

School Year:

2020-21

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 St. Jurupa Valley, CA 92509-5012
County-District-School (CDS) Code	33 67090 6032205
Principal	Monica Leon
District Name	Jurupa Unified School District
SPSA Revision Date	May 27, 2020
Schoolsite Council (SSC) Approval Date	May 27, 2020
Local Board Approval Date	June 22, 2020

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 the Pedley Elementary School Plan. We, at Pedley strive to offer the BEST education possible for our students. Our academic program is rigorous and we challenge our students to do their best all of the time. Through the efforts of staff and parents, we are dedicated to providing a stimulating environment that promotes intellectual, social, and personal growth for all children because they are our future. The culture of our school reflects energy, enthusiasm, and a commitment to learning with high academic standards.

MISSION

The mission of the Jurupa Unified School District is to educate each student to the highest levels of academic achievement and prepare students to succeed in life.

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.

VISION Our school is a place where...

The Pedley community meets the needs of every student.

We show respect to everyone.

Learning is fun and challenging.

Everyone wants to learn.

Individual learning and talents are encouraged.

A solid core academic, physical and social curriculum promotes a strong mind and a healthy body.

Student competence builds confidence in academic and personal growth.

Integrated technology supports teaching and learning.

Diversity and cultural awareness are embraced and integrated throughout our community.

Effective learners set goals and take responsibility for their learning.

Our vision becomes reality when...

The dream is experienced and supported by the entire community!

Pedley Elementary is a TK-6, Title I Schoolwide school with an enrollment of 633 students. Pedley Elementary School is student-centered, providing academic challenges, a safe environment and a creative learning atmosphere. We recognize individual talents and develop the strengths of everyone. Honesty, respect, cooperation and support empower our community to provide opportunities for all. Our students are high achievers in their community and we value the need to prepare our student for college and career readiness. We are part of the No Excuses University Network of schools in which we believe it is our responsibility to give every child an education that prepares them for college and career. We are beginning to learn and use AVID Elementary strategies and we are a Dual Immersion school site.

Students in need of extra support are placed in our Language! Intervention program and it is being offered as an online program. This program focuses on reteaching sound spelling, phonemic awareness and blending. Strategies are built in to fill in learning gaps. Students in need of enrichment are provided with the opportunity to participate in our Gifted and Talented Education GATE program. Students meet with their GATE teacher once a month along with daily strategies in the classrooms to differentiate activities and projects for GATE students.

School Profile

Describe The students and community and how school serves them.

The Story

Pedley Elementary School 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. Currently, Pedley's enrollment is 638 students, transitional kindergarten through sixth grade. The school was constructed in 1953. We are one of the Dual Immersion school sites in the district.

The entire staff is dedicated to providing an environment that promotes and reinforces a safe campus so that each student can attain his or her potential and is a closed campus.

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

Dual Immersion is a unique educational program designed to develop bilingualism and bi literacy in English and in Spanish. This is a voluntary program. Instruction is provided by highly trained and specialized teachers. Students learn California standards in all subject areas, and become linguistically and academically fluent in two languages. In 2019-20 we plan to add two 3rd grade DI classes. It will follow the 90/10 model of Two Way Immersion TWI. The first number refers to the amount of instructional time initially spent for instruction in the target or non-English language in kindergarten. The second number refers to English. In a 90:10 model the amount of the target language decreases yearly as English increases until there is a 50:50 balance of the languages generally in grades four through six. English time must be carefully defined and implemented. High quality curriculum and instruction are essential. Research shows that when 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)

We are part of AVID Elementary and in our 4th year. Both of these organizations work on Professional Development to help schools improve on college and readiness strategies for success. The school year is 180 traditional days and has been restricted to include 37 minimum days in order to support teacher collaboration. Approximately 81% of the students come from low socioeconomic backgrounds.

SPSA Highlights

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

Pedley Elementary school has many things to be proud of this school year and as we move into next school year. We will be adding our 4th Grade Dual Immersion classes next school year. Teachers in 3rd and 4th Grade this year participated in our district initiative of Impact Teams. We will add our new DI teachers to the team next year. We will also add 5th and 6th Grade to our next year implementation of Impact Teams. As a school our 4th Grade Team this year had a focus of using Guided Reading Strategies and working closer with our Intervention Teachers. We had a rotating schedule for our Intervention Teachers of working with our teachers during Guided Reading Groups. The intervention work in classroom alongside classroom teacher and Bilingual Language Tutors when available on a rotating schedule. Our school will also continue to foster the connections with our General Ed. Teachers by following more inclusive practices. Our General Ed. Teachers will work closely with our Special Education Resource Specialist-RSP Teacher. Our goal is to continue to improve on our Multi Tiered Systems of Support-MTSS as a school and to provide trainings as necessary. Our school values the social and emotional needs of our students so each day the classrooms begin with a short morning meeting.

Review of Performance – Comprehensive Needs Assessment

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

Greatest Progress

Our greatest area of progress this year has been with our Suspension Rate. We have declined 0.3% are in the green indicator. We had a slight increase in Academic Engagement of Chronic Absenteeism. We have increased our overall absenteeism to 9.7% and are in the orange indicator. We have a total of 179 English Learners with 27.9% making progress to English Proficiency and 40.2% who maintained their levels according to the California Dashboard in detailed reports. We plan on continuing our monitoring of attendance with our 10% Chronic Absence Rate letters, meeting with parents and providing incentives for each classroom to improve attendance. We have worked with our SPED team to continue to set expectations for our students during parent meetings.

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

Based on the CAASPP data this year, our greatest need has been Math. We are at 75.3 points below standard and we declined 12 points from last year. We are currently in orange indicator. We have done more coaching days with the support of our Balanced Math Coach on campus. He has met with all new teachers consistently this year to provide time to plan, observe strategies in a teachers classroom and also come together to his classroom to see strategies in action. We have also asked teachers to supply a list of supplemental materials needed to meet the Common Core State Standards after they worked with a coach. Teachers have also been given planning time and our after school tutoring-ELO has been to focus on Math for this school year 19-20 in order to see better results in Math. Due to COVID we did not take any state assessments.

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

In ELA, we maintained our levels but declined by 13.2 points with 270 students. We are in the Orange Indicator for ELA with 50.6 below the standard according to the California Dashboard detailed report. Our SED students are 75.7 below standard with a total of 47 students who increased by 7.8 points. According to our five by five detailed report in our Dashboard our SPED and White students show the greatest growth at 7.8 points and 15.9 respectively. Our English Learners showed the greatest decline at 18.9 difference from last year. We have 48.8% of our students who are English Learners.

In Math, we declined 12 points and we are in the Orange Indicator with 75.3 points below standard. Our English Learners declined by 8.6 points. We have 88 students in the English Learner group. Our Hispanic group also declined 11.6 points and are 77.7 points below standard with 252 students. Our SED declined 16.9 points with 113.6 points below standard and 46 students. Students in this category need basic reading skills and math practices. We are working to ensure our Math Fun and Math Review strategies are systemic.

In Suspension, we decreased by 0.3% and we are in the Green Indicator. Our suspensions rate has improved in the data with SWD having the greatest need of interventions. Next year, placement of student classroom, lunch counseling groups and other means of corrective action are being identified by leadership, principal, psychologist and admin. designee through our Social and Emotional Learning focus.

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

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

As a Title I Schoolwide program, we do a Comprehensive Needs Assessment annually, develop our SPSA with stakeholder involvement, include strategies that support state standards and address the needs of all children but particularly those at risk of not meeting these standards with activities, strategies, and interventions that are evidence-based and outlined as part of our SPSA. Our SPSA implementation is monitored and evaluated through ongoing Leadership team, SSC/ELAC, SBCP meetings, principal meetings, and annual Budget/Program meetings. The SPSA is revised to ensure continuous improvement based on data analysis of student learning needs as part of the school's ongoing practices and identification of support strategies. All Title I funding supplements and does not supplant services that students would otherwise receive if not participating in a Title I program. Relative to LCAP alignment, our plan is directly coordinated with district LCAP goals, associated services, and planning requirements. Due to COVID-19 our plan has also been revised to include Distance Learning possible needs.

Stakeholder 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, GATE, SPED and leadership teams have helped to review the specific needs of the site. The principal has also received support from our district School Based Coordinated Program-SBCP, principal and Budget and Program Meetings.

Resource Inequities

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	0.15%	0.15%		1	1
African American	0.69%	0.46%	0.61%	4	3	4
Asian	0.35%	0.31%	0.31%	2	2	2
Filipino	%	%	0%			0
Hispanic/Latino	92.36%	93.69%	92.34%	532	609	603
Pacific Islander	%	%	0%			0
White	4.51%	3.85%	4.59%	26	25	30
Multiple/No Response	0.87%	0.77%	0.92%	5	5	7
	Total Enrollment			576	650	653

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	126	141	140
Grade 1	107	117	101
Grade 2	74	107	103
Grade3	49	84	96
Grade 4	70	47	88
Grade 5	81	79	54
Grade 6	69	75	71
Total Enrollment	576	650	653

Conclusions based on this data:

1. Over the past three years our school is showing growth in enrollment. We have added a Dual Immersion Program.
2. We have 92% Hispanic and 5% White as our highest enrollment subgroups.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Mathematics



Orange

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Green

Conclusions based on this data:

1.

CDE Dashboard ELA Indicator: Latest data

- 3 points away from yellow, 32.6 points away from green and 47.6 points away from the blue indicator.
- 5 year goal is 9.6 point increase each year to bring us to the blue indicator.
- 18 made a 6.2 pt. increase
- 217 Hispanic 3.5 pt. decline

- 131 EL's 3.6 pt. increase

Probable cause: ELA performance task guidelines new to everyone.

CDE Dashboard Math Indicator:

- All students in yellow indicator level 3 with 24.1 pts away from green and 49.1 pts. away from blue indicator.
- All students increased with 12.2 difference.
- CAA students with 66.7% level 1 and 33.3% level 2
- Hispanic student group made the biggest increase

Probable cause: There was an increased focus on math strategies and support from coaches and classroom walkthroughs due to a previous year decline

CDE Dashboard English Learner Indicator:

- 68.3% in Orange Indicator with 11.7% decline for 179 English Learners
- 1.5% away from Green indicator
- 10% away from Blue Indicator

Probable cause: There is an increase in English Learners in K-1

- Current Data shows 250 English Learners school wide with 147 students in Grades TK -2 which is 59%
- 79 students in Grades 4-6 with 32% English Learners

CDE Dashboard Suspension:

- 2% very low status change and maintained
- Blue Indicator

Probable cause: There is a higher focus by teachers and principals to have morning meetings and process low level referrals with creative interventions

English Learner Data:

- 250 students school wide
- 47 Long Term English Learners-LTELS 19%
- 147 students in grades TK-2 59%
- 79 students in grades 4-6 32%

Goals, Strategies, & Proposed Expenditures

Goal 1.0

College and Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (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. Our next step in supporting teachers with Units of Study is formative assessments and strategies. (Goal 1.1a and b). This includes continuing with another grade level on IMPACT teams. We began IMPACT team with 3rd grade, expanded to 4th grade this year and next year we will have two more grades. Kinder and 5th Grade have also attended RCOE Impact Team. They also understand the process of evaluating data. We will provide more PD for the district provided ASCD on demand to support our teachers choice in Professional Development.
2. As a school there is a need to provide books that are leveled for our early literacy and guided reading in our library as well as creating a teacher library for resources on these strategies and formative assessment options. (Goal 1.1y)
3. There is a great need to integrate ELD and ELA/NGSS so release days will be provided so that teams can work on lessons to continue with this action plan. (Goal 1.2j)

