase technology equipment as needed for campus safety.

**Actual  
Actions/Services**

and supported staff with Panorama and Second Step.

2.2i. Scheduled and participated in college and career readiness days throughout the year through activities and college wear.

2.2j. Worked with School Safety Team to improve and modify the school safety plan and to purchase and/or replenish safety supplies for the classroom. Provided release time for Safety Coordinator to work on the Safety Plan and staff development on School Safety Plan. District provided Active Shooter training for teachers and staff.

2.2k. Provided 100 mile club support (incentives, posters, t-shirts etc.) to promote physical health.

2.2l. Provided students with opportunities to connect with other students and build on inclusion practices through Buddy Reading, Read Across America activities, Kindness Challenge Activities, School Spirit Days, and Student Council.

2.2m. Provided district and site level student and staff surveys to determine perception about school safety and the climate in order to address the needs.

2.2n. Increased support for Tier 2 and Tier 3 Behavior Interventions by providing opportunities for students to

**Budgeted  
Expenditures**

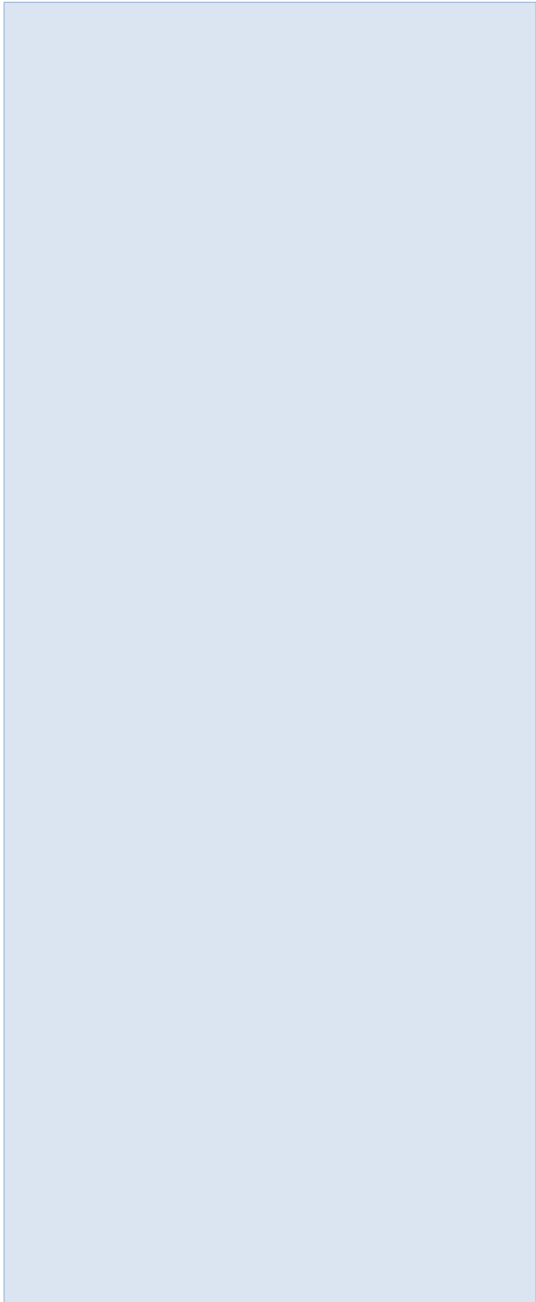
**Estimated Actual  
Expenditures**

**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**



work in the garden, and visit the library as an alternative during recess.

2.2o. Provided opportunities for students to develop leadership skills through AVID, Book Club, and Student Council. Peer Mediators were discontinued due to the school's participation with RCOE PBIS Cohort.

2.2p. Purchased necessary materials to maintain and support student clubs on campus such as Student Council, and Book Club.

2.2q. Used RAPTOR system for all parents who visited campus for parent meetings and/or to volunteer.

2.2r. A Volunteer Appreciation Breakfast will be held towards the end of the school year to show appreciation to parents.

2.2s. Provided parent workshops on Self Regulation, Bullying, and CAASPP Information.

2.2t. Provided student assemblies and workshops on SEL, and student behavior and expectations.

2.2u. Classified staff provided additional support supervising students at dismissal areas for student safety.

