

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	Peralta Elementary School
Address	6450 Peralta Place Jurupa Valley, CA 92509
County-District-School (CDS) Code	33 67090 6113518
Principal	Ron Zahnd
District Name	Jurupa Unified School District
SPSA Revision Date	May 21, 2020
Schoolsite Council (SSC) Approval Date	May 21, 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

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

VISION

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

The school's educational programs will develop the academic, social, emotional, and physical well being of every student. Students will be well prepared to work independently and collaboratively to solve complex problems. Competent research skills will be an expectation for all students, and each student will have a working knowledge of technology as a tool for learning in the 21st Century. Classrooms will be outfitted with appropriate high quality learning resources including 1:1 Chromebooks for every student in grades TK-6.

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

School Profile

Describe The students and community and how school serves them.

The Story

Peralta School is located at 6450 Peralta Place in Jurupa Valley within Riverside County. Peralta is one of fifteen TK-6 elementary schools in the Jurupa Unified School District. Established in 1963, our district includes 16 elementary schools, 1 TK-8 middle schools, 3 middle schools, 3 comprehensive high schools, a continuation high school and an adult and a special needs school.

Peralta is a TK-6, School-wide Title I school with an enrollment of 520 students. All classrooms from transitional kindergarten through third grade participate in a flexible Class Size Reduction program. Grades 4 through 6 have a maximum of 34 students each. Peralta School has 20 regular education teachers, 5 Special Education teachers and 2 Class Size Reduction intervention teachers. Peralta teachers are fully credentialed, highly qualified and EL authorized. Peralta Elementary services 186 English Language Learners. Peralta supports full inclusion for all students with special needs in grades TK to 6th grade.. Peralta participates in the Jurupa Unified School District TK/K Readiness Program by providing workshops for students and parents of incoming TK/K students. First through sixth grade students receive 320 minutes of instruction 4 days per week and 230 minutes of instruction is provided on minimum days. Forty minimum days are scheduled for the school year. TK and K students receive 200 minutes of instruction 5 days a week.

Peralta has a collaborative and consultation service model for students on Individual Education Programs (IEP) receiving Resource Specialist services. A nurse is present one day a week and a school psychologist is present four days a week; Counseling interns from the district office; Health Clerk 3 hours each day; and a Language Speech and Hearing specialist is on site five days each week. Peralta believes in inclusive practices for all students, and grades 2-5 will incorporate Impact Teams during the 2020-2021 school year.

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

SPSA Highlights

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

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

Key features include:

- 1) Implementation of Impact Teams for grades 2-5
- 2) Continuing development of AVID initiatives to support school-wide implementation
- 3) Furthering Balanced Math practices and refining instruction aligned to California State Standards
- 4) Focus on conceptual knowledge and rigorous problem solving techniques.
- 5) Further developing Integrated ELD practices enhanced with academic language structures
- 6) Continuing development of Positive Behavior Programs as well as social emotional learning to support school culture, safety, and positive learning environment
- 7) Increase implementation of technology and making activities to transform learning experiences for students

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

The greatest progress at Peralta on the CAASPP in with the Hispanic subgroup in ELA and Mathematics. The Hispanic Subgroup increased 1.7 points in ELA and 7.7 in Mathematics towards meeting the standard on the CAASPP. Schoolwide, students showed greater progress in Mathematics than ELA according to the CAASPP. Peralta maintained its previous level in ELA but increased 4.5 points towards meeting the standard in Mathematics. English learners also demonstrated great growth in Mathematics with an increase of 6.2 points towards meeting the standards on the CAASPP. Peralta has focused a great deal on developing conceptual understanding of mathematics concepts through the use of manipulatives, pictorial representations, and collaborative learning. Training on collaborative approaches such as Math poster methods and fluency help to increase deeper understanding of math concepts. Daily Math Review also provides opportunities for students to be exposed to reteaching and have opportunities to incorporate writing explanations to develop their math reasoning skills. The use of a Bilingual tutor has also been effective in supporting and differentiating instruction for the Hispanic and English Learner subgroups. While the overall scores in ELA on the CAASPP maintained, it should be noted that ELA is still a strength at Peralta. CAASPP scores reflect 34.2 points from meeting the standard with an increase from last year of .5 points. As previously stated, Peralta had its greatest progress in Math but is still 57.1 points from meeting standard overall. This growth trend is something that Peralta hopes to continue to build on through the refinement of practices already in progress and the continued support and differentiation for students.

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

Peralta's area of greatest need is with the white subgroup in both ELA and Mathematics. This subgroup decreased 17 points in ELA and 15.9 points in Math according to the CAASPP. Despite these large decreases, Peralta's white subgroup is still the closest to meeting the standard with scores of 31.5 points from meeting the standard in ELA and 57.4 points from meeting the standard in Math. Students With Disabilities (SWD's) also represented a need when looking at CAASPP data. In ELA, SWD's declined 7.2 points and in mathematics, SWD's maintained with a drop of 1.4 points. Since the time of this data, inclusive practices have been put into place at Peralta which will provide greater access to rigor through the general education curriculum. Teachers qualified to teach students with special needs are supporting students in the classroom with this rigor along with support from instructional aides. Research has reflected that implementation of these practices translates into greater success with grade level standards.

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

Peralta's Students With Disabilities has the greatest gap versus school-wide performance. As previously noted, during the 2019-2020 school year, Peralta has implemented full inclusion for students with special needs. These change in placement with support from a special education teacher and instructional aide allows for students to spend the majority of their time in the general education environment and receive greater exposure to grade level curriculum. In addition, the use of data and Impact team collaboration between teachers provides greater differentiation and a focus on formative assessment. The goal is to close the learning gap.

The Gap between school-wide and SWD performance is included below:

ELA

School-wide: -34.2 points below standard

SWD:- 132.3 points below standard

Math

School-wide: School: -57.1 points below standard

SWD: -148.points below standard

Purpose and Description

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

Schoolwide Program

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 research/ 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.

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

Peralta is very inclusive and welcoming of input from staff, students, parents, and the community to build a strong SPSA for school improvement. Parent groups meet regularly and input is collected/sought regarding school programs throughout the year both within meetings and surveys issued: ELAC, SSC, PTA, LCAP surveys, School Climate Survey, CCR survey, etc.

Resource Inequities

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

Due to a reduction of state revenues and the apportionment of those revenues to the base program for schools, more funding has to be allocated for personnel and in turn impacts what is available for student programs/resources to maintain current levels of supports. As site budgets are cut, supplementary supports in the way of technology resources and funding for staff hourly to support after school programs including ELO/Parent Nights are limited or non-existent. To further college and career readiness connections, field trips for grade level visits to local colleges would be added if there was sufficient funding. In addition, extended collaboration opportunities for teachers centered around best practices would further the achievement of students, this has been cut during the 2020-2021 school year.

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%			0
African American	2.49%	2.73%	3.31%	14	15	17
Asian	1.07%	1.09%	0.58%	6	6	3
Filipino	0.71%	0.73%	0.58%	4	4	3
Hispanic/Latino	80.28%	82.55%	82.1%	452	454	422
Pacific Islander	1.42%	1.09%	0.78%	8	6	4
White	11.19%	10.36%	10.12%	63	57	52
Multiple/No Response	1.24%	1.09%	1.17%	7	6	7
	Total Enrollment			563	550	514

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	89	100	83
Grade 1	71	75	79
Grade 2	82	69	76
Grade3	72	78	63
Grade 4	70	72	69
Grade 5	87	71	71
Grade 6	92	85	73
Total Enrollment	563	550	514

Conclusions based on this data:

1. School-wide enrollment has been decreasing as students promote to middle school.
2. Enrollment in TK & K was the highest at Peralta. This may be due to the implementation of a full-day program.
3. Following the kindergarten school year, enrollment drops in 1st grade.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Mathematics



Yellow

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Blue

Conclusions based on this data:

1. Social Emotional Learning (SEL) along with Positive Behavior Supports (PBIS) have seen success as measured by student discipline and the positive school environment. As a result our Suspension rate is very low and in Blue performance level at .3% suspension with the state at a 3.4% rate. The area that needs to be addressed is Chronic Absenteeism which has increased by 2.9% overall and is in the Orange level.
2. Changes in reporting for English Learner Progress has resulted in difficulty to determine the success of the ELD program.
3. ELA and Mathematics strategies must continue to reflect best practices as well as the rigor of assessments. Our ELA data maintained with +.5 points with our Students with Disabilities and White student groups with largest decline of SWD of 7 points and in the Red with our White students with 16.6 point

decline and in the Orange. Our mathematics increased by 4.5 points for Yellow performance with our Students with Disabilities maintaining and staying in Red performance level.