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P1: Teachers are appropriately assigned and fully credentialed in the subject area:	Based on current personnel records, all teachers are fully credentialed outside of 5 interns from UCR, CSUSB and Cal State TEACH	P1: All teachers are fully credentialed outside of interns we have throughout the year.
P1: Pupils have sufficient access to standards-aligned instructional materials:	Based on Williams Inspection 100% of students and teachers had necessary materials	P1: Use purchased materials K-6 aligned to ELA/ELD and Math CCSS. Williams Inspection with 100% of our students and teachers having necessary materials.
P2: Implementation of state board adopted content and performance standards with all students	Staff survey will be available in May for this school year. Due to school closures of COVID-19 this was not completed.	P2: Alignment of ELD textbook materials into UOS, baseline ELPAC and EL Profile Cards used to monitor.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P2: English learners will access CSS and ELD standards in both academic content and English language proficiency.	Based on teacher release days, teachers work to further align UOS and ELD units with resources. 100% TELP-Teacher Evaluation of English Proficiency all teachers are current on monitoring their students.	P2: Teachers are current on completing their TELP's and are taken the days they need to progress monitor if they have large groups of English Learners. Testing was not complete due to COVID-19 closures.
P4: Statewide assessments---ELA % Standard Met/Exceeded	Actual: School 33%; LI 30%; EL 6% We decreased slightly from baseline in ELA overall, low income and English Learner students by -.3%, -.1%, -.7% relatively. We did not meet our expected outcome we set for overall, low income, or EL student groups. We are -38.7 points DFS and have had a +11.9 increase since 2015. Our reclassified students performed +70.6 scale score points above non-reclassified students. (2018-19 CAASPP Data)	P2: Increase our ELA and Math by 1% P4: School 40% ELA; 26%LI; 8%EL
P4: Statewide assessments---Math % Standard Met/Exceeded	Actual: School 20%; LI 18%; EL 7% We had a decrease from baseline in Math overall, low income and English Learner students by -.7%, -6%, -.2% relatively. We did not meet our expected outcome we set for overall, low income, or EL student groups. We are -66.5 points DFS. Our reclassified students performed 70.6 scale score points above non-reclassified students. (2018-19 CAASPP Data)	Actual: School 20%; LI 18%; EL 7% P4: Our expectation is that our students will increase by 3% in Math this year because we have focused more attention through interventions in math this year. We also continued Balanced Math Fishbowls. We expect to see that our Reclassified English Learners will continue to perform above our non-reclassified students. Another area we have focused on is our English Learners so we also expect to see a 1% increase.
P4: Percentage of teachers who have been AVID trained and demonstrate College Readiness strategies	Actual: 31 teachers with 25 teachers AVID trained through SI or Path. There is an AVID committee to help support the site and promotes college and career readiness activities.	P4: We have 31 teachers and 25 have been AVID trained through SI or Path. There is an AVID committee to support the staff on AVID Weekly.
P4: Percentage of English learner pupils who make progress toward English proficiency as measured by ELPAC	Actual: Spring 2019 Percentage of students by Domain and performance level data shows that overall 50.76% of our students are well developed, 38.55% are somewhat/moderately developed and 10.69% are at beginning performance level in Listening. 42.37% are well developed, 40.46% are somewhat/moderately developed and 17.18% are at the beginning level in Speaking. 21.37% are	P4: We expect to see growth in our ELPAC scores this year. We have done various trainings throughout the year to help support this progress. We have worked with Language Services to conduct BELIEF trainings, ELPAC trainings and working with teachers 1 on 1. We have also had more teachers trained to test all areas of the ELPAC assessments.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome																																																																														
	well developed, 48.85% are somewhat/moderately developed and 29.77% are beginning level in Reading. 29.39% are well developed, 53.44% are somewhat/moderately developed and 17.18% are at the beginning level in Writing. This data shows that our students are doing the best in Listening and need the most support in Reading.																																																																															
P4: English learner reclassification rate	Actual 2017-18 as baseline Reclassification RFEP-19.3% School has had 3 BELIEF training, ELD Level Descriptor and Beginning of the Year training to identify strategies per grade level.	In 2018-19 we had: Reclassification Rate of School had 3 BELIEF Trainings, ELD Descriptor and Beginning of the year trainings to identify strategies per grade level. In 19-20 we have had lower reclassifications this year and due to CAASPP requirement.																																																																														
P8: Other student outcomes - DIBELS/IDEL	<table border="0"> <tr> <td>Kinder B2 DIBELS</td> <td>IDEL</td> <td>Actual 18-19</td> </tr> <tr> <td>FSF</td> <td></td> <td></td> </tr> <tr> <td>35% well below</td> <td></td> <td></td> </tr> <tr> <td>17% below</td> <td></td> <td></td> </tr> <tr> <td>48% at or above</td> <td></td> <td></td> </tr> <tr> <td>PSF</td> <td>FSF</td> <td></td> </tr> <tr> <td>21% well below</td> <td>51% well below</td> <td></td> </tr> <tr> <td>18% below</td> <td>8% below</td> <td></td> </tr> <tr> <td>62% at or above</td> <td>42% at or above</td> <td></td> </tr> <tr> <td>FSF-Sil 10.9 per min.</td> <td></td> <td></td> </tr> <tr> <td colspan="3">LNF 27 letter per minute FNL 32% well below</td> </tr> <tr> <td>30% below</td> <td></td> <td></td> </tr> <tr> <td>38% at or above</td> <td></td> <td></td> </tr> <tr> <td>NWF-CLS</td> <td>FPS</td> <td></td> </tr> <tr> <td>26% well below</td> <td>40% well below</td> <td></td> </tr> <tr> <td>15% below</td> <td>25% below</td> <td></td> </tr> <tr> <td>59% at or above</td> <td>36% at or above</td> <td></td> </tr> <tr> <td>NWF-WWR 3 WPM</td> <td></td> <td></td> </tr> <tr> <td colspan="3">1st Grade B2 DIBELS IDEL</td> </tr> <tr> <td>NWF-CLS</td> <td>FPS</td> <td></td> </tr> <tr> <td>28% well below</td> <td>18% well below</td> <td></td> </tr> <tr> <td>22% below</td> <td>31% below</td> <td></td> </tr> <tr> <td>50% at or above</td> <td>51% at or above</td> <td></td> </tr> <tr> <td>NWF-WWR</td> <td>FSF</td> <td></td> </tr> <tr> <td>28% well below</td> <td>15% well below</td> <td></td> </tr> <tr> <td>17% below</td> <td>18% below</td> <td></td> </tr> </table>	Kinder B2 DIBELS	IDEL	Actual 18-19	FSF			35% well below			17% below			48% at or above			PSF	FSF		21% well below	51% well below		18% below	8% below		62% at or above	42% at or above		FSF-Sil 10.9 per min.			LNF 27 letter per minute FNL 32% well below			30% below			38% at or above			NWF-CLS	FPS		26% well below	40% well below		15% below	25% below		59% at or above	36% at or above		NWF-WWR 3 WPM			1st Grade B2 DIBELS IDEL			NWF-CLS	FPS		28% well below	18% well below		22% below	31% below		50% at or above	51% at or above		NWF-WWR	FSF		28% well below	15% well below		17% below	18% below		School data will increase by 2%. EOY school testing not completed due to COVID-19.
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Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	<p>54% at or above DORF 35% well below 17% below 48% at or above</p> <p>DORF-A 44% well below 11% below 46% at or above</p> <p>2nd Grade B2 DIBELS DORF 44% well below 18% below 39% at or above RTF 40% well below 14% below 34 % at or above DORF-A 42% well below 19% below 39% at or above</p> <p>3rd Grade B2 DIBELS DORF 33% well below 26% below 40% at or above DORF-A 28% well below 21% below 51% at or above</p> <p>RTF-Q 38% below 62% at or above DAZE 47% well below 30% below 23% at or above</p>	<p>68% at or above FLO 21% well below 16% below 62% at or above</p> <p>IDEL FLO 23% well below 28% below 48% at or above</p> <p>No DI in this grade yet</p>	
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P8: Other student outcomes – SBAC Reading Claim #1

Actual 2018-19 Achievement Level Descriptor

School data will increase by 2% in met or exceeded

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>13.65 above standard 44.58 near standard 41.77 below standard</p> <p>According to CAASPP test results in analyzing change over time, our students in grades 4-6 had a mean scale score of 2438.2, 2475.2, 2480.2 with a +49, + 40 and +21.7 pt. gain from the previous year respectively. When evaluating our students' ability to understand stories and information that they read, students in grades 3-6 scored above standard 6.38%, 14.06%, 18.92%, and 12.50% respectively.</p>	

Planned Strategies/Activities

Action 1.1

1.1 Improve Reading, Math and Science Proficiency

	<input checked="" type="checkbox"/> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>a. Full implementation of UOS CCSS curriculum units and effective instructional strategies; support for ELA/ELD, Math and Science curriculum</p> <p>b. Continue 6th year of AVID</p> <p>c. Provide opportunities for teachers to attend conferences to support CCSS</p> <p>d. Instructional coaches to support teaching and learning for all students</p> <p>e. Assist teachers in monitoring and implementing Units of Study and pacing guides by providing PD and site support. During school closures teachers will provide Distance Learning.</p> <p>f. Provide opportunities to collaborate by grade levels 3 times a year</p> <p>g. Provide release day for Admin Designee to support site with data analysis and SEL</p> <p>h. Provide materials necessary to implement ELA, writing strategies, Balanced Math, STEAM and NGSS units</p>	<p><input checked="" type="checkbox"/> All Students</p> <p><input checked="" type="checkbox"/> Other student group(s) English Learners</p>	<p>1110 Hourly Cert 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>1130 Teacher Subs 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$5,000.00</p> <p>2403 Salary, EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$76614.00</p> <p>1100 Salary, CSR Intervention Tchr (75%)</p>

<p>i. Provide computers in the classrooms</p> <p>j. Focused staff meetings monthly on our school initiatives</p> <p>k. Provide materials necessary to supplant California Standards and more complex texts, books and organizers for materials</p> <p>l. Provide Support for extra hours for office registration</p> <p>m. Provide Project GLAD and CAFE training for teachers</p> <p>n. EL students will be identified for intervention opportunities during the school day using district benchmarks and used to form intervention groups.</p> <p>o. Provide BLT's to support English Learners and groups will be formed based on data analysis. BLT's will be available during Distance Learning.</p> <p>p. All EL students will receive 30 minutes of designated ELD and integrated ELD throughout the day EL Facilitator provides EL & Re designated support</p> <p>q. Monitoring growth and proficiency for ELPAC scores of EL's</p> <p>r. Instruct students utilizing the 90% Spanish/10% English model of Dual Immersion for Kindergartners.</p> <p>s. Instruct students utilizing the 80% Spanish/20% English model of Dual Immersion for First Grade students.</p> <p>t. Instruct students utilizing the 70% Spanish/30% English model of Dual Immersion for Second Grade students.</p> <p>u. Instruct students utilizing the 60% Spanish/40% English model of Dual Immersion for Third Grade students.</p> <p>v. Instruct students utilizing the 50% Spanish/50% English model of Dual Immersion for Fourth thru Sixth Grade students.</p> <p>w. Students who have gone through the Student Study/Success Team process and who are perceived to have communication challenges will receive enrichment through CEP within the school day and will receive home activities for additional reinforcement.</p> <p>x. Kinder Teachers will have a parent orientation for incoming students after school. Provide teachers with planning and meeting extra hours. This may occur on another date due to school closures.</p> <p>y. Continue to provide and improve student and parent access to libraries, i.e., library staff schedule modifications, digital resource access, and additional books and eBooks, including pilot Maker Spaces implementation</p> <p>z. Continue and expand instructional monitoring system, i.e., instructional walkthroughs and Fishbowls, data dashboards, and administrative support</p> <p>z.a Provide teacher preparation and collaboration time to support CSS implementation including designated and integrated ELD, state and local assessment analysis, and instructional planning as evidenced by agendas, protocols, and coaches logs.</p> <p>z.b Improve parent and student access to the library through scheduled time and an increase in library books/eBooks inventory.</p> <p>z.c Due to school closures provide support for Distance Learning.</p>	<p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$113790.00</p> <p>1100 Salary, CSR Intervention Tchr (50%) 1000-1999: Certificated Personnel Salaries Title III District -- 500 4203 \$45975.00</p> <p>2413 Overtime, Sec 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$1,753</p> <p>2100 Salary, Bilingual Language Tutor (1.0) 2000-2999: Classified Personnel Salaries Title III District -- 500 4203 \$23530.00</p> <p>2100 Salary, Bilingual Language Tutors (50%) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$3,489.00</p> <p>4300 Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$62,847.00</p>
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Action 1.2

1.2 INSTRUCTION AND COLLABORATION

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>a. Utilize Step Up to Writing strategies.</p> <p>b. Provide a classroom setting conducive to learning.</p> <p>c. Provide AVID supplies for each student</p> <p>d. Continue to purchase additional titles for the library aligned to McGraw Hill ELA Program, Units of Study and Dual Immersion and allow for library access</p> <p>e. Purchase Common Core Materials necessary to supplement McGraw Hill ELA and Math</p> <p>f. Purchase needed materials and supplies to foster Balanced Math and NGSS strategies and units</p> <p>g. Provide technology supplies for teachers and students</p> <p>h. Provide time monthly to collaborate</p> <p>i. CSR Intervention teachers will provide intensive intervention for early literacy.</p> <p>j. Provide collaboration days for data analysis, pacing, planning and organizing Professional Development (PD) includes contracts and staff substitute/hourly for research-based strategies through Center for Leadership and Learning, Core Collaborative, RCOE, UCR to support UoS Curriculum Design (1.1a), Balanced Math (PD and coaching), Early Literacy (1.4c), GATE certification, Project GLAD, Principal Coaching, Special Education collaboration, Growth Mindset, Technology, Equity Institute, and coaching model follow up.</p> <p>k. Continued development of Next Generation Science Standards (NGSS) UOS and implementation plan through the District Science Committee (DSC)</p> <p>l. Teacher preparation and collaboration time continued to support data analysis, intervention support, and lesson planning includes additional 15 minutes of preparation time, site-based additional substitute and hourly collaboration time to support CSS implementation, and data team leader stipends</p> <p>m. Develop and increase Extended Day Opportunities (ELO) program</p>	<p><u>X</u> All Students</p>	<p>1130 Teacher Subs 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$11,024.00</p>