2.2v. Purchased technology equipment such as Walkie Talkies and

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	megaphone as needed for campus safety.		
<p>2.3 STUDENT ATTENDANCE</p> <p>a. School attendance will increase by having the Health Clerk Aide support students' health needs and educating them on how they can stay healthy.</p> <p>b. Incentives will be given for being arriving to school on time, daily and staying the duration of the school day. Rewards and/or certificates will be given to students who have high attendance rates.</p> <p>c. Continue to provide and improve Saturday School program for ADA Recovery. Enrichment materials will be purchased for Saturday School instruction.</p> <p>d. Discuss attendance at leadership meetings and at various parent meetings including SSC, ELAC, AVID parent meetings, and via social media platforms</p> <p>e. Continue to improve student behavior supports and the provision of an engaging instructional environment to increase student attendance.</p> <p>f. Monitor absence rates on a monthly basis and schedule SART parent/student meetings each trimester.</p>	<p>2.3 STUDENT ATTENDANCE</p> <p>2.3a. School attendance increased by having the Health Clerk Aide support students' health needs and educating them on how they can stay healthy.</p> <p>2.3b. Incentives were given to students who were at school school everyday. Rewards and/or certificates were given to students during trimester awards assemblies. In addition, classes were given incentives for completing the "SNACK ATTACK" posters.</p> <p>2.3c. Provided and improved Saturday School program for ADA Recovery. Enrichment materials were purchased for Saturday School instruction.</p> <p>2.3d. Discussed attendance at leadership meetings, with the attendance committee and at various parent meetings including SSC, ELAC meetings, and via social media platforms</p> <p>2.4e. Provided behavior supports and the provision of an engaging instructional environment to increase student attendance through attendance incentives, and awards/certificates.</p>	<p>4300 Attendance Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00</p> <p>4300 Saturday School Incentives and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00</p>	<p>4300 Attendance Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>4300 Saturday School Incentives and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p>

**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

2.4f. Monitored absence rates on a monthly basis and scheduled SART parent/student meetings each trimester.

## Analysis

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

Our average monthly attendance has steadily increased due to new incentives added and promoted following the Winter trimester. Our chronically absent students have reduced their absences and school-wide there is an emphasis on the importance of being at school which has shifted school culture. Incentives like SNACK ATTACK that promote friendly competition amongst classes to get rewards for being at school as well as monthly raffles for students and parents have all promoted and inspired better attendance. In addition, we participated in PBIS Cohort 1 which was facilitated by RCOE. Our BSEL coordinator along with the the new BSEL/PBIS team attended four PBIS trainings and planning release days. The team created the schoolwide behavior plan and expectations. It is currently in its initial phase of implementation.

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

Following the implementation of SNACK ATTACK in the Winter trimester attendance rates have demonstrated an increase of 1% with a year to date with an attendance average of 91.7%.

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

Expenditures for Professional Consulting Services were not used because the PBIS cohort was funded by the district. To increase student and staff safety, Walkie Talkies were purchased for teachers and staff to replace broken, and malfunctioning ones. This need increase the proposed budget by \$6,000. The need for Classified Overtime was overbudgeted by 2,000. as the actual cost was less than the projected amount.

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.

For next year, to improve our attendance rates we will continue with SNACK ATTACK as well as attendance incentives. We will hold bi weekly attendance meetings with our attendance team and schedule follow up SART meetings to decrease our chronic absenteeism. We will also complete the implementation of our schoolwide behavior plan and schedule professional development to support teacher implementation.

# 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: Percentage of parents that take advantage of parent engagement opportunities inclusive of Special Education and Unduplicated students	<p>The expected outcome is that there will be an increase in parent participation now that we can invite parents back on campus to volunteer and for special events.</p> <p>LCAP Parent/Family Survey, Spring 2023: We will see an increase of 1% on the following question: "For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?"</p>	<p>In Spring 2023 in regards to the question "For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?" we saw an 8% decrease in family survey responses. In Spring 2022 family and community members responded with 89% positive feedback to this question and in Spring 2023 that percentage dropped to 81%.</p>
P3: Percentage of parents that acknowledge opportunities for involvement in school and district decision making	<p>Expected outcomes will be based on the LCAP 2023 survey data: We will see a 1% increase on the following question: "How well do you feel this school or district is doing in the following area- classroom instruction?"</p>	<p>In Spring 2023 in regards to the question "How well do you feel this school or district is doing in the following area- classroom instruction?" we saw a 25% decrease in family survey responses. In Spring 2022 family and community members responded with 81% positive feedback to this question and in Spring 2023 that percentage dropped to 56%</p>
P6: Surveys of pupils, parents, teachers on sense of school connectedness	<p>The expected outcome is that we will see an increase of 1% on the LCAP Teacher Survey, Spring 2023: "On most days, how enthusiastic are the students about being at school?".</p>	<p>In Spring 2023 in regards to the question "On most days, how enthusiastic are the students about being at school?" we saw a 2% increase in teacher survey responses. In Spring 2022 teachers responded with 69% positive feedback to this question and in Spring 2023 that percentage rose to 71%.</p>
P7: Ensuring all students have access to classes that prepare them for college and careers,	<p>There will be an increase of 2% of classes that are prepared for college and career. The site will</p>	<p>In Spring 2023 there was a 1% increase of classes that are prepared for college and career. College and Career Week was celebrated campus wide</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
regardless of what school they attend or where they live.	provide resources and engage students through various activities.	with invitations to community members to speak to students. Students also adopted colleges and learned about the pathways to get there.