Goals, Strategies, & Proposed Expenditures

Goal 1.0

College and Career Readiness

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

Analysis reflects that while largely maintaining scores in ELA, the overall distance from met has resulted in a score of orange according to the California Dashboard data released in the Fall 2019. For Math, growth occurred school wide and either maintained or increased in all sub groups with the exception of white according to the California Dashboard. This data indicates a need to continue a commitment to refine and deepen current practices regarding standards mastery. Strategies to accomplish this include, expanding and refining Impact teams, AVID strategies and implementation, primary Intervention for reading foundational practices, Guided reading small group support in upper grades, distance learning contingencies, and Inclusive practices school wide.

Impact team expansion and refinement is to include the addition of new grade levels accompanied with professional development, grade level specific coaching, and an emphasis on Impact practices during grade level planning times. Professional development and coaching will be provided from consultants, district TSA's, previously trained grade level teams, and site administration.

The deepening of understanding of AVID strategies and implementation will be accomplished through the continued efforts to send new staff to AVID Path or Summer Institute training. Previously trained staff may also be provided a review of WICOR strategies at either AVID Path or Summer Institute training. Whole staff support will be provided through professional development and coaching by consultants, site AVID lead teacher, and site administration. Assessments will be conducted in grades 3-6 to analyze student progress in mastering AVID site goals. Current AVID goals may be refined or altered to reflect site needs. The Peralta site leadership team composed of representatives from all grade levels will collaborate with site administration to determine site priorities and SMART goals.

Transitional kindergarten and kindergarten will continue to be provided for a full day. Peralta has seen the benefits academically in Kindergarten and in following years as measured by DIBELS and UOS.

Primary intervention will continue to be implemented in grades first and second. Additional resources, training, planning time, and support to administer assessments will be provided to differentiate instruction in order to meet the ultimate goal of all students reading at grade level upon leaving third grade. Resources and training will largely center on small group and guided reading implementation. The incorporation of a third adult to support guided reading will allow for more students to receive small group support.

Similarly to Primary Intervention, a reading intervention teacher has been committed to the effort of supporting successful readers in grades three through six with support from an instructional aide. Additional training is being provided to grade 5-6 this year to successfully implement guided reading practices to accomplish this goal. A reading room is being utilized to provide guided reading materials. As in primary grades, bilingual tutors and instructional aides are being included in

training, instructional support, collaboration, and planning. Similar to primary, a third adult is being incorporated to provide additional students with small group support.

In the event of a school closure, teachers have been provided guidance and training to support students through an online format. These resources include google classroom, google docs, zoom meetings, google meets, flipgrid, seesaw, and dojo.

Inclusive practices continue to be refined and implemented through the collaboration and planning of special education staff and grade level teachers. Changes to master calendars takes place to support these efforts. Administration and Special Education staff have access to additional professional development to support inclusion. Changes have also been made to the instructional materials and lessons provided to students with special needs to address the struggles this population has experienced with state CAASPP testing in grades 3-6. This change is reflected in the shift from the LANGUAGE! curriculum to the usage of IStation, guided reading, and district developed Units of Study. The SST team works closely with teachers to ensure that students are given the best first instruction and interventions in the classroom prior to a change of placement to a special education setting. Intervention teachers, the school psychologist, and the speech pathologist are included with this team and are essential when identifying additional support systems for given students. The behavior and social emotional learning (B-SEL) coach and administrative designee provides support for those students who are in need of social skills awareness. Check in and Check out procedures are being added to support students experiencing tier 2 or 3 behavior issues.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4 Statewide Assessments - ELA Data Dashboard	CAASPP ELA Actual Progress, Fall 2019 School: -35.3 points below standard; Maintained - 0.6 points SED: -48.2 points below standard; Decreased 4.9 points EL: -54.7 points below standard; Maintained -0.3 points SWD:- 132.5 points below standard; Decreased 7.2 points Hispanic: -40 points below standard: Maintained 1.7 points	Increase to 3 points closer to the standard (school-wide and all significant subgroups).
P4 Statewide Assessments - Math Data Dashboard	CAASPP Math Actual Progress, Fall 2019 School: -57.1 points below standard; Increased 4.5 points SED: -70.6 points below standard; Maintained -0.9 points EL: -72.6 points below standard; Increased 6.2 points SWD:-148 points below standard; Maintained -1.4 points Hispanic: -61.7 points below standard; Increased 7.7	Increase to 3 points closer to the standard (school-wide and all significant subgroups).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4 Statewide Assessments - ELPAC	<p>English Learner Actual Progress</p> <p>4 Well Developed: 37.4%</p> <p>3 Moderately Developed: 33.2%</p> <p>2 Somewhat Developed: 18.7%</p> <p>1 Beginning Stage: 10.7%</p>	<p>40% of students at Level 4 - Well Developed</p> <p>35% of students at Level 3 - Moderately developed</p> <p>Less than 27% of students at Levels 2 & 1 - Somewhat Developed & Beginning Stage</p>
P8 Other student outcomes-DIBELS	<p>DIBELS-</p> <p>P8 Other student outcomes – DIBELS (Goal Tri 2 - Meet DIBELS Benchmark) (Data from February 2020)</p> <p>Kinder:</p> <p>NWF-CLS (Nonsense Word Fluency- Correct Letter Sounds/Words (Phonics) - exceeded the target of 17 - scored 28.8</p> <p>First Grade:</p> <p>DORF (DIBELS oral reading fluency) - exceeded the above target of 23 - scored 29.1</p> <p>DORF-A (DIBELS oral reading fluency - accuracy percentage) below the target of 78% -scored 75.4%</p> <p>Second Grade:</p> <p>DORF (DIBELS oral reading fluency) - exceeded the target of 72- scored 78.2</p> <p>DORF-A (DIBELS oral reading fluency - accuracy percent) below the target of 96% -scored 89</p> <p>Third Grade:</p> <p>DORF (DIBELS oral reading fluency) - below the target of 86- scored 75.3</p> <p>DORF A- (DIBELS oral reading fluency - accuracy percent) below the target of 96% -scored 89%</p>	<p>Increase DIBELS Proficiency by 2 at each grade and each area measured.</p>
P8 Other student outcomes-SBAC Reading Claim #1	<p>Actual: SBAC Reading Claim #1 School year 2018-2019 The goal for Reading Claim #1 was met. 17% of students met the standard for Reading Claim #1 which reflected an increase of 3%. 56.91% scored near or above Standard. (met goal).</p>	<p>Increase SBAC Reading Claim #1 by 3%</p>

Metric/Indicator**Baseline/Actual Outcome****Expected Outcome**

	<p>DIBELS scores are on the rise at Peralta. A set schedule was created so that all classes at Peralta have guided reading time for thirty minutes daily. Certificated staff, special education, instructional assistants, and BLT's work together to ensure the maximum effectiveness of guided reading instruction.</p>	
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Planned Strategies/Activities**Action 1.1**

1.1 CSS & NGSS Implementation

	<p>X Modified Action</p>	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. ELA/Math CSS & NGSS as well as distance learning professional development will be provided as needed. NGSS Unit writers, math facilitators, Math and ELA UOS writers, and when necessary outside consultants, will support implementation plan.</p> <p>B. Professional development to support initiatives such as AVID, Digital Gateway (technology, 1:1 Chromebook for K-6), Balanced Math, Impact Teams, Distance Learning, Guided Reading, and Step Up to Writing. There may also me training to support distance learning if necessary.</p> <p>C. Principal will coordinate & monitor all professional development and instruction. Staff surveys and classroom observations will determine site needs for training.</p> <p>D. ELA/Math UOS as well as NGSS lessons will be implemented.</p> <p>E. Units of Study and site developed common assessments are utilized to monitor student progress and achievement.</p>	<p>X All Students</p>	<p>Substitute Teacher (Trainings) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1435</p> <p>Substitute Teacher (ELPAC Administration) 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 \$278</p> <p>Media Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$58,942</p> <p>Software & Licences (RAZ Kids) 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2306</p> <p>Lamination</p>

F. Teachers analyze data during collaboration meetings using Data programs (Key Data) to monitor & analyze formative & summative assessments. Disaggregated data will be used to drive/adjust instruction.