Action 1.3

1.3 INTERVENTIONS

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>a. CSR Intervention teachers support primary instruction and intensive language learners (Title I)</p> <p>b. Teachers will continue developing SMART goals after UOS assessments. The principal will monitor through grade level minutes and data analysis forms</p> <p>c. Teachers and principal will keep parents informed on progress</p> <p>d. Extended Learning Opportunities and Kinder Academy</p> <p>e. Technology and software aligned to technology plan (including PD for 1:1)</p> <p>f. Bilingual Language Tutors (3) provide primary language support for English Learners and support BLT's to attend training for ELPAC and Project GLAD</p> <p>g. Provide opportunities for GATE students to work on essential learning via after-school activities and provided release time for teacher to assess.</p> <p>h. Teachers will continue Early Literacy strategies and intervention using DIBELS and IDEL along with CSR Intervention teachers support</p> <p>i. Teachers will continue Balanced Math strategies Mental Math, Math Review and Math Fun and the school will provide needed materials to continue implementation</p>	<p><u>X</u> All Students</p> <p><u>X</u> Other student group(s) English Learners</p>	<p>2100 Salary, Bilingual Language Tutor (75%) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$10,573.00</p> <p>1130 Subs 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$</p> <p>2100 Salary, Bilingual Language Tutor 3000-3999: Employee Benefits LCFF Suppl/Conc -- 0707 \$21,796.00</p> <p>4300 Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>5725 Printing 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,200.00</p> <p>2100 Salary, Bilingual Language Tutor 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$14,098.00</p> <p>4210 eBooks Library 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1460.00</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>

1110 hourly, Tchr.
 4000-4999: Books And Supplies
 LCFF Suppl/Conc -- 0707
 \$1,000.00

Action 1.4

1.4 ASSESSMENT AND DATA COLLECTION

	X Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
a. Monitor CAASPP, CAA, and ELPAC data. California state test in Science in 5th grade for NGSS b. Monitor the pre and post assessments in the Units of Study, DIBELS, IDEL and pacing guide schedule every 6-8 weeks. Use curriculum-embedded assessments. The purpose of these assessments is to provide timely data to teachers to make decisions that will improve instruction and students learning and assist them in monitoring progress. c. Online integration of formative assessments d. Provide Analysis and Data Review Support e. Teachers will use RAZ, Mobymax, Read Naturally, iStation, and BrainPop as resources for the classroom.	X All Students	5640 Maint Contract 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2,779.00 5850 Software Licences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$13,500.00

Action 1.5

1.5 MAINTAIN HARDWARE, MATERIALS AND SUPPLIES

	X Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
a. Provide working copy machines b. Provide service and supplies for copy machines c. Provide lamination supplies d. Provide service on lamination equipment e. Provide ink cartridges for computer printers f. Provide warehouse supplies to support instruction	X All Students	4300 Supplemental Support/Materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$ 4210 Library 4000-4999: Books And Supplies

- g. Purchase additional McGraw Hill, Balanced Math and NGSS resource materials
- h. Provide additional tables and chairs to classrooms
- i. Purchase incentives
- j. Purchase technology and furniture to support collaboration
- k. Library Support

Title III LEP -- 4203
\$3718.00

Action 1.6

1.6 PROFESSIONAL DEVELOPMENT

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>a. Teachers will participate in training's that will focus on improving their classroom instruction and promote college and career readiness. Teachers participated in DIBELS, IDEL, CUE, AVID, Project GLAD, and CAFE PD.</p> <p>b. Teachers will attend district Balanced Math and California Standards training. These may be in Math, ELA, Technology or classroom management</p> <p>c. 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>d. Staff will participate in Customer Service, CPI and Boys Town Training</p> <p>e. Purchase material necessary to support the implementation of California Standards and the designated plans</p> <p>f. The Leadership team will continue working on strategies to improve collaboration with their grade level teams</p>	<p><input checked="" type="checkbox"/> All Students</p> <p><input checked="" type="checkbox"/> Other student group(s) English Learners</p>	<p>1130 Subs 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$ 5200 Conf 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$680.00</p>

Action 1.7

1.7 PROVIDE STUDENT INCENTIVES

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
<p>a. Students will be given incentives to improve</p>	<p><input checked="" type="checkbox"/> All Students</p>	<p>5800 Imagination Machine</p>

attendance/behavior, and increase student achievement (agendas, Science winners, intramural sports, skills day, attendance awards, 100 mile, effort awards, achievement awards, reclassification awards.

5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$2,000.00

Action 1.8

1.8 TECHNOLOGY

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

a. Teachers will follow the technology standards ITSE by grade level in order to meet the needs of SBAC Smarter Balanced Assessment Consortium each year

b. Teachers will prepare students by following the Units of Study assessments and use the districts Educator's Assessment Data Management System EADMS

c. Teachers will scan into this system and use the assessment bank in preparation for the CSS SBAC computer adaptive items and performance tasks

d. Teachers will receive training from teacher technology coaches and coordinator on the use of computers, laptops, tablets, Chromebooks, document cameras, projectors, and online resources

e. Teachers will attend Technology training available to assist with NGSS, UOS and Chromebook implementation.

f. Teachers will use RAZ, Mobymax, Read Naturally, iStation, and BrainPop as resources for the classroom.

X All Students

1100 Salary, CSR Intervention Tchr (50%)
1000-1999: Certificated Personnel Salaries
Title I District -- 500 3010
\$69505.00

4400 Technology
4000-4999: Books And Supplies
Title I Basic -- 3010
\$500.00

4310 Tech Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$1,000

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:

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. We want to continue to provide support for students during any Distance Learning. (Goal 2.2a)
2. Our Suspension Indicator needs more of a focus on playground expectations and opportunities. (Goal 2.2a,s)
3. Library books have been purchased to assist with empathy, bullying and social and emotional needs. (Goal 2.2c)
4. Our school has had lines redone for black top, parking area and playgrounds. Our school site is growing so there is a need for more classrooms and supervisors. (Goal 2.2a)

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P1: School facilities are maintained in good repair: Baseline: Serviceability of facilities with maintenance with 100% of Good or Better on Facility Inspection Tool (FIT)	Actual: FIT report indicates 100% Exemplary	P1: School FIT report will indicate 100% Exemplary
P5: School attendance rates:	Actual: School 96.21% District 95.5% Our attendance rates have been steadily improving each year.	P5: Our attendance rate continues to improve. Many incentives are being offered and parent meetings have focused on the importance of attendance.
P5: Chronic absenteeism rates:	Actual: District 10.7% School 7.7%; LI 8.1%; EL5.9%; SWD 17.9%	P5: Currently our school has improved their attendance. We continue to monitor 10% absences, SART and SARB meetings.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Based on the California Dashboard we declined chronic absences by -4.6% and we are in the Green performance level. Through Q SIS-Student Information System further analysis, our higher absenteeism rates were reflected in 19% K and 17.9% SWD students. Our SWD students have improved by 9.9% and are in the Yellow performance level. SART and SARB meetings will be conducted in 3 cycles this year.</p>	
<p>P6: Pupil suspension rates:</p>	<p>Actual: District 3.44% Currently we have increased by 1.33%: LI 1.69%; EL .61% and we are in the Orange performance level. This year so far there are 9 suspensions in 5th and 6th grade. Student group data reflects slight increase and we have started student groups for lunch to help support these student needs. We have also worked as a team to analyze the suspensions. Lunch time sports leagues have been implemented.</p>	<p>This school year our suspension rate has decreased. We have been working with our SEL Coordinator and Psychologist to improve behaviors. We expect to have better results to end the year because we are offering an incentive for classes.</p>
<p>P6: Surveys of pupils, parents, teachers on sense of safety:</p>	<p>Actual 74% participation for CHKS 92% of our students feel there is an academic motivation and 86% stated that the school has high expectations. 18% of students reported that they had experienced sadness and 52% stated that students were treated fairly when they broke the rules. Actual 18-19 Surveys: LCAP Survey – PARENTS-Most of the parents submitting the survey are Latino/Hispanic and qualify for free and reduced lunch-75%. Most parents are extremely satisfied or moderately satisfied with the school. Parents also felt that the instruction and reading support they received was extremely well or moderately well. There was also a majority of parents completing the survey stating that their child would go to a 4 year university or community college. Most parents were happy with the technology use and how much their child has learned. Parents suggested more supervision, bullying education, suspensions for bad behavior. LCAP Survey – STUDENTS-We had a total of 173 students take the survey. We have 84% of</p>	<p>P6: We are currently waiting results on the Student, Parent and Staff Surveys. We expect to have a higher percentage this year. Our school was not able to gather this data this year due to COVID-19.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>students satisfied with our school. 4% are not satisfied. 89% of students are satisfied with the instruction in school and feel that they are getting help with reading. 91% feel they are getting support for math. 84% of our students feel safe at school. and 4% feel unsafe. Students suggested putting less windows.</p> <p>LCAP Survey – STAFF-Out of all the surveys submitted we had 78.79% of Certificated and 21.21% Classified complete the survey. Most people have worked at Pedley 16 or more years. Most staff members believe that JUSD provides high quality of education. 70% of staff feel that they have adequate instructional supplies. 93% of staff members agree that the school is preparing students for college and career and that we have a collaborative culture. Staff suggested more training for students on trades. They believe parental involvement is minimal. More emphasis on interventions to bring down our SST caseload and more supervisors on the playground.</p>	

Planned Strategies/Activities

Action 2.1

2.1 HEALTH SERVICES

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
a. School attendance will increase by having the nurse and health clerk help students health with their health needs and educate them on how they can stay healthy. b. Health Clerk Aide (HCA) to support health services and parent communication	<u>X</u> All Students	2200 Salary, Health Clerk Aide (HCA) .50 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$11,052.00 2200 Salay, Health Clerk Aide (HCA) .50

c. Health Clerk Aide (HCA) will provide an incentive for all 6th-grade students to have TDAP immunization completed

2000-2999: Classified Personnel Salaries
LCFF District -- 500 0707
\$11,052.00

Action 2.2

2.2 STUDENT SAFETY AND CLIMATE

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>a. Schedule ongoing SEL training and coaching support</p> <p>b. Schedule Staff and Parent SEL training</p> <p>c. Selection, purchase, and order SEL support materials and student incentives</p> <p>d. Provide Boys Town and CPI Training to teachers and staff</p> <p>e. Continue "Caught Being Good" tickets for good behavior</p> <p>f. Room environment will be enhanced by purchase of furniture</p> <p>g. Schedule staff to attend Boys Town, CPI, CAPTAIN and SEL training for all Special Ed. aides and teachers</p> <p>h. Schedule Saturday School Program</p> <p>i. Monitor absence rate weekly and schedule SART meetings</p> <p>j. Attendance incentives to promote attendance</p> <p>k. Work orders for campus repairs will be submitted in a timely manner and weekly meetings with custodian</p> <p>l. Schedule meetings the SEL coordinator to follow up on district meetings and improve site level data</p> <p>m. Schedule college and career readiness days throughout the year to improve climate</p> <p>n. Continue to improve site with furniture to provide a more welcoming environment</p> <p>o. Work with School Safety Team to support the development of the safety plan</p> <p>p. Provide 100 mile club support (incentives, posters, t-shirts etc.)</p> <p>q. Provide students with opportunities to connect with other students and build on inclusion practices through buddy reading, Dr. Seuss, Cybersecurity Tech Day and College and Career rotation days</p> <p>r. Provide School night events lighting</p> <p>s. Provide Continued to support SEL Coaching and Professional Development and increase support for Tier 2 and Tier 3 Behavior Interventions and increase students' ability to better resolve conflict and become more socially and emotionally resilient. Continue to review and</p>	<p><u>X</u> All Students</p>	<p>4300 SEL 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00</p> <p>5200 Safe Schools 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1031.00</p> <p>4300 Desks and Chairs 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,169.00</p> <p>4300 Books for Teachers 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$300.00</p>

expand Safe School plans development, staff development support, and emergency supplies
 t. Provide opportunities for students to develop leadership skills through our AVID student leaders

Action 2.3

2.3 STUDENT ATTENDANCE

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>a. School attendance will increase by having the nurse and health clerk support the students health needs and educate them on how they can stay healthy.</p> <p>b. The school will purchase incentives for being on time and for being at school on a daily basis. There will be rewards for those students who have high attendance rates. The school will offer as an incentive Saturday School. Monitor 30 and 60 day follow up of SARB students.</p> <p>c. Awards will be given for perfect attendance, outstanding attendance and CAASPP met/exceeded standard awards. Monthly Newsletter will inform parents of attendance and highlight percentages</p> <p>d. School will provide a Ready Recess reward for students ready to learn based on awards</p> <p>e. Saturday School enrichment materials</p> <p>f. Use RAPTOR system and Volunteer Appreciation Breakfasts to show appreciation to parents</p> <p>g. Discuss attendance at leadership, SSC, AVID parent meetings, social media for shared leadership</p> <p>h. Continue to provide and improve Saturday School program for ADA Recovery, student behavior support, and engaging instructional support</p> <p>i. Continue to provide and improve support for Chronically Absentee students, i.e., Saturday school, SEL, and follow up</p>	<p><u>X</u> All Students</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>