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.1 PARENT AND STUDENT ENGAGEMENT</p> <p>a. Schedule professional development training to support a welcoming and engaging environment.</p> <p>b. Provide parent training and student outreach based on site-based parent and student needs (i.e. Behavior Management, Dual Immersion, Safety)</p> <p>c. Provide shared leadership opportunities for all parents via ELAC, SSC, PTO, and GATE parent meetings held throughout the year</p> <p>d. Provide additional Parent meetings including the Annual Title 1 Parent Meeting and Coffee with the Principal. Include Parent Nights to cover essential topics (Math Night, Literacy Night, etc.)</p> <p>d. Select, purchase, and order materials to support parents with supporting students at home.</p> <p>e. Provide parent access to technology and resources in the library to foster engaging opportunities. Purchase Maker Space materials for families to engage in.</p> <p>f. Continue involvement in the district's Seal of Biliteracy event.</p> <p>g. Solicit ideas from parents and families (district and site surveys, polls, and parent meeting feedback) to improve our</p>	<p>3.1 PARENT AND STUDENT ENGAGEMENT</p> <p>3.1a. Office staff attended customer service training to support a welcoming and engaging environment. Training was provided by the district.</p> <p>3.1b. Provide parent training on CAASPP, Self Regulation, Bullying and started the Pedley Family Book Club.</p> <p>3.1c. Provided shared leadership opportunities for all parents via ELAC, SSC, PTO, and GATE parent meetings held throughout the year</p> <p>3.1d. Provided additional Parent meetings including the Annual Title 1 Parent Meeting and Coffee with the Principal.</p> <p>3.1d. Purchased material and supplies needed for Pedley Family Book Club.</p> <p>3.1e. Due to the library and Makerspace renovation, only materials and resources were purchased at this time.</p>	<p>2910 Parent Meetings 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$800.00</p> <p>1910 Hourly, Other Certificated 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$1056.00</p> <p>4300 Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$1,291.00</p> <p>4300 Materials and Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$817</p>	<p>2910 Parent Meetings 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$800</p> <p>1910 Hourly, Other Certificated 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$1050</p> <p>4300 Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$1200</p> <p>4300 Materials and Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$800</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Welcoming and Safe Environment initiative.</p> <p>h. Provide childcare for families so parents can attend meetings and support continued partnerships with the school</p> <p>i. Provide a parent orientation after school for incoming TK and Kindergarten families. Provide teachers with extra compensation for planning and meeting time.</p> <p>j. Continue to improve student and parent access to libraries through schedule modifications, digital resource access, MakerSpace implementation, eBook access, and open library time for parents to come with their children.</p> <p>k. Keep parents informed about student progress on academic and behavior expectations via parent conferences, progress reports, report cards, and regular communication through Parent Square or Class Dojo.</p> <p>l. Provide supports and resources for families that extend beyond the school day (PICO referrals).</p> <p>m. Provide home-school connection opportunities for parents (i.e., Literacy Night, Math Night, etc.)</p> <p>n. Meet regularly with the Think Together Coordinator to discuss ideas on how to bridge the instructional day program with the after school program.</p> <p>o. Communicate with parents using multiple social media platforms (i.e., Dojo, Parent Square, Instagram, and Facebook) regarding upcoming school events, school closures, and special announcements. Communication in the</p>	<p>3.1f. Sixth grade DI students were encouraged and applied for the district's Seal of Biliteracy.</p> <p>3.1g. Solicit ideas from parents and families (district and site surveys, polls, and parent meeting feedback) to improve our school climate.</p> <p>3.1h. Childcare for families was available, but not utilized as parents were welcomed to attend meetings with younger children.</p> <p>3.1i. Provided a parent orientation after school for incoming TK and Kindergarten families. Provide teachers with extra compensation for planning and meeting time.</p> <p>3.1j. Continued to improve student and parent access to libraries through schedule modifications, digital resource access, MakerSpace implementation, eBook access, and open library time for parents to come with their children.</p> <p>3.1K. Parents were informed about student progress on academic and behavior expectations via parent conferences, progress reports, report cards, and regular communication through Parent Square or Class Dojo.</p> <p>3.1l. Provided supports and resources for families that extend beyond the school day (PICO referrals).</p>		