G. EMCC coordinates materials & provides technology support.

H. Supplemental materials, resources, instruction, incentives, library resources, technology, etc. will be purchased for ELA/ ELD/ Math/ Science(NGSS)/ Intervention to support EL/SDC/RSP/GATE students. Examples to be considered: Copy machines, printing, calculators, novels, leveled readers such as Reading A to Z, manipulatives, software such as RAZ kids, and informational texts, etc.

I. GATE coordinator collaborates with classes that have GATE clusters to enrich and/or accelerate on CSS in ELA, Math, Science, and Social Studies.

J. Band and string instruments classes are available for 4-6 grade students once a week.

K. Supplies, materials, incentives, and professional development will be provided to support AVID implementation TK-6.

5000-5999: Services And Other Operating Expenditures
 Title I Basic -- 3010
 \$425

Materials & Supplies
 4000-4999: Books And Supplies
 LCFF Suppl/Conc -- 0707
 \$2200

Materials & Supplies
 4000-4999: Books And Supplies
 Title I Basic -- 3010
 \$5200

Printing Supplies
 5000-5999: Services And Other Operating Expenditures
 LCFF Suppl/Conc -- 0707
 \$1665

Hourly Classified (Babysitting)
 2000-2999: Classified Personnel Salaries
 LCFF Suppl/Conc -- 0707
 \$200

Copier Maintenance Agreements
 5000-5999: Services And Other Operating Expenditures
 Title I Basic -- 3010
 \$2,500

Lease/Purchase Agreement (Copier)
 5000-5999: Services And Other Operating Expenditures
 Title I Basic -- 3010
 \$550

Action 1.2

1.2 Intervention

	<u>X</u>	Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
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<p>A. Fourth through Sixth Grade students will use I-station to screen all students for additional small group support from an Intervention teacher. I-station will be available for students identified as having significant gaps in reading foundational skills within their home classroom.</p> <p>B. Fourth through Sixth grade students will be provided intervention support for thirty minutes daily as guided reading takes place through intervention support.</p> <p>C. K-3 uses DIBELS to monitor and assess reading foundational skills. Teachers provided release time to administer and analyze DIBELS assessment data. Collaboration focuses on intervention strategies. CSR Intervention teachers provide Early Literacy Intervention to K-3 students in reading fluency and phonemic awareness.</p> <p>D. Professional development to support intervention initiatives will be provided. This includes supporting a distance learning model.</p> <p>E. Students with special needs receive support via special education program using pull-out and inclusion methods. Professional development and release time to support inclusion program will be available.</p> <p>F. GATE enrichment activities/lessons provided to students/parents periodically during the year.</p>	<u>X</u> All Students	<p>Substitute Teacher (Data Analysis) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000</p> <p>Teacher Hourly (Impact Teams) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2,000</p> <p>Materials & Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$400</p> <p>Travel/Conference/AVID 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$500</p> <p>Hourly, Other Certificated (GATE) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000</p> <p>Impact Team Manuals 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$800</p>
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Action 1.3

1.2 Continued (Intensive Intervention)

	<u>X</u>	Modified Action
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. Additional time for TK/K instruction will be provided for qualifying students as an extended learning opportunity should funding allow.</p> <p>B. .80% Primary Intervention teacher doing push-in guided reading</p> <p>C. FTE Upper Grade Intervention teacher doing push-in guided reading</p>	<u>X</u> All Students	<p>.80 FTE Early Intervention Tchr 1st & 2nd (80%) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$89708</p> <p>1 FTE CSR Intervention Tchr 3rd & 4th Grades</p>

D. GATE enrichment activities/lessons provided to students/parents during the school year.

F. One three hour instructional assistants doing guided reading in grade six .

1000-1999: Certificated Personnel Salaries
Title II District -- 500 4035
\$64432

1 FTE CSR Intervention Tchr 3rd & 4th
Grades

1000-1999: Certificated Personnel Salaries
Title I District -- 500 3010
\$64432

1Three hour instructional assistants to support
5th/6th grade intervention students

2000-2999: Classified Personnel Salaries
Title I Basic -- 3010
\$11769

.80 FTE Early Intervention Tchr 1st & 2nd
(20%)

1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
\$22427

Action 1.4

1.3 AVID:

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

A. Begin year 5 of AVID

X All Students

Supplies Materials (AVID)
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$1,150

B. Monitor students that are AVID strong.

C. Coordinate PBIS, SEL, and AVID programs

Incentives (AVID)
4000-4999: Books And Supplies
Title I Basic -- 3010
\$800

D. Provide opportunities for teachers to attend AVID Path training and administrator to attend AVID conferences

E. Purchase AVID supplies for all students in grades TK-6 and incentives. Adjustments may need to be made should a distance model be needed.

Conferences/Travel (AVID)
5800: Professional/Consulting Services And
Operating Expenditures
LCFF Suppl/Conc -- 0707
\$400

Action 1.5

1.4 ELD

X

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. 30 minutes of designated ELD instruction in TK-6 will be provided.</p> <p>B. Integrated EL support (i.e. SDAIE strategies) will be provided over multiple subjects.</p> <p>C. EL levels for EL newcomers are determined at the district assessment center.</p> <p>D. When possible, classes are configured to have no more than 2 adjacent EL levels.</p> <p>E. Teachers monitor and evaluate EL levels using multiple measures including classroom assessments and ELPAC data.</p> <p>F. Bilingual Language Tutors support EL students by providing lesson reinforcement and reading support in both English and Spanish.</p> <p>G. Professional development to support ELD program will be provided</p>	<p>X Other student group(s) English Learners</p>	<p>Salary, One BLT (3 hrs.) Karina 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$22107</p> <p>Salary, One BLT (3 hrs.) De La Torre 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$27184</p> <p>Salary, Translation 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$700</p> <p>Materials & Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$4,001</p> <p>Hourly IA 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p> <p>Lease/Purchase 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$648</p> <p>Salary, One BLT (3 Hours) Diaz 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$22107</p>

Action 1.6

1.5 Hourly Classified

X

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
Four days of clerk hours to support the beginning and ending of school year.	<u>X</u> All Students	Hourly Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$400 Hourly Office 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$410 Hourly Office 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500

Action 1.7

1.6 Resources:

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
A. Purchase additional materials to support AVID implementation, UOS, ELD, technology, and Collaborative Teaching including print material, web based supplemental materials and manipulatives. An emphasis on web based materials will be explored in the event of distance learning.	<u>X</u> All Students	Tech Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500
B. Supplemental ELA/ELD and Mathematics materials		Guided Reading Teacher Manuals (For New Teachers) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500
C. Digital Resources – Reading A-Z, Google suite, Zoom, Pear Deck, Flip grid		Tech Coordinator Hourly (Esparza Extra Hours) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$400
D. Technology and software support for classroom integration - Document cameras and projectors		

	Software License 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$500 Translation Services 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500 Certificated Planning Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1000
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Action 1.8

1.7 Pre-school Transition Plan:

	<u>X</u>	Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. Peralta does not have a pre-school program on-site. However, special education pre-school students have transition meetings that are often attended by Peralta's principal, SLP, school psychologist, and Special Education teacher. Parents are always welcome to visit our TK-1 classroom to observe the quality of instruction and safe learning environment.</p> <p>B. Registration information for Transitional Kindergarten and Kindergarten will be sent to the parents of pre-school students in the Spring. All information will be sent in both English and Spanish.</p>	<p><u>X</u> Other student group(s) Head Start/Preschool</p>	<p>None Specified</p> <p>\$</p>

Action 1.9

1.8 Communication Enhancement Program

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

All Students

None Specified
\$

Action 1.10

Inclusion

New Action

Planned Actions/Services	Students to be served	Budget and Source
<p>The planned actions for Full Inclusion include:</p> <p>A. Continued professional development for general education teachers, Educational Specialists, and paraprofessionals.</p> <p>B. If budget allows, release time for teachers to collaborate and plan for the support and success for all students.</p> <p>C. Classified and certificated behavior support and training (CPI Training, Student Attendant Aides-if not provided by the district).</p>	<p><input checked="" type="checkbox"/> All Students</p> <p><input checked="" type="checkbox"/> Other student group(s) Students with Disabilities</p>	<p>None Specified \$</p>