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. (See Goal 3.1a)
2. Continuing and expanding staff, parent and student outreach opportunities through site trainings on AVID, Attendance, Dual Immersion and GATE. (See Goal 3.1b-h)
3. Expand communication and consistency through communication of district promise of Learning without Limits for staff, parents and students. Continuing to use website, newsletters-PeachJar, parent notification system, Connect Ed. and new apps that become available. (See Goal 3.1a)

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	New Parent Question Baseline: Percentage of parents who participate in school-wide activities – All of the time 17%; Most of the Time 28%; Sometimes 47%; Never 8%. When asked for comment on why, if never, no comments were provided. Free and Reduced Lunch-75% (May 2018 LCAP Parent Survey)	P3: We are currently waiting for results from our surveys. We expect to see a higher percentage of parents taking the survey. Our front office staff is new and they have been working with teachers to promote and incentivize taking the survey. Parents also have access to the computer in the front office.
P3: Percentage of parents that acknowledge opportunities for involvement in school and district decision making	Actual: 71% of parents indicated awareness of opportunities for involvement with school and district decision making; 23% indicating they didn't know of opportunities. (May 2018 LCAP Parent Survey)	P3: We are currently waiting for results of the survey. We expect to increase in parent awareness.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5: Student engagement survey	<p>New Student Question Baseline: Percentage of students who participate in school-wide activities – All of the time 21%; Most of the Time 39%; Sometimes 33%; Never 7%. When asked for comment on why, if never, no comments were provided. Student question relative to being informed of school-wide activities indicated 5.54% are not well informed with 1.85% indicating they are not well-informed about classroom expectations.</p> <p>(May 2018 LCAP Student Survey) Class Dojo 719 messages sent to families, 45 videos shared, 124 stories shared, 1,801 skills celebrated and 92% positive feedback</p>	P5: We are currently waiting for results of the student survey. We expect to see more students taking the survey. Class Dojo 612 messages sent to families, 73 videos shared, 93% parent feedback
P6: Surveys of pupils, parents, teachers on sense of school connectedness	<p>Actual: Student Baseline – welcoming environment 75.77%; positive learning environment 77.69% Parent Baseline – welcoming environment 78%; satisfaction with instruction 89% Staff Baseline – welcoming environment 81.2%; collaborative culture at school/site 77.86% (May 2018 LCAP Student, Parent, and Staff Survey)</p>	P6: We are currently closed for COVID-19 so this data will not be gathered.
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.	Actual: Each classroom will choose one university to highlight in their classroom.	P7: Our school offers 3 times per year a clear focus on College and Career Readiness opportunities. The committee on site works with teachers to provide resources and engage students through rotations and activities.

Planned Strategies/Activities

Action 3.1

3.1 Parent and Student Engagement

	X Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>a. Schedule with district support for PD training to support a welcoming and engaging environment.</p> <p>b. Parent training and student outreach based on site-based parent and student needs (i.e. 100 Mile Club, Character Club, Dual Immersion).</p> <p>c. Shared Leadership for all parents (i.e., ELAC, SSC, GAC, PTA, SEPAC)</p> <p>d. Selection, Purchase, and order parent support materials (include computers, and resource materials)</p> <p>e. Access to technology and resources in the library to foster engaging opportunities. Purchase Maker Space material</p> <p>f. Continue Involvement in the district Dual Immersion Festival</p> <p>g. Continue and improve our Welcoming and Safe Environment with furniture, professional development and monitoring of school-wide implementation</p> <p>h. Provide babysitting for parents to attend meetings and support continued partnerships with the school</p>	<p><u>X</u> All Students</p>	<p>2910 Parent Meetings 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$832.00</p> <p>1910 Hourly, Other Certificated 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$895.00</p> <p>4300 Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$1180.00</p> <p>Translator Clerk Typist 4 hours 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$26,756.00</p> <p>Translator Clerk 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$2,000</p>

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

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:	P1: All teachers are fully credentialed outside of interns we have throughout the year.	Based on current personnel records, all teachers are fully credentialed.
P1: Pupils have sufficient access to standards-aligned instructional materials:	P1: Use purchased materials K-6 aligned to ELA/ELD and Math CCSS. Williams Inspection with 100% of our students and teachers having necessary materials.	Based on Williams Inspection 100% of students and teachers had necessary materials.
P2: Implementation of state board adopted content and performance standards with all students	P2: Alignment of ELD textbook materials into UOS, baseline ELPAC and EL Profile Cards used to monitor.	Staff survey will be available in May for this school year.
P2: English learners will access CSS and ELD standards in both academic content and English language proficiency.	P2: Teachers are current on completing their TELP's and are taken the days they need to progress monitor if they have large groups of English Learners.	Based on teacher release days, teachers work to further align UOS and ELD units with resources. 100% TELP-Teacher Evaluation of English Proficiency all teachers are current on monitoring their students.
P4: Statewide assessments---ELA % Standard Met/Exceeded	School 30%; LI 26%; EL 7% P2: Increase our ELA by 2% P4: Our expectation is that our students will increase by 2% in ELA this year. We expect to see that our DFS will decrease.	Actual 18-19: School 28%; LI 24%; EL 5% We decreased in ELA overall, low income and English Learner students by -.5%, -.5%, -.1% relatively. We did not meet our expected outcome we set for overall, low income, or EL student groups. We are -37.6 points DFS and have had a -.3 decrease since 2015. Our reclassified students performed +47 scale score points above non reclassified students. (2018-19 CAASPP Data, DFS Reports Google Drive)

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>P4: Statewide assessments---Math % Standard Met/Exceeded</p>	<p>School 16%; LI 15%; EL 4%</p> <p>P2: Increase our Math by 1%</p> <p>P4: Our expectation is that our students will increase by 3% in Math this year. We expect to see that our Reclassified English Learners will perform above our non-reclassified students. Another area we have focused on is our English Learners so we also expect to see a 1% increase.</p>	<p>Actual 18-19: School 15%; LI 14%; EL 3%</p> <p>We had a decrease from baseline in Math overall, low income and English Learner students by -.5%, -3%, -.5% relatively. We did not meet our expected outcome we set for overall, low income, or EL student groups. We are -50.9 points DFS. Our reclassified students performed 70.6 scale score points above non reclassified students. (2018-19 CAASPP Data, DFS Reports Google Drive)</p>
<p>P4: Percentage of teachers who have been AVID trained and demonstrate College Readiness strategies</p>	<p>P4: We have 31 teachers and 25 have been AVID trained through SI or Path. There is an AVID committee to support the staff on AVID Weekly.</p>	<p>Actual: 35 teachers with 25 teachers AVID trained through SI or Path. There is an AVID committee to help support the site and promotes college and career readiness activities. We have 4 SDC teachers, 2 Literacy Support Teachers and 4 new teachers not trained. 4 New teachers will go to SI this year. (AVID Site Plan and Data)</p>
<p>P4: Percentage of English learner pupils who make progress toward English proficiency as measured by ELPAC</p>	<p>P4: We expect to see growth in our ELPAC scores this year. We have done various trainings throughout the year to help support this progress. We have worked with Language Services to conduct BELIEF trainings, ELPAC trainings and working with teachers 1 on 1. We have also had more teachers trained to test all areas of the ELPAC assessments and Kinder teachers will help to assess our students.</p>	<p>Actual: Spring 2018 Percentage of students by Domain and performance level data shows that overall 54.17% of our students are well developed to moderately developed, 30.12% are somewhat/moderately developed and 15.71% are at beginning performance level in Summative Results. 21.64% are well developed, 59.76% are somewhat/moderately developed and 18.60% are at the beginning level in Listening. 43.50% are well developed, 41.51% are somewhat/moderately developed and 14.98% are at the beginning level in Speaking. 10.89% are well developed, 55.79% are somewhat/moderately developed and 33.30% are beginning level in Reading. 16.37% are well developed, 65.74% are somewhat/moderately developed and 17.88% are at the beginning level in Writing. This data shows that our students are doing the best in Listening and need the most support in Reading. (CAASPP-ELPAC CDE Test Results 2018)</p>

Metric/Indicator

Expected Outcomes

Actual Outcomes

P4: English learner reclassification rate

P4: Our reclassification rate went down this year but our expectation is that our students will increase by 2%.

Actual 2018-19
 Reclassification RFEP-1.4%
 School has had a staff professional development by Language Services Department, ELD Level Descriptor and Beginning of the Year training to identify strategies per grade level. We also had kinder teachers trained on ELPAC so they can better support the site with ELPAC testing. (Ed Data 2018)

P8: Other student outcomes - DIBELS/IDEL

School data will increase by 2%

Kinder B2 DIBELS	IDEL	Actual 19-20
FSF		
47% well below		
33% below		
47% at or above		
PSF	FSF	
49% well below	17% well below	
25% below	23% below	
25% at or above	60% at or above	
FSF-Sil 8.4 per min.		
1st Grade B2 DIBELS	IDEL	
DORF	FLO	
31% well below	19% well below	
22% below	16% below	
47% at or above	65% at or above	
DORF-A		
59% well below		
22% below		
19% at or above		
2nd Grade B2 DIBELS	IDEL	
DORF	FLO	
46% well below	35% well below	
12% below	22% below	
46% at or above	43% at or above	
DORF-A		
8% well below		
2% below		
90% at or above		
3rd Grade B2 DIBELS		
DORF	FLO	
32% well below	47% well below	
18% below	25% below	

Metric/Indicator	Expected Outcomes	Actual Outcomes
		49% at or above 28% at or above DORF-A 40% well below 17% below 43% at or above 4th Grade B2 DIBELS CMP 24% well below 31% below 45% at or above (VPort K-3 Campus Summary Reports and iStation Summary Report-4th Grade)
P8: Other student outcomes – SBAC Reading Claim #1	School data will increase by 2% in met or exceeded 2019-20 Expected- 9.9 above standard 45.5 near standard 44.6 below standard	SBAC ELA Reading Claim Actual 2018-19 Achievement Level Descriptor 8.24 above standard 45.88 near standard 45.88 below standard According to CAASPP test results in analyzing change over time, our students in grades 4-6 had a mean scale score of 2389.2, 2438.2, 2470.2 with a +30, + 81 and +52.7 pt. gain from previous year respectively. When evaluating our students ability to understand stories and information that they read, students in grades 3-6 scored above standard 3.8%, 9.76%, 10.61% and 10.14% respectively. (CAASPP-ELPAC Data-Detailed Report)