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>form of email, texting, and phone calls will be provided.</p>	<p>3.1m. Provide parent training on CAASPP, Self Regulation, Bullying and started the Pedley Family Book Club.</p> <p>3.1n. Met regularly with the Think Together Coordinator to discuss ideas on how to bridge the instructional day program with the after school program, received behavior updates, enrollment updates, use of facilities and new programs.</p> <p>3.1o. Communicated with parents using multiple social media platforms (i.e., Dojo, Parent Square, Instagram, and Facebook) regarding upcoming school events, school closures, and special announcements.</p>		

## Analysis

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

In order to increase student and parent engagement, several activities were implemented to achieve this articulated goal. The Pedley Family Book Club was started in the second trimester. Parents and students met together with administration to discuss the book of the month and work on book related activities. These books were provided in both Spanish and English to the students and their parents. This created the opportunity for students and parents engagement. We also started Student Council, which gave students the opportunity to plan school events and show their leadership skills. Pedley also expanded the school garden. The garden served as an alternative for student misbehaviors by providing them an alternate place to spend their recess time and increase school pride. We also made changes to morning drop off and dismissal procedures needing additional student supervision, but resulting in safe and efficient drop offs and pick ups.

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

The measures taken to better address parent, community, and student engagement have been extremely beneficial. Although our LCAP data shows a slow climb, the positive feedback received from different organizations also tells a story. We have consistent presence among our SSC, ELAC, Booster Club, and PTO meetings who all work together to better assist student and school needs. In addition to these focus groups our parent support continues through avenues like the Pedley Book Club, our school garden, as well as cultural and artistic performances.

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

All budgeted expenditures planned to achieve this goal were utilized for the 2022-2023 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.

For the 2023-2024 school year the goal is to maintain the percentages in our LCAP survey responses from 2022. These questions include "For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?" and "How well do you feel this school or district is doing in the following area- classroom instruction?" In addition to the increase in these goals, we are planning to make parents and family members more aware of the community partnerships that exist and highlight the work. The partnerships we have currently are among local businesses, parents, independent contractors, and different community organizations. We have also taken into account that classroom instruction has been on a slow curve due to an increase in student academic need. Because of this correlation, our goal for the next school year will be to better support those students with educational gaps and to bring parents into workshops about instruction happening in classrooms.

# 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	196491
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	680,971.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	185130	0.00
Title I Parent Involvement -- 3010 1902	2777	0.00
Title III LEP -- 4203	8584	0.00
LCFF Suppl/Conc -- 0707	216660	0.00
LCFF District -- 500 0707	267820	0.00

# Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	267,820.00
LCFF Suppl/Conc -- 0707	216,660.00
Title I Basic -- 3010	185,130.00
Title I Parent Involvement -- 3010 1902	2,777.00
Title III LEP -- 4203	8,584.00

# Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	191,214.00
2000-2999: Classified Personnel Salaries	329,654.00
4000-4999: Books And Supplies	121,752.00
5000-5999: Services And Other Operating Expenditures	38,351.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	267,820.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	46,916.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	26,042.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	111,351.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	32,351.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	143,242.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	30,239.00
4000-4999: Books And Supplies	Title I Basic -- 3010	8,649.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	3,000.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement -- 3010 1902	1,056.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	1,721.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	5,553.00
4000-4999: Books And Supplies	Title III LEP -- 4203	31.00
5000-5999: Services And Other Operating Expenditures	Title III LEP -- 4203	3,000.00

# 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
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Nancy Galvez	Principal
Wendy Rangel	Classroom Teacher
Cristian Gomez	Classroom Teacher
Angelica Campos	Classroom Teacher
Angelena Aguilera	Other School Staff
Vanessa Soto	Parent or Community Member
Ludi Navarro	Parent or Community Member
David Ruiz	Other School Staff
Yesenia Juarez	Parent or Community Member
Sandra Gonzalez	Parent or Community Member
Maribel Mendoza	Parent or Community Member
Griselda Lozano	Parent or Community Member
	Other School Staff

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 26, 2023.

Attested:



Principal, Nancy Galvez on May 26, 2023



SSC Chairperson, Vanessa Soto on May 26, 2023

# Addendum

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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](mailto: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 measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## **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