Goals, Strategies, & Proposed Expenditures

Goal 2.0

Safe, Orderly and Inviting Learning Environment

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

Continued coaching from a Behavior Specialist will be provided for teachers, supervisors, and support staff to address Tier 2 and 3 students with behavior concerns. Bullying presentations will be made to educate students on the characteristics, and harm of bullying while informing them of the supports available. A check in system is being explored to support students with Tier 2 behavior issues.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P 5 School attendance rate	Actual: ADA 96.61%	Maintain an attendance rate at 96.5% or higher.
P5 Chronic Absenteeism rate	Actual: Chronic Absenteeism rate: 2018-2019: 7.7% School-wide; an increase of 2.9% State: 10.1%	Maintain a Chronic Absentee rate of 6% or lower.
P6 Pupil Suspension rate	Actual: Pupil Suspension rate: 2018-2019: 0.3% School-wide; Maintained State: 3.4%	Maintain a Pupil Suspension Rate of 1.0% or lower.
P6 Surveys of pupils, parents, teachers on sense of safety	LCAP Survey: Actual LCAP Survey, Students: Extremely Safe to Moderately Safe : 88% LCAP Survey, Parents: Extremely Safe to Moderately Safe: 95% LCAP Survey, Staff: Extremely Safe to Moderately Safe: 97%	LCAP Surveys: Extremely Safe or Moderately Safe Students - 90% or higher Parents - 93% or higher Staff - 90% or higher

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P6 Surveys of pupils, parents, teachers on sense of safety	Actual: CHKS Students surveyed reported feeling safe all of the time/most of the time/some of the time: 95% Students reported feeling safe all of the time: 48% Students reported feeling safe most of the time: 30% Students reported feeling safe some of the time: 17% Students reported never feeling safe: 5%	CHKS Survey: Students surveyed reported feeling safe all of the time/most of the time/some of the time: 95% Students reported feeling safe all of the time: 50% Students reported feeling safe most of the time: 31% Students reported feeling safe some of the time: 14% Students reported never feeling safe: 5%

Planned Strategies/Activities

Action 2.1

2.1 Supervision and Support

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. Safety and Healthy School Environment Supervisors will participate in training that focuses on conflict resolution and positive reinforcement. Supervisors will supervise PTA sponsor events that may require additional supervision. Supervisors will also provide babysitting for parent training and meetings such as PTA, ELAC, and SSC. Meet each trimester with supervisors to discuss health and safety concerns on campus. School will create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through various activities (red ribbon week, bullying assemblies, digital citizenship, common sense media, health awareness workshops)</p> <p>B. Health Aide Health aide will provide appropriate health care and nursing services. Activity supervisors will provide appropriate campus supervision, enforce the school dress code, and enforce school rules and procedures. Students and staff will participate in monthly fire drills and practice disaster procedures.</p>	<u>X</u> All Students	<p>Health Aide Clerk 3hrs. (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$21944</p> <p>Hourly, Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$500</p> <p>Substitute Teacher Develop Safety Plan</p> <p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$300</p> <p>Materials & Supplies Safety</p>

C. PBIS
 PBIS coordinator and staff will provide a school-wide assertive discipline program.(PBIS Program). PBIS implementation will include training and materials for teaching social skills with social skills posters, Class Dojo,TAKE 15 MORE attendance rewards and incentives.

D. 100 Mile Club
 Peralta will operate the 100 Mile Club that focuses on student health and well being by having them participate in running and monitoring the number of miles they run. Students will develop self-monitoring strategies. Steps are provided to track should distance learning be in effect.

E. Safety Supplies &/or Walkie-Talkies.

4000-4999: Books And Supplies
 Title I Basic -- 3010
 \$350
 Supplies (PBIS), (Attendance), (100 Mile)
 Incentives & Awards

4000-4999: Books And Supplies
 LCFF Suppl/Conc -- 0707
 \$1,000
 Mental Health Counselors
 1000-1999: Certificated Personnel Salaries
 Title I Basic -- 3010
 \$

Action 2.2

2.2 Positive Behavior Intervention Support (PBIS)

	<u>X</u>	Modified Action
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Planned Actions/Services

A. PBIS/ SEL Coach & Committee
 The PBIS coach along with the PBIS committee will facilitate the implementation of the components of the PBIS model. Teachers will teach short lessons that focus on the sixteen character traits. The PBIS coach will provide staff development and support in planning these short lessons. Student incentives will be given in the classroom and schoolwide to reward positive behavior.

B. PBIS Meetings
 The PBIS team will meet regularly to review data and provide support and resources for classroom management strategies.

C. PBIS Incentives
 The PBIS team will develop incentives to reinforce positive behaviors from students.

Students to be served

X All Students

Budget and Source

Supplies (Incentives)
 4000-4999: Books And Supplies
 LCFF Suppl/Conc -- 0707
 \$500

Action 2.3

2.3 School Safety Plan

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. Create and revise the Safe School Plan containing three essential components: Assuring each student a safe physical environment.</p> <p>B. Assuring each student a safe & respectful, accepting and emotionally nurturing environment; Developing each student's resiliency skills.</p> <p>C. Provide appropriate campus supervision.</p> <p>D. Participate in Red Ribbon Week Activities.</p> <p>E. Follow child abuse mandated reporting procedures.</p> <p>F. Develop and practice routine disaster procedures.</p> <p>G. Maintain and acquire emergency/disaster supplies.</p> <p>H. Notify teachers of dangerous students.</p> <p>I. Distribute the discrimination and harassment policy to employees, students, and parents.</p>	<p><u>X</u> All Students</p>	<p>Supplies (Incentives + Shakey's) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p> <p>Saturday School Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>Material & Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$368</p>

Action 2.4

2.4 Health Services

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. A Health Care Aide will provide support to ensure a healthy environment by attending to student health needs and parent outreach for vision, health and dental referral.</p>	<p><u>X</u> All Students</p>	<p>Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$280</p>

B. Support for a Healthy lifestyle will include: 100 Mile Club, PE, Upper grade intramural sports, and Jump Rope for Heart.

C. A School Psychologist is employed part time on the site to support Behavior support plans, IEP's, and student assessment.

D. A Mental Health Counselor will be contracted for behavior support.

Student Incentives (100 Mile Club)

4000-4999: Books And Supplies

Title I Basic -- 3010

\$500

Salary, Activity Supervisor (Supervision)

2000-2999: Classified Personnel Salaries

LCFF Suppl/Conc -- 0707

\$6941

Goals, Strategies, & Proposed Expenditures

Goal 3.0

Parent, Student and Community Engagement

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

This year, Peralta implemented various intramural sports at lunch for upper graders. The installation of soccer goals and purchase of sports jerseys was also made to increase student engagement. Peralta also continued it's incorporation of a Student Council to promote connectivity on site. Students make announcements, help at assemblies, assist with Saturday School events, and are a visible presence on site. These efforts are designed to increase student connectivity and happiness/satisfaction on site.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3 Parent Engagement	Parent Engagement Actual: Satisfaction with the school? Extremely Satisfied/ Moderately Satisfied: 96% Likelihood to recommend school to other parents? Extremely likely/ Moderately likely: 93% Effectiveness of the front office staff communicate with parents? Extremely effectively/ Moderately effectively: 92% Informed of school-wide activities: Extremely well informed/Moderately well informed: 95% Informed of classroom activities: Extremely well informed/Moderately well informed: 90% Welcoming environment: Strongly agree/ Moderately agree: 92% Satisfaction with Instruction: Extremely Satisfied/Moderately Satisfied: 95% Opportunities to be involved with school and district decision making: Yes: 80%	LCAP Parent Engagement: (Parent Survey) Extremely or Moderately Satisfied - 95% or higher Extremely or Moderately Likely to Recommend School - 95% or higher Extremely or Moderately Effective office Staff - 95% or higher Extremely or Moderately Well Informed:School- wide Activities - 95% or higher Extremely or Moderately Well Informed Classroom Activities - 95% or higher Extremely or Moderately Welcoming - 95% or higher Extremely or Moderately Satisfied with Instruction - 95% or higher Opportunities to be involved in district decision making - 80% or higher