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Improve Reading, Math and Science Proficiency a. Full implementation of UOS CCSS curriculum units and effective	1.1 IMPROVE READING, MATH AND SCIENCE PROFICIENCY:	1110 Hourly Cert 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707	1110 Hourly Cert 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>instructional strategies; support for ELA/ELD, Math and Science curriculum</p> <p>b. Continue 5th year of AVID</p> <p>c. Provide opportunities for teachers to attend conferences to support CCSS</p> <p>d. Instructional coaches to support teaching and learning for all students</p> <p>e. Assist teachers in monitoring and implementing Units of Study and pacing guides</p> <p>f. Provide opportunities to collaborate by grade levels 3 times a year</p> <p>g. Provide release day for Admin Designee to support site with data analysis and SEL</p> <p>h. Provide materials necessary to implement ELA, writing strategies, Balanced Math, STEAM and NGSS units</p> <p>i. Provide computers in the classrooms</p> <p>j. Focused staff meetings monthly on our school initiatives</p> <p>k. Provide materials necessary to supplant California Standards and more complex texts, books and organizers for materials</p> <p>l. Provide Support for extra hours for office registration</p> <p>m. Provide Project GLAD and CABA training for teachers</p> <p>n. EL students will be identified for intervention opportunities during the school day using district benchmarks and used to form intervention groups.</p> <p>o. Provide BLT's to support English Learners and groups will be formed based on data analysis</p>	<p>a. Fully implementing UOS CCSS curriculum units and effective instructional strategies; support for ELA/ELD, Math and Science curriculum continues. Monitored through grade level minutes and data analysis tools in a shared google folder.</p> <p>b. Continued 4th year of AVID and did not continue NEU this year. Staff meetings and grade level lead meetings focused on strategy implementation and support. All teachers have access to Evidence Binder.</p> <p>c. Provided opportunities for teachers to attend conferences to support CCSS like AVID, Project GLAD, CUE and Inclusive Practices.</p> <p>d. Instructional coaches to support teaching by working with staff at staff meetings and 1 on 1. Specifically with guided reading, early literacy and ELD strategies.</p> <p>e. Assisted teachers in monitoring and implementing Units of Study and pacing guides with a total of 9 teachers on UOS for ELA/Math/Science. Provided monthly emails.</p> <p>f. Provided opportunities to collaborate by grade levels by giving 3 days for planning and Balanced Math Coach day.</p> <p>g. Provided release day for Admin Designee to support site with data analysis and Social and Emotional Learning with SEL Coordinator. They also planned counseling groups.</p>	<p>\$1000.00</p> <p>1130 Teacher Subs 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$5,000.00</p> <p>2403 Salary, EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$61,924.00</p> <p>1100 Salary, CSR Intervention Tchr (75%) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$106,510.00</p> <p>1100 Salary, CSR Intervention Tchr (50%) 1000-1999: Certificated Personnel Salaries Title III District -- 500 4203 \$67,303.00</p> <p>2413 Overtime, Sec 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$1,753</p> <p>2100 Salary, Bilingual Language Tutor (1.0) 2000-2999: Classified Personnel Salaries Title III District -- 500 4203 \$12,866.00</p> <p>2100 Salary, Bilingual Language Tutors (50%) 2000-2999: Classified Personnel Salaries</p>	<p>\$1000</p> <p>1130 Teacher Subs 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$3332.50</p> <p>2403 Salary, EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$61,924.00</p> <p>1100 Salary, CSR Intervention Tchr (65%) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$106,510.00</p> <p>1100 Salary, CSR Intervention Tchr (50%) 1000-1999: Certificated Personnel Salaries Title III District -- 500 4203 \$67,303.00</p> <p>2413 Overtime, Sec 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$0</p> <p>2100 Salary, Bilingual Language Tutor (1.0) 2000-2999: Classified Personnel Salaries Title III District -- 500 4203 \$12,866.00</p> <p>2100 Salary, Bilingual Language Tutors (32%) 2000-2999: Classified Personnel Salaries</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>p. All EL students will receive 30 minutes of designated ELD and integrated ELD throughout the day EL Facilitator provides EL & Re designated support</p> <p>q. Monitoring growth and proficiency for ELPAC scores of EL's</p> <p>r. Instruct students utilizing the 90% Spanish/10% English model of Dual Immersion for Kindergartners.</p> <p>s. Instruct students utilizing the 80% Spanish/20% English model of Dual Immersion for First Grade students.</p> <p>t. Instruct students utilizing the 70% Spanish/30% English model of Dual Immersion for Second Grade students.</p> <p>u. Instruct students utilizing the 60% Spanish/40% English model of Dual Immersion for Third Grade students.</p> <p>v. Instruct students utilizing the 50% Spanish/50% English model of Dual Immersion for Fourth thru Sixth Grade students.</p> <p>w. Students who have gone through the Student Study/Success Team process and who are perceived to have communication challenges will receive enrichment through CEP within the school day and will receive home activities for additional reinforcement.</p> <p>x. Kinder Teachers will have a parent orientation for incoming students after school. Provide teachers with planning and meeting extra hours.</p> <p>y. Continue to provide and improve student and parent access to libraries, i.e., library staff schedule modifications, digital resource access, and additional</p>	<p>h. Provided materials necessary to implement writing strategies, Balanced Math and NGSS units and gave grade levels time to work with Balanced Math Coach. 3rd Grade worked as an IMPACT team.</p> <p>j. Focused staff meetings monthly on our school initiatives.</p> <p>k. Provided materials necessary to supplant California Standards and more complex texts by sharing resources from the Impact Teams</p> <p>m. Provided Project GLAD and CAFE training for teachers</p> <p>n. EL students will be identified for intervention opportunities during the school day using district benchmarks. The Language! intervention program is taught by a CSR intervention teacher and will end this year. We will continue to add guided reading groups to 5th and 6th grade . Intervention teachers support analysis of data as a team.</p> <p>o. Provided BLT's to support English Learners and groups will be formed based on data analysis. We provided support for all beginning and EL levels 1-3. There is a BLT in Dual Immersion classrooms.</p> <p>p. All EL students received 30 minutes of designated ELD and integrated ELD throughout the day, EL Facilitator provided EL & Redesignation support</p> <p>q. Monitored growth and proficiency for ELPAC scores of EL's by determining who qualified for reclassification and using small group support with BLT's. Principal met with</p>	<p>Title III LEP -- 4203 \$3,489.00</p> <p>4300 Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$62,847.00</p>	<p>Title III LEP -- 4203 \$3,489.00</p> <p>4300 Materials & Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$35,944.02</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>books and eBooks, including pilot Maker Spaces implementation</p> <p>z. Continue and expand instructional monitoring system, i.e., instructional walkthroughs and Fishbowls, data dashboards, and administrative support</p> <p>z.a Provide teacher preparation and collaboration time to support CSS implementation including designated and integrated ELD, state and local assessment analysis, and instructional planning as evidenced by agendas, protocols, and coaches logs.</p> <p>z.b Improve parent and student access to the library through scheduled time and an increase in library books/eBooks inventory.</p>	<p>teachers to discuss specific needs of students not being reclassified.</p> <p>r. Instructed students utilizing the 90% Spanish/10% English model of Dual Immersion for Kindergartners.</p> <p>s. Instructed students utilizing the 80% Spanish/20% English model of Dual Immersion for First Grade students.</p> <p>t. Instructed students utilizing the 70% Spanish/30% English model of Dual Immersion for Second Grade students. We currently have K-2 DI students.</p> <p>w. Students who have gone through the Student Study/Success Team process and who are perceived to have communication challenges received enrichment through CEP within the school day and received home activities for additional reinforcement. We currently have 5 students on CEP.</p> <p>y. Continued to provide and improve student and parent access to libraries, i.e., library staff schedule modifications, digital resource access, and additional books and eBooks, including pilot Maker Spaces implementation</p> <p>z. Continued and expanded instructional monitoring system, i.e., instructional walkthroughs, data analysis forms, and administrative support by informing leadership team and SSC/ELAC committees.</p> <p>z.a Provided teacher preparation and collaboration time to support CSS implementation including designated and integrated ELD, state and local</p>		

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

assessment analysis, and instructional planning as evidenced by minutes.
z.b Improved parent and student access to the library through scheduled time and amount of books checked out each week and an increased in library books/eBooks inventory through purchase of books for classroom libraries.

**1.2 INSTRUCTION AND
COLLABORATION:**

- a. Utilized Step Up to Writing strategies were used during writing lessons.
- b. Provided a classroom setting conducive to learning by evaluating classroom setting.
- c. Provided AVID supplies for each student through LCAP
- d. Continued to purchase additional titles for the library aligned to McGraw Hill ELA Program, Units of Study and Dual Immersion and allowed for library access
- e. Purchased Common Core Materials necessary to supplement McGraw Hill ELA and Math and NGSS.
- f. Purchased needed materials and supplies to foster Balanced Math and NGSS strategies and units
- h. Provided time monthly to collaborate
- i. CSR Intervention teachers provided intensive intervention for early literacy by creating a schedule to meet the needs of the lower grades. Revised throughout the year.

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

j. Provided collaboration days for data analysis, pacing, planning and organizing Professional Development (PD) includes contracts and staff substitute/hourly for research-based strategies through RCOE, Project GLAD, Special Education collaboration for inclusion practice, Growth Mindset, Technology.
 k. Continued development of Next Generation Science Standards (NGSS) UoS and implementation plan through District Science Committee (DSC)
 l. Teacher preparation and collaboration time continued to support data analysis, intervention support, and lesson planning
 m. Developed and increased Extended Day Opportunities (ELO) program

(Note: Effective in ensuring that students are receiving core instructional support, tiered intervention when necessary, and access to aligned instructional materials and support; staff development is providing continued professional planning support through Impact Team implementation to increase learning for all, and on effective strategies in a Multi-Tiered Systems of Support to meet learner needs.)

1.2 INSTRUCTION AND COLLABORATION
 a. Utilize Step Up to Writing strategies.

1.3 INTERVENTIONS:

1130 Teacher Subs
 1000-1999: Certificated
 Personnel Salaries

1130 Teacher Subs
 1000-1999: Certificated
 Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>b. Provide a classroom setting conducive to learning.</p> <p>c. Provide AVID supplies for each student</p> <p>d. Continue to purchase additional titles for the library aligned to McGraw Hill ELA Program, Units of Study and Dual Immersion and allow for library access</p> <p>e. Purchase Common Core Materials necessary to supplement McGraw Hill ELA and Math</p> <p>f. Purchase needed materials and supplies to foster Balanced Math and NGSS strategies and units</p> <p>g. Provide technology supplies for teachers and students</p> <p>h. Provide time monthly to collaborate</p> <p>i. CSR Intervention teachers will provide intensive intervention for early literacy.</p> <p>j. Provide collaboration days for data analysis, pacing, planning and organizing Professional Development (PD) includes contracts and staff substitute/hourly for research-based strategies through Center for Leadership and Learning, Core Collaborative, RCOE, UCR to support UoS Curriculum Design (1.1a), Balanced Math (PD and coaching), Early Literacy (1.4c), GATE certification, Project GLAD, Principal Coaching, Special Education collaboration, Growth Mindset, Technology, Equity Institute, and coaching model follow up.</p> <p>k. Continued development of Next Generation Science Standards (NGSS) UOS and implementation plan through the District Science Committee (DSC)</p>	<p>a. CSR Intervention teachers supported primary instruction and intensive language learners (Title I)</p> <p>b. Teachers continued developing SMART goals after UOS assessments. Principal monitored through grade level minutes and data analysis forms</p> <p>c. Teachers and principal kept parents informed on progress through SSC/ELAC and Dual Immersion Parent Meetings.</p> <p>d. Extended Learning Opportunities and Kinder Academy</p> <p>e. Technology and software aligned to technology plan (including PD for 1:1)</p> <p>f. Bilingual Language Tutors (4) provide primary language support for English Learners and support BLT's to attend trainings for ELPAC and Project GLAD</p> <p>g. Provided opportunities for GATE students to work on essential learning via after school activities</p> <p>h. Teachers continued Early Literacy strategies and intervention using DIBELS and IDEL along with CSR Intervention teachers support. Guided Reading began in 4th grade and a K-3 reading library was purchased.</p> <p>i. Teachers continued Balanced Math strategies Mental Math, Math Review, Math Fun and Poster Method and the school will provide needed materials to continue implementation. All grade levels worked with Balanced Math Coach.</p>	<p>Title I Basic -- 3010 \$11,024.00</p>	<p>Title I Basic -- 3010 \$11,024.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>l. Teacher preparation and collaboration time continued to support data analysis, intervention support, and lesson planning includes additional 15 minutes of preparation time, site-based additional substitute and hourly collaboration time to support CSS implementation, and data team leader stipends</p> <p>m. Develop and increase Extended Day Opportunities (ELO) program</p>	<p>(Note: Effective in ensuring that students are receiving core instructional support, tiered intervention when necessary, and access to aligned instructional materials and support; staff development is providing continued professional planning support through Impact Team implementation to increase learning for all, and on effective strategies in a Multi-Tiered Systems of Support to meet learner needs.)</p>		
<p>1.3 INTERVENTIONS</p> <p>a. CSR Intervention teachers support primary instruction and intensive language learners (Title I)</p> <p>b. Teachers will continue developing SMART goals after UOS assessments. The principal will monitor through grade level minutes and data analysis forms</p> <p>c. Teachers and principal will keep parents informed on progress</p> <p>d. Extended Learning Opportunities and Kinder Academy</p> <p>e. Technology and software aligned to technology plan (including PD for 1:1)</p> <p>f. Bilingual Language Tutors (3) provide primary language support for English Learners and support BLT's to attend training for ELPAC and Project GLAD</p> <p>g. Provide opportunities for GATE students to work on essential learning via after-school activities and provided release time for teacher to assess.</p>	<p>1.4 ASSESSMENT AND DATA COLLECTION:</p> <p>a. Monitored CAASPP, CAA and CELDT data. California state test in Science in 5th grade for NGSS during a staff meeting.</p> <p>b. Monitored the pre and post assessments in the Units of Study, DIBELS, IDEL, Guided Reading and pacing guide schedule every 6-8 weeks. Used the curriculum embedded assessments.</p> <p>c. Online integration of formative assessments</p> <p>d. Analysis and Data Review Support</p> <p>e. Teachers will use RAZ, Mobymax, Read Naturally, iStation, and BrainPop as resources for the classroom. Teachers also use Power Learning to make assignments using Google Docs and Google Classroom.</p> <p>(Note: Analyzation and collaboration of data is effective in setting</p>	<p>2100 Salary, Bilingual Language Tutor (75%) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$10,573.00</p> <p>1130 Subs 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$</p> <p>2100 Salary, Bilingual Language Tutor 3000-3999: Employee Benefits LCFF Suppl/Conc -- 0707 \$21,796.00</p> <p>4300 Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,800.00</p> <p>5725 Printing 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707</p>	<p>2100 Salary, Bilingual Language Tutor 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$10,573.00</p> <p>1130 Subs-see above 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0</p> <p>2100 Salary, Bilingual Language Tutor 3000-3999: Employee Benefits LCFF Suppl/Conc -- 0707 \$21,796.00</p> <p>4300 Material & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,800.00</p> <p>5725 Printing 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>h. Teachers will continue Early Literacy strategies and intervention using DIBELS and IDEL along with CSR Intervention teachers support</p> <p>i. Teachers will continue Balanced Math strategies Mental Math, Math Review and Math Fun and the school will provide needed materials to continue implementation</p>	<p>interventions and discussing differentiation strategies. This is done during staff meetings and grade level meetings.)</p>	<p>\$1,200.00</p> <p>2100 Salary, Bilingual Language Tutor 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$14,098.00</p> <p>4210 eBooks Library 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,500.00</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. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000.00</p>	<p>\$1,200.00</p> <p>2100 Salary, Bilingual Language Tutor 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$14,098.00</p> <p>4210 eBooks Library 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,500.00</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. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000.00</p>
<p>1.4 ASSESSMENT AND DATA COLLECTION</p> <p>a. Monitor CAASPP, CAA, and ELPAC data. California state test in Science in 5th grade for NGSS</p> <p>b. Monitor the pre and post assessments in the Units of Study, DIBELS, IDEL and pacing guide schedule every 6-8 weeks. Use curriculum-embedded assessments. The purpose of these assessments is to provide timely data to teachers to make decisions that will improve instruction and students</p>	<p>1.5 MAINTAIN HARDWARE, MATERIALS AND SUPPLIES:</p> <p>a. Provided working copy machines and updated old ones.</p> <p>b. Provided service and supplies for copy machines</p> <p>c. Provided lamination supplies</p> <p>d. Provided service on lamination equipment</p> <p>e. Provided ink cartridges for computer printers</p> <p>f. Provided warehouse supplies to support instruction</p>	<p>5640 Maint Contract 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2,779.00</p> <p>5850 Software Licences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$13,500.00</p>	<p>5640 Maint Contract 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2,779.00</p> <p>5850 Software Licences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$7,887.47</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>learning and assist them in monitoring progress.</p> <p>c. Online integration of formative assessments</p> <p>d. Provide Analysis and Data Review Support</p> <p>e. Teachers will use RAZ, Mobymax, Read Naturally, iStation, and BrainPop as resources for the classroom.</p>	<p>g. Purchased additional McGraw Hill, Balanced Math and NGSS resource materials</p> <p>h. Provided additional tables and chairs to classrooms and conference room</p> <p>i. Purchased incentives for SEL, attendance and CAASPP</p> <p>j. Purchased technology</p> <p>k. Library Support</p> <p>(Note: Teachers were supported with materials and supplies to provide effective strategies and continue in their UOS pacing.)</p>		
<p>1.5 MAINTAIN HARDWARE, MATERIALS AND SUPPLIES</p> <p>a. Provide working copy machines</p> <p>b. Provide service and supplies for copy machines</p> <p>c. Provide lamination supplies</p> <p>d. Provide service on lamination equipment</p> <p>e. Provide ink cartridges for computer printers</p> <p>f. Provide warehouse supplies to support instruction</p> <p>g. Purchase additional McGraw Hill, Balanced Math and NGSS resource materials</p> <p>h. Provide additional tables and chairs to classrooms</p> <p>i. Purchase incentives</p> <p>j. Purchase technology and furniture to support collaboration</p> <p>k. Library Support</p>	<p>1.6 PROFESSIONAL DEVELOPMENT:</p> <p>a. Teachers participated in training's that focused on improving their classroom instruction and promoted college and career readiness. Teachers participated in PD for DIBELS, IDEL, CUE, AVID, Project GLAD and CABE. They also had access to ASCD online by need.</p> <p>b. Teachers attended district Balanced Math and California Standards training's in Math, ELA and ELD</p> <p>c. Teachers and administrator shared effective strategies and collaborated to produce a cohesive plan for the implementation of strategies at the site by grade level during leadership meetings. Teacher grade level leaders worked with administrator on SPSA and AVID Evidence Binder.</p>	<p>4300 Supplemental Support/Materials 4000-4999: Books And Supplies Title I Basic -- 3010 \$</p> <p>4210 Library 4000-4999: Books And Supplies Title III LEP -- 4203 \$4,491.00</p>	<p>4300 Supplemental Support/Materials-see above 4000-4999: Books And Supplies Title I Basic -- 3010 \$</p> <p>4210 Library 4000-4999: Books And Supplies Title III LEP -- 4203 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>d. Staff participated in Customer Service, CPI and Restorative Practices training.</p> <p>e. Purchased material necessary to support the implementation of California Standards and the designated plans for teachers.</p> <p>f. Leadership team continued working on strategies to improve collaboration with their grade level teams. Teacher leaders met with principal to go over grade level folder and improve practice.</p> <p>(Note: Professional Development was provided to align with school goals and provide support for teachers.)</p>		
<p>1.6 PROFESSIONAL DEVELOPMENT</p> <p>a. Teachers will participate in training's that will focus on improving their classroom instruction and promote college and career readiness. Teachers participated in DIBELS, IDEL, CUE, AVID, Project GLAD, and CABE PD.</p> <p>b. Teachers will attend district Balanced Math and California Standards training.</p> <p>c. 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>d. Staff will participate in Customer Service, CPI and Boys Town Training</p>	<p>1.7 PROVIDE STUDENT INCENTIVES:</p> <p>a. Students were given incentives to improve attendance/behavior, and increase student achievement (agendas, Science winners, intramural sports, skills day, attendance awards, 100 mile, effort awards, achievement awards, reclassification. Students and Media Clerk helped to support Pedley SWAG-Stay Organized, Wonderful Readers, Attendance Matters and Great Citizenship</p> <p>(Note: Students incentives helped motivate students to participate and support SEL.)</p>	<p>1130 Subs 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$</p> <p>5200 Conf 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$680.00</p>	<p>1130 Subs-see above 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>5200 Conf. 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$440.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>e. Purchase material necessary to support the implementation of California Standards and the designated plans</p> <p>f. The Leadership team will continue working on strategies to improve collaboration with their grade level teams</p>			
<p>1.7 PROVIDE STUDENT INCENTIVES</p> <p>a. Students will be given incentives to improve attendance/behavior, and increase student achievement (agendas, Science winners, intramural sports, skills day, attendance awards, 100 mile, effort awards, achievement awards, reclassification awards.</p>	<p>1.8 TECHNOLOGY:</p> <p>a. Teachers followed the technology standards ITSE by grade level in order to meet the needs of SBAC Smarter Balanced Assessment Consortium each year</p> <p>b. Teachers prepared students by following the Units of Study assessments and used the districts Educator's Assessment Data Management System EADMS</p> <p>d. Teachers received training from teacher technology facilitator, coaches and coordinator on the use of computers, laptops, tablets, Chromebooks, document cameras, projectors, and online resources. Our site facilitator provided monthly staff support depending on site specific need like Quizizz, iStation, Power Learning and Google Docs.</p> <p>e. Teachers attended technology trainings available to assist with NGSS, UOS and Chromebook implementation.</p> <p>f. Teachers used RAZ, Mobymax, Read Naturally, iStation, and BrainPop as resources for the classroom.</p>	<p>5800 Imagination Machine 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2,000.00</p>	<p>5800 Imagination Machine 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2,000.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	(Note: Teachers were given site support to help with technology needs and provide continued analysis of pacing for technology standards.)		
<p>1.8 TECHNOLOGY</p> <p>a. Teachers will follow the technology standards ITSE by grade level in order to meet the needs of SBAC Smarter Balanced Assessment Consortium each year</p> <p>b. Teachers will prepare students by following the Units of Study assessments and use the districts Educator's Assessment Data Management System EADMS</p> <p>c. Teachers will scan into this system and use the assessment bank in preparation for the CSS SBAC computer adaptive items and performance tasks</p> <p>d. Teachers will receive training from teacher technology coaches and coordinator on the use of computers, laptops, tablets, Chromebooks, document cameras, projectors, and online resources</p> <p>e. Teachers will attend Technology training available to assist with NGSS, UOS and Chromebook implementation.</p> <p>f. Teachers will use RAZ, Mobymax, Read Naturally, iStation, and BrainPop as resources for the classroom.</p>		<p>1100 Salary, CSR Intervention Tchr (50%) 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$67,303.00</p> <p>4400 Technology 4000-4999: Books And Supplies Title I Basic -- 3010 \$500.00</p> <p>4310 Tech Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p>	<p>1100 Salary, CSR Intervention Tchr (50%) 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$67,303.00</p> <p>4400 Technology 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p> <p>4310 Tech Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p>

Analysis

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

1. The implementation of the UOS and formative assessments in ELA, Math and NGSS is monitored by the implementation by using data analysis forms and grade level minutes. This helped the principal and teachers have discussion on the performance tasks and any other forms of assessments being used to monitor progress. The UOS calendar platform was used to monitor tasks. Teacher teams met weekly to discuss progress, next steps and analyze student work. Principal provided support as needed. 3rd and 4th Grade was selected to participate in IMPACT teams and lessons were collectively discussed with assistance from our TSA and district office team.
2. Interventions were used throughout the school and there was a focus of early literacy, DIBELS/IDEL, guided reading strategies in K-4 grades. We provided MTSS with the assistance of our Early Literacy TSA and Literacy teachers. Teachers worked together to complete benchmarks throughout the year. Teams were given planning time to meet with the Literacy teachers and come up with next steps and develop a plan. Students in the SST process were closely monitored and data was used to set new interventions. Literacy teachers and RSP teacher are part of the SST process where B-SEL and MTSS supports are discussed.
3. Teachers have participated in Summer Institute or Path training for AVID in an effort to increase College and Career Readiness in the elementary. Our three goals are organization, binder/agenda and 3-Column notes. We had the staff trained on Inquiry strategies for each grade level (Red Light Green Light, Would You Rather, Philosophical Chairs and Socratic Seminar). A committee is in place at the site to help with developing and promoting 3 College and Career days at the school. One day is focused on colleges and the other day is focused on careers where several professionals come to the site to give lessons and focused on technology Digital Citizenship. Staff meetings have been offered throughout the year by Technology Coordinator on Kahoot, SAMR and Power Learning.

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

There are several strategies that have continued this year in Math such as Balanced Math Math Fun, Math Review and Poster Method. In ELA we have continued early literacy and guided reading strategies. As a school we see that these strategies have provided a more cohesive way to focus on strategies. Grade levels have been provided with planning time with the Balanced Math Coach in groups to see the strategies being taught in their grade level and then they have planning time with the Balanced Math Coach. Our coach has worked closely with the new teachers by creating a schedule and rotating into classes to work with teachers on Math Fun, Math Review and Poster Method. For ELA, our teachers have worked with our Early Literacy TSA and Literacy Coaches on DIBELS/IDEL, early literacy and guided reading strategies. Our Literacy Coaches have taken lead. They have also spent time reviewing the data to set new interventions throughout the year. We also have the BLT's and Aides trained to work with students on DIBELS/IDEL, early literacy and guided reading strategies. They have either been trained through the BLT meetings or working with Early Literacy TSA and Literacy Coaches in the classrooms. Teachers have also been trained on Project GLAD strategies in order to continue the collaboration in grade levels, all DI teachers and 5 Regular and 1 RSP teacher have been trained. Teachers in DI have monthly meetings and each month a strategy is shared by teachers with samples from their classrooms. There is an increase in our English Learner population 6.1 points with a yellow performance level. We have 6 members on NGSS, 2 on ELA and 1 on Math UOS this year. B-SEL Coordinator and Admin Designee participate in SST release days and Intervention planning days.

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

Additional funding is provided for teachers to plan with their grade levels on NGSS, Balanced Math, Inclusion Practices, Early Literacy, ELA and Social and Emotional Learning. The estimated actual expenditures are current and reflect the greatest need for grade levels to have grade level planning days.