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5 Student Engagement	<p>Student Engagement: Actual: Feel Safe at School: Extremely Safe/Moderately Safe: 88% Extremely Well Informed/Moderately Well Informed: 94% Positive learning environment: Strongly Agree/Moderately Agree: 94%</p>	<p>LCAP Student Engagement: (Student Survey) Extremely or Moderately Safe - 90% or higher Extremely or Moderately Well Informed - 90% or higher Strongly or Moderately Agree Positive Learning Environment - 90% or higher</p>
P5 Student Engagement	<p>CHKS Students: 2018-2019 Actual Students will report they feel connected to the school: 75% Students feel happy to be at our school All of the Time/Most of the Time: 79% Students feel like they are part of this school All the Time/ Most of the Time: 76%</p>	<p>CHKS Student Engagement Extremely or Moderately Feel Connected to the school - 80% or higher All the Time or Most of the Time Happy at School - 80% or higher All of the Time or Most of the Time Feel Like Part of School - 80% or higher</p>
P6 Surveys of pupils, parents, teachers on sense of school connectedness	<p>Staff 2017-2018 Actual Welcoming environment: Strongly Agree/Moderately Agree: 100% Staff Actual: Collaborative Culture: Strongly Agree/Moderately Agree: 100% Opportunities to be involved with School and District Decision Making: Yes 100%</p>	<p>LCAP Staff Survey Strongly Agree or Moderately Agree Welcoming Environment - 90% or higher Strongly Agree or Moderately Agree Collaborative Culture - 95% or higher Strongly Agree or Moderately Agree Involved in District Decision Making - 90% or higher</p>

Planned Strategies/Activities

Action 3.1

3.1 Parent Engagement and Leadership

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. Increase parent involvement in school/district advisory committees to review current school/district programs and make recommendations. The principal will provide regular updates to parents about classroom/school activities and programs through InTouch, monthly calendar and marquee. When necessary these meetings will take place in a virtual environment.</p> <p>B. The school will communicate to parents the board policies and other requirements of the Transitional Kindergarten program. Parents will be provided with steps for registration.</p>	<p><u>X</u> All Students</p> <p><u>X</u> Other student group(s) Pre-school/ Head Start</p>	<p>Hourly, Classified 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$126</p>

Action 3.2

3.2 Parent Involvement Opportunities

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. Increase parent involvement by providing the opportunity to participate in PTA-sponsored events and as classroom volunteers. The goal is to engage parents in their children's education by helping them develop skills to use at home that support their children's academic efforts at school. Information will be provided in both English and Spanish and will be sent home on a timely manner.</p> <p>B. The school staff will invite parents to participate in site-based activities such as the 100 Mile Club, Fall Festival, Book Fair, Pastries with Parents, and AVID workshops.</p>	<p><u>X</u> All Students</p>	<p>Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p>

Action 3.3

3.3 Parent Communication and Connectivity

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
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A. Assist parents in understanding academic common core state standards, state and local academic assessments, requirements of Title I, and how to monitor a child's progress and work with educators to improve student achievement using Parent Connect and Parent Phone System. School will provide a parent station to ensure all parents have access to parent connect and other district resources.

All Students

B. Parents will regularly be informed of student progress through Back-to-School Night, parent conferences, progress reports, report cards, Parent Connect, parent phone system, Class Dojo, and flyers sent home.

C. Parent meetings, parent-teacher conferences, report cards, informational newsletters, flyers, office communication, and parent resources will be provided in both English and Spanish to meet the needs of our Spanish speaking population. Translators will be provided for parent meetings.

Clerical - Overtime
2000-2999: Classified Personnel Salaries
Title I Basic -- 3010
\$500

Action 3.4

3.4 Community Involvement and Student Transition

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>Peralta believes in a collaborative partnership among teachers, parents, students, family members and the community. To promote parent involvement, Peralta employs the following:</p> <p>A. Regular, two-way communication between the school and home which fosters a clearer vision for each student and promotes higher student achievement. Peralta staff members assist in facilitating written communication in both English and Spanish.</p> <p>B. Parent/Student/Teacher Compact is signed each year</p> <p>C. Parents are invited and encouraged to attend Parent-Teacher conferences with translators assigned as needed. Home visits are provided if necessary.</p> <p>D. Parents are encouraged to be a part of SSC, ELAC and/ or PTA.</p> <p>E. Parents are provided the opportunity to participate in parenting classes or community events that will assist their children in learning the standards.</p>	<p><input checked="" type="checkbox"/> All Students</p> <p><input checked="" type="checkbox"/> Other student group(s) Preschool/ Head Start</p>	<p>Materials & Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$250</p> <p>Postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$50</p>

F. In preparation and readiness for the beginning and ending of the academic school year, Peralta students and parents will be given the opportunity to acquaint/revisit/follow-up with school registrations and general procedures.

G. Parents are invited to attend grade-level and AVID parent workshops to learn ways to provide academic support for their child at home.

H. Transitional Kindergarten parents, Kindergarten parents and students will be given the opportunity to attend Back to School Night / Readiness Orientation to familiarize themselves with the Kindergarten program.

I. Kindergarten families will be invited to attend Pastries with Parents to learn additional information about the kindergarten curriculum and to better familiarize themselves with the teachers and classroom.

J. Sixth-grade students will attend an assembly in person or virtually that will introduce them to the middle school environment.

Action 3.5

3.5 Involvement of staff, parents and community

	<u>X</u>	Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. Teachers will hold meetings with parents to explain standards, homework, assessments, progress, etc. to enhance student achievement. Translation will be provided. Parents will be encouraged to attend parent meetings and school functions. All parents will sign a school-parent compact. Parents will be encouraged to attend Back to School Night. Parents will receive copies of individual student assessment results. Teachers will review state and district assessment results. School-wide data will be shared with and interpreted for the SSC and ELAC. Parents are invited to special activities and encouraged to volunteer on campus. Communication goes out to parents via school flyers, telephone calls and wording on the marquee.</p>	<p style="text-align: center;"><u>X</u> All Students</p>	<p>Hourly, Other Certificated 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$250 Printing 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$300</p>
<p>B. At Peralta, we recognize we serve not only our students, but their families as well. Our parent involvement opportunities include the traditional parent</p>		<p>Translation Services 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902</p>

participation in School Site Council, English Learner Advisory Committee, Parent-Teacher Association and attendance at events such as Back-to-School Night and Parent/Teacher Conferences. We endeavor to go further than these typical involvement opportunities. We include Read Across America Day, Peralta Family Picnics, and Pastries with Parents. We plan to build upon these opportunities in the coming year.

\$1,000

Action 3.6

3.6 Communication Enrichment

	<u>X</u>	Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. Students who have gone through the Student Study/Success Team (SST) process and who are perceived to have communication challenges will receive enrichment through CEP within the school day and will receive home activities for additional reinforcement.	<u>X</u> All Students	

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4 Statewide Assessments - ELA Data Dashboard	Increase to 3 points closer to the standard (school-wide and all significant subgroups).	<p>There was a maintained status (-0.6) in the assessment results for ELA school-wide which changed our overall range from yellow to orange.</p> <p>Subgroup data:</p> <ul style="list-style-type: none"> English Learners maintained: - 0.3 points Students with disabilities declined: - 7.2 points Hispanic maintained: + 1.7 points SED declined: - 4.9 points White declined: - 17 points
P4 Statewide Assessments - Math Data Dashboard	Increase to 3 points closer to the standard (school-wide and all significant subgroups).	<p>There was an increased status (+ 4.5) in the assessment results for Mathematics school-wide which maintained our overall range at yellow.</p> <p>Subgroup data:</p> <ul style="list-style-type: none"> English Learners increased: + 6.2 points Students with disabilities maintained: - 1.4 points Hispanic increased: + 7.7 points SED maintained: - 0.9 points White declined: - 15.9 points
P4 Statewide Assessments - ELPAC	40% of students at Level 4 - Well Developed 35% of students at Level 3 - Moderately developed	33.3% of of students are making progress towards English Language Proficiency.

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Less than 27% of students at Levels 2 & 1 - Somewhat Developed & Beginning Stage	29.6% of EL's progressed at least 1 level. 3.7% of EL's maintained at level 4.
P8 Other student outcomes-DIBELS	Increase DIBELS Proficiency by 2 at each grade and each area measured.	<p>DIBELS- (Data from February 2020)</p> <p>Kinder: NWF-CLS (Nonsense Word Fluency- Correct Letter Sounds/Words (Phonics) - exceeded the target of 17 - scored 28.8</p> <p>First Grade: DORF (DIBELS oral reading fluency) - exceeded the above target of 23 - scored 29.1 DORF-A (DIBELS oral reading fluency - accuracy percentage) below the target of 78% -scored 75.4%</p> <p>Second Grade: DORF (DIBELS oral reading fluency) - exceeded the target of 72- scored 78.2 DORF-A (DIBELS oral reading fluency - accuracy percent) below the target of 96% -scored 89</p> <p>Third Grade: DORF (DIBELS oral reading fluency) - below the target of 86- scored 75.3 DORF A- (DIBELS oral reading fluency - accuracy percent) below the target of 96% -scored 89%</p>
P8 Other student outcomes-SBAC Reading Claim #1	Increase SBAC Reading Claim #1 by 3%	The goal for Reading Claim #1 was met. 17% of students met the standard for Reading Claim #1 which reflected an increase of 3%. 56.91% scored near or above Standard. (met goal).