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

We 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. Our next step in supporting teachers with Units of Study is formative assessments and strategies. (Goal 1.1a and b). This includes continuing with another grade level on IMPACT teams. We began IMPACT team with 3rd grade and this year we expanded to 4th grade. Kinder and 5th Grade have also attended RCOE Impact Team. They also understand the process of evaluating data.
2. As a school there is a need to provide books that are leveled for our early literacy and guided reading in our library as well as creating a teacher library for resources on these strategies and formative assessment options. (Goal 1.1y)
3. There is a great need to integrate ELD and ELA/NGSS so release days will be provided so that teams can work on lessons to continue with this action plan. (Goal 1.2j)

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>P1: School facilities are maintained in good repair: Baseline: Serviceability of facilities with maintenance with 100% of Good or Better on Facility Inspection Tool (FIT)</p>	<p>P1: School FIT report will indicate 100% Exemplary</p>	<p>Actual: FIT report indicates 100% Exemplary</p>
<p>P5: School attendance rates:</p>	<p>P5: School attendance rate is currently at 96%. Our attendance rate continues to improve. Many incentives are being offered and parent meetings have focused on the importance of attendance. Our expected outcome is to reach 97%</p>	<p>Actual: School 95.75% District 95.5% Our attendance rates have been steadily improving each year.</p>
<p>P5: Chronic absenteeism rates:</p>	<p>P5: District 9.7% School 8.5%</p> <p>Currently our school has improved their attendance. We continue to monitor 10% absences, SART and SARB meetings.</p>	<p>Actual: District 9.7% School 9.7%; LI 10.8%; EL 8%; SWD 22.5%</p> <p>Based on the California Dashboard we increased chronic absences by 2% and we are in the Orange performance level. We need to increase by .5% to move to the Yellow level. Through Q SIS-Student Information System further analysis, our higher absenteeism rates were reflected in K , 4th Grade and SWD students. Our SWD students have increased by 4.6% and are in the Orange performance level. SART and SARB meetings will be conducted in 3 cycles this year. School wide incentives are offered monthly and weekly. (California Dashboard, DataQuest , Q Sis and Q reports)</p>
<p>P6: Pupil suspension rates:</p>	<p>This school year our suspension rate has decreased. We have been working with our B-SEL Coordinator and Psychologist to improve</p>	<p>Actual: District 3.6% School 1.3% Currently we have decreased by .3%: LI 1.6%; EL .61% and we are in the Green performance level. Our school's</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>behaviors. We expect to have better results to end the year because we are offering an incentive for classes.</p>	<p>focus each morning is to have morning meetings and offering alternatives means of corrective action. Teachers are offering class incentives. We have also worked as a team to analyze the suspensions. Lunch time sports leagues have been implemented.</p>
<p>P6: Surveys of pupils, parents, teachers on sense of safety:</p>	<p>P6: We are currently getting ready to send out surveys for the Student, Parent and Staff. We expect to have a higher percentage this year.</p>	<p>Actual 74% participation for CHKS 92% of our students feel there is an academic motivation and 86% stated that the school has high expectations. 18% of students reported that they had experienced sadness and 52% stated that students were treated fairly when they broke the rules. Actual 18-19 Surveys: LCAP Survey – PARENTS-Most of the parents submitting the survey are Latino/Hispanic and qualify for free and reduced lunch-75%. Most parents are extremely satisfied or moderately satisfied with the school. Parents also felt that the instruction and reading support they received was extremely well or moderately well. There was also a majority of parents completing the survey stating that their child would go to a 4 year university or community college. Most parents were happy with the technology use and how much their child has learned. Parents suggested more supervision, bullying education, suspensions for bad behavior. LCAP Survey – STUDENTS-We had a total of 173 students take the survey. We have 84% of students satisfied with our school. 4% are not satisfied. 89% of students are satisfied with the instruction in school and feel that they are getting help with reading. 91% feel they are getting support for math. 84% of our students feel safe at school. and 4% feel unsafe. Students suggested putting less windows. LCAP Survey – STAFF-Out of all the surveys submitted we had 78.79% of Certificated and 21.21% Classified complete the survey. Most people have worked at Pedley 16 or more years. Most staff members believe that JUSD provides high quality of education. 70% of staff feel that they have adequate instructional supplies. 93% of staff members agree that the school is preparing</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		students for college and career and that we have a collaborative culture. Staff suggested more training for students on trades. They believe parental involvement is minimal. More emphasis on interventions to bring down our SST caseload and more supervisors on the playground.

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 nurse and health clerk help students health 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>2.1 HEALTH SERVICES:</p> <p>a. School attendance increased by having the nurse and health clerk 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>2200 Salary, Health Clerk Aide (HCA) .50 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$11,052.00</p> <p>2200 Salay, Health Clerk Aide (HCA) .50 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$11,052.00</p>	<p>2200 Salary, Health Clerk Aide (HCA) .50 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$11,052.00</p> <p>2200 Salary, Health Clerk Aide (HCA) .50 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$11,052.00</p>
<p>2.2 STUDENT SAFETY AND CLIMATE</p> <p>a. Schedule ongoing SEL training and coaching support</p> <p>b. Schedule Staff and Parent SEL training</p> <p>c. Selection, purchase, and order SEL support materials and student incentives</p> <p>d. Provide Boys Town and CPI Training to teachers and staff</p> <p>e. Continue "Caught Being Good" tickets for good behavior</p>	<p>2.2 STUDENT SAFETY AND CLIMATE:</p> <p>a. SEL Coordinator met in district monthly meetings and met with supervisors to review handbook and expectations. More supervision is needed.</p> <p>b. Schedule Staff and Parent SEL meetings. Principal created a SEL video to help support parents on a YouTube Channel. Parents were</p>	<p>4300 SEL 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00</p> <p>5200 Safe Schools 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1031.00</p> <p>4300 Desks and Chairs 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707</p>	<p>4300 PBIS 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00</p> <p>5200 Safe Schools 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,031.00</p> <p>4300 Desks and Chairs 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>f. Room environment will be enhanced by purchase of furniture</p> <p>g. Schedule staff to attend Boys Town, CPI, CAPTAIN and SEL training for all Special Ed. aides and teachers</p> <p>h. Schedule Saturday School Program</p> <p>i. Monitor absence rate weekly and schedule SART meetings</p> <p>j. Attendance incentives to promote attendance</p> <p>k. Work orders for campus repairs will be submitted in a timely manner and weekly meetings with custodian</p> <p>l. Schedule meetings the SEL coordinator to follow up on district meetings and improve site level data</p> <p>m. Schedule college and career readiness days throughout the year to improve climate</p> <p>n. Continue to improve site with furniture to provide a more welcoming environment</p> <p>o. Work with School Safety Team to support the development of the safety plan</p> <p>p. Provide 100 mile club support (incentives, posters, t-shirts etc.)</p> <p>q. Provide students with opportunities to connect with other students and build on inclusion practices through buddy reading, Dr. Seuss, Cybersecurity Tech Day and College and Career rotation days</p> <p>r. Provide School night events lighting</p> <p>s. Provide Continued to support SEL Coaching and Professional Development and increase support for Tier 2 and Tier 3 Behavior Interventions and increase students' ability to better</p>	<p>given link to view the resource. Each class conducts morning meetings.</p> <p>c. Selection, purchase, and order SEL support materials, library books and student incentives</p> <p>d. Continued CPI Training to teachers and staff who needed to redo the training or were new to the site</p> <p>e. Continued "Caught Being Good" tickets for good behavior and used Class Dojo as an incentive.</p> <p>f. Room environment was enhanced by purchase of furniture</p> <p>g. Schedule staff to attend CPI, Inclusion, Autism and SEL training for all Special Ed. aides and teachers</p> <p>h. Schedule Saturday School Program</p> <p>i. Monitor absence rate weekly and schedule SART meetings and meet with Translator Clerk to work on next steps. Used InTouch to make parent aware of meetings, Saturday School and importance of attendance.</p> <p>j. Attendance incentives to promote attendance by having the Media Clerk assist with monitoring a bulletin board for students showing Pedley SWAG which includes attendance.</p> <p>k. Work orders for campus repairs were submitted in a timely manner and weekly meetings with custodian</p> <p>l. Scheduled meetings the SEL coordinator to follow up on district meetings and improve site level data. They are also admin designees so there is a follow through with school discipline.</p> <p>m. Scheduled college and career readiness days throughout the year to</p>	<p>\$2,169.00</p> <p>4300 Books for Teachers 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$300.00</p>	<p>\$0</p> <p>4300 Books for Teachers 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$300.00</p>

**Planned
Actions/Services**

resolve conflict and become more socially and emotionally resilient. Continue to review and expand Safe School plans development, staff development support, and emergency supplies
t. Provide opportunities for students to develop leadership skills through our AVID student leaders

**Actual
Actions/Services**

improve climate and plan Cybersecurity lessons.
n. Continued to improve site with furniture to provide a more welcoming environment
o. Worked with School Safety Team to support the development of the safety plan and update supplies for new teachers. Provide training for new clerk on Raptor system. 100% of staff is trained on the intruder video.
p. Provided 100 mile club support (incentives, posters, t-shirts etc.)
q. Provided students with opportunities to connect with other students and build on inclusion practices through buddy reading, Dr. Seuss, Cybersecurity Tech Days and College and Career rotation days
r. Provided School night events lighting
s. Provided Continued to support SEL Coaching and Professional Development and increase support for Tier 2 and Tier 3 Behavior Interventions and increase students' ability to better resolve conflict and become more socially and emotionally resilient. Continued to review and expand Safe School plans development, staff development support, and emergency supplies
t. Provided opportunities for students to develop leadership skills through our AVID student leaders
u. We did not work with Girls on the Run but instead started lunch time groups with both of the admin designees and our school psych.

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.3 STUDENT ATTENDANCE</p> <p>a. School attendance will increase by having the nurse and health clerk support the students health needs and educate them on how they can stay healthy.</p> <p>b. The school will purchase incentives for being on time and for being at school on a daily basis. There will be rewards for those students who have high attendance rates. The school will offer as an incentive Saturday School. Monitor 30 and 60 day follow up of SARB students.</p> <p>c. Awards will be given for perfect attendance, outstanding attendance and CAASPP met/exceeded standard awards. Monthly Newsletter will inform parents of attendance and highlight percentages</p> <p>d. School will provide a Ready Recess reward for students ready to learn based on awards</p> <p>e. Saturday School enrichment materials</p> <p>f. Use RAPTOR system and Volunteer Appreciation Breakfasts to show appreciation to parents</p> <p>g. Discuss attendance at leadership, SSC, AVID parent meetings, social media for shared leadership</p> <p>h. Continue to provide and improve Saturday School program for ADA Recovery, student behavior support, and engaging instructional support</p> <p>i. Continue to provide and improve support for Chronically Absentee students, i.e., Saturday school, SEL, and follow up</p>	<p>2.3 STUDENT ATTENDANCE:</p> <p>a. School attendance increased by having the nurse and health clerk support the students health needs and educate them on how they can stay healthy.</p> <p>b. The school purchased incentives for being on time and for being at school on a daily basis. There will be rewards for those students who have high attendance rates. The school offered Saturday School for support to students with attendance and chronic absenteeism. Monitor 10% absences and SART students. 30 and 60 day follow up of SARB students.</p> <p>c. Awards were given for perfect attendance and outstanding attendance. Monthly Newsletter will inform parents of attendance and highlight percentages</p> <p>d. School provided a Ready Recess reward for students ready to learn based on awards</p> <p>e. Saturday School enrichment materials</p> <p>f. Use RAPTOR system and Volunteer Appreciation Breakfasts to show appreciation to parents</p> <p>g. Discussed attendance at leadership, SSC, AVID parent meetings, social media for shared leadership</p> <p>h. Continued to provide and improve Saturday School program for ADA Recovery, student behavior support, and engaging instructional support</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 \$500.00</p> <p>4300 Saturday School Incentives and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00</p>

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

i. Continued to provide and improve support for Chronically Absentee students, i.e., Saturday school, SEL, and follow ups

Analysis

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

Overall implementation of actions/services did achieve the articulated goal through:

1. Weekly meetings with custodian to go over work orders and identify areas of need for our following week. Meetings before vacations to articulate goals and needs for the site. Working together with custodians to monitor staff messages on fire and Williams Inspections. Working with the custodian and teachers on how to submit requests.
2. Continue to use PBIS and B-SEL strategies learned through district B-SEL Coordinator. Provide trainings for teachers on inclusive practices and Tiered Intervention each year at the beginning of the year. Include Admin designee in trainings and planning days to support the site such as identifying students at risk.
3. Meet monthly with THINK Coordinator and overview site and THINK needs to foster a strong connection for attendance and B-SEL needs. Discuss ways to bridge learning and UOS standards and skills.
4. Work with Translator Clerks to identify next steps in SART and SARB's for the site. Ensure attendance rate is posted on school Q Communication, marquee and identify ways parents can help improve attendance. Meet with SPED team to identify ways to improve attendance. Staff has created a school wide incentive plan for attendance weekly, monthly and trimester.
5. Ensure communication is made through various resources like Q Communication, website, Facebook, Instagram, Twitter and Class Dojo school wide and other web apps.

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

1. Our Facility Inspection Tool (FIT) reports indicate our school site as 100% Exemplary. Meeting with custodians on a regular basis has been very effective and establishing procedures for work requests.
2. We will continue to provide staff development on CPI, Inclusion, Tiered Intervention and proper supports for our SPED and General Ed. Teachers to work collaboratively.
3. The CHKS reflects 89% feel the school has high expectations. We will continue to foster this culture through improving our B-SEL strategies and emphasizing the need of morning meetings with students.
4. Our Safety Plan has been submitted and at the beginning of the year there is a site overview of items in the handbook. Teachers are reminded of procedures for evacuation and lockdowns and this has helped understand what to do in case of emergency. Staff Meetings include lesson learned from other site emergencies. All staff is connected to REMIND app. This has helped remind staff and new staff members. More planning needs to be done to conduct drills during recess and lunch.

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

Due to the high need of supporting our Inclusion practices we used some of our funding for professional development and planning days.

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.

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 Behavioral Social and Emotional Learning (B-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. (Goal 2.2a)
2. Our Suspension Indicator needs more of a focus on playground expectations and opportunities. (Goal 2.2a,s)
3. Library books have been purchased to assist with empathy, bullying and social and emotional needs. (Goal 2.2c)
4. Our school site is growing so there is a need for more classrooms and supervisors. District is working to bring in more portables. More parents have voiced a concern for the traffic in the front of the school but messages have been given on what they can do to help improve traffic and district has placed signs and posts to help improve traffic. (Goal 2.2a)

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>P3: Percentage of parents that take advantage of parent engagement opportunities inclusive of Special Education and Unduplicated students</p>	<p>P3: We are currently waiting for results from our surveys. We expect to see a higher percentage of parents taking the survey. Our front office staff is new and they have been working with teachers to promote and incentivize taking the survey. Parents also have access to the computer in the front office.</p>	<p>In 18-19 we had 315 parent surveys done. There was an increase in parent engagement and school satisfaction. 91% of those taking the survey stated that the front office was highly effective in communicating with parents. 92% of our parents felt informed by the school in events, school activities, child's progress. (May LCAP Parent, Student, Staff Surveys 18-19)</p>
<p>P3: Percentage of parents that acknowledge opportunities for involvement in school and district decision making</p>	<p>P3: We are currently waiting for results of the survey. We expect to increase in parent awareness.</p>	<p>In the 18-19 survey 92% of parents felt their child is safe at school. (May LCAP Parent, Student, Staff Surveys 18-19)</p>
<p>P5: Student engagement survey</p>	<p>P5: We are currently waiting for results of the student survey. We expect to see more students taking the survey. Class Dojo 612 messages sent to families, 73 videos shared, 93% parent feedback</p>	<p>In the 18-19 school year students were also surveyed and 70% of them felt satisfied with the instruction of the school. (May LCAP Parent, Student, Staff Surveys 18-19)</p>
<p>P6: Surveys of pupils, parents, teachers on sense of school connectedness</p>	<p>P6: We are currently waiting for results of our surveys.</p>	<p>In the 18-19 survey 91% of our parents surveyed were satisfied with our school. 90% of our parents would recommend our school to another family. The 18-19 survey 90% of our families feel welcomed at our school. (May LCAP Parent, Student, Staff Surveys 18-19)</p>
<p>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.</p>	<p>P7: Our school offers 3 times per year a clear focus on College and Career Readiness opportunities. The committee on site works with</p>	<p>In the 18-19 survey 92% of our parents were satisfied with the reading support and 93% for math support by the school. 96% of our students plan to attend college in the future. 90% of our</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	teachers to provide resources and engage students through rotations and activities.	parents surveyed felt that having access to technology has helped their child improve in school. (May LCAP Parent, Student, Staff Surveys 18-19)

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 with district support for PD training to support a welcoming and engaging environment.</p> <p>b. Parent training and student outreach based on site-based parent and student needs (i.e. 100 Mile Club, Character Club, Dual Immersion)</p> <p>c. Shared Leadership for all parents (i.e., ELAC, SSC, GAC, PTA, SEPAC)</p> <p>d. Selection, Purchase, and order parent support materials (include computers, and resource materials)</p> <p>e. Access to technology and resources in the library to foster engaging opportunities. Purchase Maker Space material</p> <p>f. Continue Involvement in the district Dual Immersion Festival</p> <p>g. Continue and improve our Welcoming and Safe Environment with furniture, professional development and monitoring of school-wide implementation</p> <p>h. Provide babysitting for parents to attend meetings and support continued partnerships with the school</p>	<p>3.1</p> <p>a. Scheduled through district PD training to support welcoming and engaging environment. Office staff attended meetings provided by the district-STAR and PICO. Provided subs. Provide communication to parents through website, newsletters-PeachJar, parent notification system, Connect Ed</p> <p>b. Parent training and student outreach based on site-based parent and student needs (i.e. 100 Mile Club, Transition Meetings for Kinder and FS 6th grade, AVID parent meetings, Saturday School, Bullying, Science and Dual Immersion)</p> <p>c. Shared Leadership for all parents (i.e., ELAC, SSC, GAC, PTA, SEPAC, 6th Grade Booster)</p> <p>d. Selection, Purchase, and order parent support materials (include computers, and resource materials)</p> <p>e. Access to technology and resources in the library</p> <p>f. Continued Involvement in the district Dual Immersion Festival and VAPA to support engagement activities.</p>	<p>2910 Parent Meetings 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$832.00</p> <p>1910 Hourly, Other Certificated 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$895.00</p> <p>4300 Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$1,206.00</p> <p>Translator Clerk Typist 4 hours 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$26,756.00</p> <p>Translator Clerk 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$2,000</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 \$895.00</p> <p>4300 Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$0</p> <p>2403 Translator Clerk Typist 4 Hours 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$16,000</p> <p>2413 Translator Clerk 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>g. Continued and improved our Welcoming and Safe Environment professional development and monitoring of school wide implementation with teachers. Providing drills, PICO and STAR conference information and attendance.</p> <p>h. Provided babysitting for parents to attend meetings and support continued partnerships with the school.</p>		

Analysis

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

1. Increased student and parent outreach and communication through multiple available opportunities including Newsletters-PeachJar, Q Communication, Class Dojo, Marquee and Phone Calls
2. Continued to provide the welcoming and engaging environment by having front office meeting with staff members on policies and procedures. Office Staff attended district and PICO trainings. Reception area provides resources for parents and a computer to use online resources. Informing parents of connection to district promise Learning Without Limits, mission and vision statements.
3. Maintain communication through Twitter, Facebook, Instagram, YouTube Principal Channel, School wide ClassDojo, Ed Services Interactive Newsletter and Newsletter-PeachJar in an effort to make connections with our district pillars of nurturing, encouraging, promoting, engaging, and preparing.
4. Our team of grade level leaders, B-SEL Coordinator, Admin Designee and Principal meet to discuss ways to foster student engagement and inclusion. Teachers work together to collaborate on ways to include FS SDC and SDC students through meetings after school, release days and during SST or IEP meetings. All potential supports are invited to meetings including RSP teacher, psych, OT or speech as needed.
5. Provide locations around the school to foster student engagement through Maker Spaces-Library access, Think Together, Lunch team sports and 100 mile club. Students also have Pride Days each month to build on community. Pedley Street Band is teacher driven and used to build community with students.

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

- Effectiveness is measured by increase in parent and student engagement opportunities, student, parent, and staff survey data, and available trainings on culture and behavior support:
1. Our student, staff, and parent survey data reflects that parents feel the schools are a welcoming place to be with 90% of them indicating feeling moderately to extremely welcomed, with 86% of students feeling their school sites are moderately to extremely welcoming, and staff at 81% feeling their school environments are welcoming. We will continue to address welcoming environments through training and communication with parents. We have monthly Pride Days set to provide an engaging environment for students and parents. Most students participate and pictures are posted on Class Dojo and School Website.
 2. Parent engagement opportunities were expanded by increased PTO and Booster events such as Family Dinner Night, Dual Immersion Showcase and Parent Workshops, Donuts with Dad, Muffins with Mom, Fall Festival and Spring Carnival. Teachers often post information and videos on Class Dojo in regards to homework, events and student recognition.

3. SST awareness of district support to families through PICO by accessing forms and website has helped all staff learn about the resources available. Office staff is aware of our district PICO website and often refers parents to it.
4. This has helped tremendously because teachers are aware of that students all belong to our school. We work at staff meetings to describe ways teachers can help all students. Introducing themselves to students and finding out names of students to greet them in the morning and afterschool. All staff is trained to engage and support all students. Morning Meeting books were purchased for all teachers for ideas on engagement.
5. Students have many areas to spend time during before school, lunch and after school. This helps students feel a sense of community and engagement.

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

For actions where actual expenditures were significantly less than budgeted, the funding was transferred for expansion of other services in other areas such as Dual Immersion parent meetings, DI Showcase, Inclusion and Library Books for school and teachers. FS SDC also needs more flexible seating options.

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.

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. (See Goal 3.1a)
2. Continuing and expanding staff, parent and student outreach opportunities through site trainings on AVID, Attendance, Dual Immersion and GATE. (See Goal 3.1b-h)
3. Expand communication and consistency through communication of district promise of Learning without Limits for staff, parents and students. Continuing to use website, newsletters-PeachJar, Q Communications, Connect Ed. and new apps that become available. (See Goal 3.1a)

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	336,473.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	549,598.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	186200.00	0.00
Title I Parent Involvement -- 3010 1902	2075.00	0.00
Title I District -- 500 3010	69505.00	0.00
Title III District -- 500 4203	69505.00	0.00
Title III LEP -- 4203	7207.00	0.00
LCFF Suppl/Conc -- 0707	127440.00	0.00
LCFF District -- 500 0707	87666.00	0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Amanda Taveras	Parent or Community Member
Jessica DeHaro	Parent or Community Member
Monica Leon	Principal
Jackie Tirado	Parent or Community Member
Veronica Hernandez-Lazalde	Other School Staff
Tracy Grogan	Classroom Teacher
Lucia Sagasta-Chavez	Classroom Teacher
Diana Aguilera	Parent or Community Member
Juan Manzo	Parent or Community Member
Korina Diaz	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	Gifted and Talented Education Program Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/27/2020.

Attested:

	Principal, Monica Leon on 5/27/20
	SSC Chairperson, Tracy Grogan on 5/27/20



**Title I School-Level Parental Involvement
Policy Pedley Elementary School**



Pedley has developed a written Title I parental involvement policy with input from Title I parents. The school site annually involves parents in the joint development and agreement of the policy, which is reviewed as part of Single Plan for Student Achievement (SPSA) and through site advisory groups, i.e., School Site Council (SSC), English Learner Advisory Committee (ELAC), Gifted and Talented and Special Education advisories, Parent Teacher Organization (PTO), and District School Liaison Team (DSLTL). It has distributed the policy to parents of Title I students. The policy will be provided in the informational materials that are distributed to parents at the beginning of the year. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Pedley Elementary, the following practices have been established:

The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

- During annual meeting at the 1st Parent meeting in August.

The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

- A flexible number of meetings will be held at varying times based on parent needs and will include child-care and translation services, if needed.

The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.

- An annual survey of parents is conducted to assess needs,



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determine barriers, and evaluate the effectiveness of the parent involvement activities.





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- Included as part of the annual review of the Single Plan for Student Achievement (SPSA) through School Site Council (SSC), English Learner Advisory Committee (ELAC), Gifted and Talented and Special Education advisories; if necessary, District School Liaison Team (DSLTL) meetings when in program improvement status.

The school provides parents of Title I students with timely information about Title I programs.

- Through parent newsletters, Back-to-School nights, SSC, ELAC, and PTO.

The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

- At parent-teacher conferences, assessment information on student academic progress and grade level standards are shared with parents. Student progress in relation to state and local standards and national norms will be explained to parents including curriculum being used, grade level expectations for proficiency, data reporting for state testing and local assessments and available intervention in reading, language arts, and mathematics for students needing assistance.

If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

- Through informal parent requests for meetings, parent coffee with the principal, Back-to-School nights, SSC, ELAC, and PTO.

School-Parent Compact

Pedley distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will



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partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.





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The school's responsibility to provide high-quality curriculum and instruction

The ways parents will be responsible for supporting their children's learning

The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The school-parent compact is distributed through parent-teacher conferences or mailed to parents not in attendance. A copy of the compact is attached as part of the policy.

Building Capacity for Involvement

Pedley engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- At parent-teacher conferences, informal parent requests, parent training, and through teacher's ongoing parent communication, information on standards mastery, assessment data, intervention, and how to support parents in monitoring their child's education are provided.

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

- Training to empower parents to support and assist their children's education. This may include such activities as: GATE parent



Meetings, Parent Meetings at different times throughout the day, Family Math Training and Computer Training.

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With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

- At staff meetings, parent survey results are reviewed and strategies for parent engagement and partnerships are discussed and integrated in SPSA.
- Parent Involvement committee to help organize how to work with parents and staff members can seek opportunities to get help from parents.

The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

- Coordination of parent involvement activities at the site are done by a parent volunteer, an employee, a staff committee, the leadership team, and/or the SSC.
- Appropriate roles for community organizations will be developed and may include: supporting academic excellence through awards recognition assemblies, supplying the school with needed materials, equipment, college and career information, and role modeling.
- Through parent newsletters, kindergarten orientations, and referral to viable parent resources.
- Parent Meetings to help prepare students for college by sharing information.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

- School information, including communication about the Title I program, will be distributed in all the major languages spoken by the families of the students at the school.

The school provides support for parental involvement activities requested by Title I parents.



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- Parent involvement strategies within the SPSA are integrated based on parent input through survey data.
- Parents may submit comments through the Principal and/or the SSC if they are not satisfied with the school plan activities.

Accessibility

Pedley Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- All parents, including parents with limited English proficiency are provided information and school reports in a format and language through the use of translation of parent materials and interpreters for parents at meetings.
- Access to all facilities and parking are provided to parents with disabilities.