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 CSS & NGSS Implementation	None of this column is updated.. 1.1 CSS & NGSS Implementation	Substitute Teacher (Trainings)	Substitute Teacher

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A. ELA/Math CSS & NGSS professional development will be provided. NGSS Unit writers, math facilitators, Math and ELA UOS writers, and when necessary outside consultants, will support implementation plan.</p>	<p>A. New teachers attended district ELA/Math CSS & NGSS training. Teachers have attended professional developments during the year. NGSS coordinators, Instructional Council, Math Facilitators, and Impact Teams attended district meetings and provided updates to staff. The principal provided updates on UOS information.</p>	<p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1000</p>	<p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1000</p>
<p>B. Professional development to support initiatives such as AVID, Digital Gateway (technology, 1:1 Chromebook for K-6), Balanced Math, Guided Reading, and Step Up to Writing.</p>	<p>B. New teacher hires attended AVID path training in fall. Now 100% of Peralta's cerificated staff is AVID trained. Professional development was provided during staff meetings in the area of AVID, technology, Balanced Math, guided reading, and running records. Grade levels 2 and 4 were provided Impact Team Training and continued professional development is being provided to grade levels 3 and 5.</p>	<p>Substitute Teacher (ELPAC Administration) 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 \$472</p>	<p>Substitute Teacher 1000-1999: Certificated Personnel Salaries Title III District -- 500 4203 \$600</p>
<p>C. Principal will coordinate & monitor all professional development and instruction. Staff surveys and classroom observations will determine site needs for training.</p>	<p>C. Principal has coordinated & monitored all professional development and instruction. Classroom observations and district initiatives have guided professional development including early literacy support, guided reading for 6th grade, balanced math support in the form of observation.</p>	<p>Media Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$58,942</p>	<p>Salary, Clerk (EMCC) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$58,942</p>
<p>D. ELA/Math UOS as well as NGSS lessons will be implemented.</p>	<p>D. ELA/Math UOS lessons: teachers have been observed implementing the ELA/Math unit of studies lessons and guided reading lessons.</p>	<p>Software & Licences (RAZ Kids) 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$6,000</p>	<p>Software & Licences 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p>
<p>E. Units of Study and site developed common assessments are utilized to monitor student progress and achievement.</p>	<p>E. Units of Study and site developed common assessments are utilized to monitor student progress and achievement.</p>	<p>Lamination 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$425</p>	<p>Lamination 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$500</p>
<p>F. Teachers analyze data during collaboration meetings using Data programs (Key Data) to monitor & analyze formative & summative assessments. Disaggregated data will be used to drive/adjust instruction.</p>	<p>F. Teachers analyze data during collaboration meetings using Data programs (Key Data) to monitor & analyze formative & summative assessments. Disaggregated data will be used to drive/adjust instruction.</p>	<p>Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$13,600</p>	<p>Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$12,000</p>
<p>G. EMCC coordinates materials & provides technology support.</p>	<p>G. EMCC coordinates materials & provides technology support.</p>	<p>Materials & Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$10,923</p>	<p>Materials & Supplies- Frozen 4000-4999: Books And Supplies Title I Basic -- 3010 \$9,000</p>
		<p>Printing Supplies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2,000</p>	<p>Printing Supplies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$5,000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>H. Supplemental materials, resources, instruction, incentives, library resources, technology, etc. will be purchased for ELA/ ELD/ Math/ Science(NGSS)/ Intervention to support EL/SDC/RSP/GATE students. Examples to be considered: Copy machines, printing, calculators, novels, leveled readers such as Reading A to Z, manipulatives, software such as RAZ kids, and informational texts, etc.</p> <p>I. GATE facilitator collaborates with classes that have GATE clusters to enrich and/or accelerate on CSS in ELA, Math, Science, and Social Studies.</p> <p>J. Band and string instruments classes are available for 4-6 grade students once a week.</p> <p>K. Supplies, materials, incentives, and professional development will be provided to support AVID implementation TK-6.</p>	<p>E. Teachers have been observed using common assessments as well as unit of study assessments.</p> <p>F. Teachers meet weekly to collaborate, plan, and discuss data using EADMS/Key Data to monitor & analyze formative & summative assessments. Grade levels 2 and 4 were provided Impact Team Training and continued professional development is being provided to grade levels 3 and 5.</p> <p>G. Peralta's Media Clerk was provided additional coaching to coordinate materials & provide technology support.</p> <p>H. Funding has been used to acquire supplemental materials such as Reading A-Z licenses for the site, copies for readers to be used for small group guided reading instruction, RAZ kids online readers, data reports, lesson plans, and assessments. Pioneer Valley is used to provide additional reading materials for guided reading.</p> <p>I. GATE facilitator administered assessments to identify GATE students in January. Consultation with teachers was provided in fall to enrich and/or support acceleration on CSS in ELA, Math, Science, and Social Studies. Enrichment classes are offered monthly for GATE students as a pull out.</p>	<p>Hourly Classified (Babysitting) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$200</p> <p>Copier Maintenance Agreements 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2,500</p>	<p>Hourly Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$200</p> <p>Copier Maintenance Agreements 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2,500</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>J. Band and string instruments classes took place for 4-6 grade students each week.</p> <p>K. Binders, folders, table caddies, agendas, highlighters, pencil pouches, pencils, dividers, print, medals, and incentives have been purchased in summer and fall to support AVID implementation.</p>		
<p>1.2 Intervention</p> <p>A. Fourth Grade students will use I-station to screen all students for additional small group support from an Intervention teacher. I-station will be available for students identified as having significant gaps in reading foundational skills within their home classroom.</p> <p>B. Fifth & Sixth grade students will be provided intervention support fo thirty minutes daily as guided reading takes place through intervention support.</p> <p>C. K-3 uses DIBELS to monitor and assess reading foundational skills. Teachers provided release time to administer and analyze DIBELS assessment data. Collaboration focuses on intervention strategies. CSR Intervention teachers provide Early Literacy Intervention to K-3 students in reading fluency and phonemic awareness.</p>	<p>1.2 Interventions</p> <p>A. I-station has been implemented with all 4th, 5th, and 6th graders in fall. Guided reading support was implemented for grade 4, 5, and 6. The upper grade Intervention teacher collaborates with 4th, 5th, and 6th grade teachers to provide guided reading support.</p> <p>B. One instructional aides provided guided reading support for intensive students in 6th grade. The classroom teacher provides intervention for thirty minutes daily while guided reading instruction takes place. Running Record assessments chart growth and progress.</p> <p>C. K-3 has used DIBELS in August 2019 as a baseline to monitor and assess reading foundational skills. Teachers were provided release time to administer and analyze DIBELS assessment data. Collaboration focused on intervention strategies.</p>	<p>Substitute Teacher (Data Analysis) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000</p> <p>Teacher Hourly (Impact Teams) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2,000</p> <p>Materials & Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$400</p> <p>Travel/Conference/AVID 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$500</p> <p>Hourly, Other Certificated (GATE) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000</p>	<p>Substitute Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000</p> <p>Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2,000</p> <p>Materials & Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$500</p> <p>Travel/Conference/AVID 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$200</p> <p>Hourly, Other Certificated 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>D. Professional development to support intervention initiatives will be provided.</p> <p>E. SDC/RSP students receive support via special education program using pull-out and inclusion methods. Guided Reading push-in intervention will be all RSP students and SDC students will be mainstreamed per IEP determination. Professional development and release time to support inclusion program will be available.</p> <p>F. GATE enrichment activities/lessons provided to students/parents periodically during the year.</p>	<p>Intervention teacher provided Early Literacy Intervention to students in grades centered around reading fluency and phonemic awareness.</p> <p>D. Professional development was also provided by Literacy TSA to support 4th, 5th and 6th grade teachers in early literacy strategies.</p> <p>E. SDC/RSP students received support as a push-in model during guided reading time. DIBELS and Running Records are used to chart growth and progress. IEP goals drive instruction.</p> <p>F. GATE enrichment activities/lessons were provided to students/parents at meetings during the year.</p>	<p>Impact Team Manuals 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$800</p>	<p>Impact Team Manuals 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$200</p>
<p>1.2 Continued (Intensive Intervention)</p> <p>A. Full-Day TK/K instruction will be provided giving students an extended learnig opportunity.</p> <p>B. .80% Primary Intervention teacher doing push-in guided reading</p> <p>C. FTE Upper Grade Intervention teacher doing push-in guided reading</p> <p>D. GATE enrichment activities/lessons provided to students/parents during the school year.</p>	<p>1.2 Cotinued (Intensive Intervention):</p> <p>A. Full-Day TK/K instruction was provided extending the instructional school day. The MOU to extend this opportunity was not approved for 2020-2021.</p> <p>B. An 80% Intervention Teacher serviced intensive students in grades 1st & 2nd within the classroom setting.</p> <p>C. A full time Intervention Teacher serviced intensive students in grades 3rd,, 4th, and 5th grade within the classroom setting.</p>	<p>.80 FTE Early Intervention Tchr 1st & 2nd (80%) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$66,394</p> <p>1 FTE CSR Intervention Tchr 3rd & 4th Grades 1000-1999: Certificated Personnel Salaries Title II District -- 500 4035 \$65,260</p> <p>1 FTE CSR Intervention Tchr 3rd & 4th Grades 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010</p>	<p>.80 FTE Early Intervention Tchr 1st & 2nd (80%) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$66,394</p> <p>1 FTE CSR Intervention Tchr 3rd & 4th Grades 1000-1999: Certificated Personnel Salaries Title II District -- 500 4035 \$65,260</p> <p>1 FTE CSR Intervention Tchr 3rd & 4th Grades 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>F. Two three hour instructional assistants doing guided reading in grades five and six</p>	<p>D. GATE enrichment activities/lessons provided to students/parents during the school year.</p> <p>E. Only one 3 hour instructional assistant was used to support guided reading in 6th grade. Also, bilingual tutors and instructional aides have been used to support guided reading in grades K-6.</p>	<p>\$65,260</p> <p>1 Three hour instructional assistants to support 5th grade intervention students 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$11,605</p> <p>.80 FTE Early Intervention Tchr 1st & 2nd (20%) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$16,599</p> <p>1 Three hour instructional assistants to support 6th grade intervention students 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$11,605</p>	<p>\$65,260</p> <p>(1) Three hour instructional assistants to support 5th & 6th grade intervention students 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$0</p> <p>.80 FTE Early Intervention Tchr 1st & 2nd (20%) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$16,599</p> <p>(1) Three hour instructional assistants to support 5th & 6th grade intervention students 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$11,605</p>
<p>1.3 AVID: A. Begin year 4 of AVID</p> <p>B. Monitor students that are AVID strong.</p> <p>C. Coordinate PBIS and AVID programs</p> <p>D. Provide opportunities for teachers to attend AVID Path trainings and administrator to attend WICOR conferences</p> <p>E. Purchase AVID binder and supplies for all students in grades TK-6 and incentives</p>	<p>1.3 AVID: A. Peralta has met all measures to this date to be considered an AVID Elementary.</p> <p>B. Students that were AVID Strong have been monitored using data tracking sheets and incentives.</p> <p>C. PBIS was modified to Social Emotional Learning (SEL). The principal, grade level leaders, AVID coordinator, SEL coordinator met in May of 2019 during a full-day planning meeting to coordinate plans for 2019-2020.</p>	<p>Supplies Materials (AVID) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,150</p> <p>Incentives (AVID) 4000-4999: Books And Supplies Title I Basic -- 3010 \$800</p> <p>Conferences/Travel (AVID) 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$400</p>	<p>Supplies Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,150</p> <p>Incentives 4000-4999: Books And Supplies Title I Basic -- 3010 \$800</p> <p>Conferences/Travel 5900: Communications LCFF Suppl/Conc -- 0707 \$400</p> <p>Rental equipment 5000-5999: Services And Other Operating Expenditures</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	D. Three new teachers attended AVID Path training at the beginning of the school year.	\$	LCFF Suppl/Conc -- 0707 \$0
<p>1.4 ELD</p> <p>A. 30 minutes of designated ELD instruction in TK-6 will be provided.</p> <p>B. Integrated EL support (i.e. SDAIE strategies) will be provided over multiple subjects.</p> <p>C. EL levels for EL newcomers are determined at the district assessment center.</p> <p>D. When possible, classes are configured to have no more than 2 adjacent EL levels.</p> <p>E. Teachers monitor and evaluate EL levels using multiple measures including classroom assessments and ELPAC data.</p> <p>F. Bilingual Language Tutors support EL students by providing lesson reinforcement and reading support in both English and Spanish.</p> <p>G. Professional development to support ELD program will be provided</p>	<p>1.4 ELD</p> <p>A. Schedules were collected in fall and observations reflect daily 30 minutes of designated ELD instruction in TK-6.</p> <p>B. Lesson plans collected reflect Integrated EL support in multiple subjects.</p> <p>C. EL levels for EL newcomers were determined at the district assessment center.</p> <p>D. All classes were configured to have no more than 2 adjacent EL levels.</p> <p>E. Data reflects that Teachers have monitored and evaluated EL levels during the TELP (Teacher Evaluation of Language Proficiency).</p> <p>F. Master schedules, observation, and collaboration reflect Bilingual language tutors have supported EL students by providing lesson reinforcement.</p> <p>G. Professional development was provided to teachers by the Language Services Dept. to support Peralta's ELD program at a staff meetings in March. Staff meeting time has been dedicated to train/review for Evaluations of English Language</p>	<p>Salary, One BLT (3 hrs.) Karina 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$21,438</p> <p>Salary, One BLT (3 hrs.) De La Torre 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$21,872</p> <p>Salary, Translation 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$700</p> <p>\$</p> <p>Materials & Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$4,001</p> <p>Hourly IA 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000</p> <p>Lease/Purchase 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010</p>	<p>Salary, One BLT (3 hrs.) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$21,438</p> <p>Salary, One BLT (3 hrs.) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$21,872</p> <p>Salary, Translation 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$700</p> <p>Materials & Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$</p> <p>Books & Supplies 4000-4999: Books And Supplies Title III District -- 500 4203 \$3,000</p> <p>Hourly IA 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000</p> <p>Lease/Purchase 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Progress (TELP) and in preparation for the ELPAC assessment. In addition, Teachers representing 4 different grade levels have chosen to attend optional GLAD training provided by the district to bring back information learned.	\$648 Salary, One BLT (3 Hours) Diaz 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$10,337	\$0 \$
1.5 Hourly Classified Four days of clerk hours to support the beginning and ending of school year.	1.5 Hourly Classified Four days of clerk hours were used at the beginning of the school year to ensure a successful start to the school year. Four more days of clerk time are planned for June 2020 as well.	Hourly Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$400 Hourly Office 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$410 Hourly Office 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500	Hourly Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$400 Hourly Clerk 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$300 Hourly Clerk 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500
1.6 Resources: A. Purchase additional materials to support AVID implementation, UOS, ELD, technology, and Collaborative Teaching including print material, web based supplemental materials and manipulatives B. Supplemental ELA/ELD and Mathematics materials C. Digital Resources – MobyMax & Read Naturally	1.6 Resources A. Binders, folders, dividers, agendas, pocket pouches, highlighters, table caddies, print and incentives have been purchased to support AVID implementation in TK-6. B Reading A-Z licenses were purchased and guided readers were sent to print for all levels to support ELA and ELD. 7 copies of every A-Z Reader was printed for a school-wide guided reading library.	Tech Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500 Guided Reading Teacher Manuals (For New Teachers) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500 Tech Coordinator Hourly (Esparza Extra Hours) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$400	Tech Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500 Guided Reading Teacher Manuals 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500 Tech Coordinator Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$400

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>D. Technology and software support for classroom integration</p>	<p>C. RAZ kids was purchased instead of MobyMax.</p> <p>D. Digital Resources: Teachers have been trained on RAZ kids and Pear Deck. Training was also provided in software to support distance learning.</p>	<p>Software License 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$500</p> <p>Translation Services 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p> <p>Certificated Planning Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2,000</p>	<p>Software License 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$500</p> <p>\$</p> <p>\$</p>
<p>1.7 Pre-school Transition Plan: A. Peralta does not have a pre-school program on-site. However, special education pre-school students have transition meetings that are often attended by Peralta's principal, SLP, school psychologist, and SDC teacher. Parents are always welcome to visit our TK-1 SDC classroom to observe the quality of instruction and safe learning environment.</p> <p>B. Registration information for Transitional Kindergarten and Kindergarten will be sent to the parents of pre-school students in the Spring. All information will be sent in both English and Spanish.</p>	<p>1.7 Pre-school Transition Plan: A. Peralta does not have a pre-school program on-site. However, many special education pre-school students already have had transition meetings that were attended by Peralta's principal, SLP, school psychologist, and SDC teacher. There was not an SDC classroom for 2019-2020 but parents are welcome to visit inclusion classrooms to observe the quality of instruction and safe learning environment.</p> <p>B. Registration information for Transitional Kindergarten and Kindergarten will be sent to the parents of pre-school students in the Spring. All information will be sent in both English and Spanish.</p>	<p>None Specified</p> <p>\$</p>	<p>\$</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.8 Communication Enhancement Program</p> <p>A. The Communication Enhancement Program (CEP) at Peralta is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.</p>	<p>1.8 Communication Enhancement Program</p> <p>A. The speech pathologist has attended SST's and IEP's but at this time no students are receiving CEP.</p>	<p>None Specified</p> <p>\$</p>	<p>\$</p>
<p>Inclusion</p> <p>The planned actions for Full Inclusion include:</p> <p>A. Professional development for general education teachers, Educational Specialists, and paraprofessionals.</p> <p>B. Release time for teachers to collaborate and plan for the support and success for all students.</p> <p>C. Classified and certificated behavior support and trainings (CPI Training, Student Attendant Aides-if not provided by the district).</p>	<p>Inclusion:</p> <p>A. Teachers attended optional Inclusion training provided by the district in the Spring and Summer of 2019.</p> <p>B. General Education teachers supporting inclusion were provided release time to collaborate with case carriers to support student needs.</p> <p>C. Several staff members have attended district provided CPI training.</p>	<p>None Specified</p> <p>\$</p>	<p>\$</p>

Analysis

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

Peralta has NGSS (Next Generation Science Standards) representation as a writer for Units of Study, an Instructional Council representative, and a Balanced Math Facilitator that shares information with staff. Grade level team leaders work with their grade level to implement the California state standards through the use of UOS and following suggested pacing guides. Grade levels teams meet weekly and work collaboratively to plan instruction, discuss instructional strategies, and analyze student work as well as assessment data. All Grade levels are receiving site training on AVID (Advancement Via Individual Determination) provided

by consultants, lead teacher, and site administration; digital gateway training provided by site technology coordinators. Third, fifth, second, and fourth grade are currently participating in Impact Team training for the site. Teachers in these grade levels participate in differentiated staff development based on their year of implementation. The overall focus for Impact is analyzing student work, developing success criteria, and rubrics in an effort to build student efficacy. Follow up coaching with district staff and consultant provides additional guidance in implementing this model.

UOS and common grade level assessments have been implemented site wide. Classroom observations, grade level planning, and data analysis reflect the implementation of UOS assessments as well as common assessments across the grade level.

Reading intervention has been fully implemented across all grade levels as evidenced by master schedules submitted, DIBELS data (grades TK-3), classroom observations, grade level meeting minutes, and Istation data (In grade 4-6). There has been an increase in reading fluency among our primary grades as evidenced by DIBELS assessment data. Running Records are turned in to the site administrator for grades 1-6. Transitional Kindergarteners and Kindergarteners are being provided support with an extended school day as well as with bilingual tutor support.

ELD has been fully implemented in grades TK-6. Classroom schedules reflect designated ELD instruction daily in every classroom. Observations reflect integrated ELD across subject areas. District training is being provided in March to support ELD strategies and practices.

Technology strategies and resources are fully implemented in grades TK- 6. The depth of implementation varies but all students continue to utilize their chromebook as a tool to supplement and enhance classroom instruction within all subjects. Master schedules for the EMCC reflect the support that has been provided with the implementation of chromebooks and other instructional resources across all grade levels. Students' technology skills have greatly improved because of the usage of chromebooks on a daily basis. The purchase of RAZ kids and I-station has given more experience with online assessment as well as supported strategies to reach the goal for students being college and career ready. These resources and others web based options paid huge dividends when school was closed and distance learning went into effect in March of 2020.

All students in grades TK-6 participate in AVID. Students were provided with all necessary supplies to cover the three goals set by the AVID committee; Organization, Note-taking, and Planning. Purchase requisitions reflect the purchase of binders, folders, pocket pouches, dividers, pencil boxes, table caddies, highlighters, and agendas as determined age appropriate by the Site leadership team and suggested by AVID consultants. The purchase of licences for Reading A - Z as well as the requisition of print to provide guided readers for grade levels TK to 6 demonstrates the full implementation of supports for ELA state standards in the area of reading.

Inclusion has allowed for a large numbers of our students with special needs to have greater exposure and opportunities in a general education environment. Teachers attended district offered professional development in preparation for inclusive practices. Students with special needs were clustered to maximize the amount of time they receive support in the classroom. The sizes of these clusters are a focus and when possible, are not larger than 6 students. In collaboration with case carriers, SPED teams have decided to focus on specific grade levels when taking on students on their case load. Presently, a teacher manages students in grades K-2, 2-4, 4-5, and 6th. These grade level spans were chosen due to the number of students with special needs at specific grades and relationships that had already been established. This decision has allowed greater efficiency and responsiveness in working with students. In addition, teachers and case carriers supporting inclusion have met each trimester to plan and prepare practices that support inclusion.

Grade-level minutes in Kindergarten reflect the practices discussed to transition preschool students to Kindergarten. Emails and flyers also reflect the full implementation of including Preschool students and families in school activities.

Currently there are no students receiving CEP services. The speech pathologist does attend SST meetings to determine the need for these services.

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

CAASPP ELA Actual Progress, Fall 2019

School: -35.3 points below standard; Maintained -0.6 points
SED: -48.2 points below standard; Decreased 4.9 points
EL: -54.7 points below standard; Maintained -0.3 points
SWD:- 132.5 points below standard; Decreased 7.2 points
Hispanic: -40 points below standard: Maintained 1.7 points

CAASPP Math Actual Progress, Fall 2018

School: -57.1 points below standard; Increased 4.5 points
SED: -70.6 points below standard; Maintained -0.9 points
EL: -72.6 points below standard; Increased 6.2 points
SWD:-148 points below standard; Maintained -1.4 points
Hispanic: -61.7 points below standard; Increased 7.7

Peralta's focus on early literacy and guided reading has allowed CAASPP scores to maintain in several areas but there was a decline in scores for Socioeconomically Disadvantaged, Students with Disabilities, and white students. Every teacher understands that increased DIBELS scores, Fluency rates, Comprehension abilities, and increases in reading instructional levels will provide the prerequisite skills students will need for Career & College readiness. Guided reading takes place 4 times a week by teachers, RSP teaches/aides, instructional assistants, BLT's, and intervention teachers. Peralta is dedicated to early intervention and the use of running records will further deepen our understanding of students' needs. While operating under distance learning requirements, intervention teachers continued to provide virtual support for students in need.

English Learner Actual Progress

4 Well Developed: 37.4%
3 Moderately Developed: 33.2%
2 Somewhat Developed: 18.7%
1 Beginning Stage: 10.7%

Peralta is committed to teaching ELD for a minimum of thirty minutes daily. In addition, EL strategies are incorporated across all curricular areas. ELPAC scores demonstrate the commitment to fully teaching the ELD framework and standards.

DIBELS-

P8 Other student outcomes – DIBELS (Goal Tri 2 - Meet DIBELS Benchmark)

(Data from February 2020)

Kinder:

NWF-CLS (Nonsense Word Fluency- Correct Letter Sounds/Words (Phonics) - exceeded the target of 17 - scored 28.8

First Grade:

DORF (DIBELS oral reading fluency) - exceeded the above target of 23 - scored 29.1

DORF-A (DIBELS oral reading fluency - accuracy percentage) below the target of 78% -scored 75.4%

Second Grade:

DORF (DIBELS oral reading fluency) - exceeded the target of 72- scored 78.2

DORF-A (DIBELS oral reading fluency - accuracy percent) below the target of 96% -scored 89

Third Grade:

DORF (DIBELS oral reading fluency) - below the target of 86- scored 75.3
DORF A- (DIBELS oral reading fluency - accuracy percent) below the target of 96% -scored 89%

Actual: SBAC Reading Claim #1

School year 2018-2019 The goal for Reading Claim #1 was met. 17% of students met the standard for Reading Claim #1 which reflected an increase of 3%. 56.91% scored near or above Standard. (met goal).

DIBELS scores are on the rise at Peralta. A set schedule was created so that all classes at Peralta have guided reading time for thirty minutes daily. Certificated staff, special education, instructional assistants, and BLT's work together to ensure the maximum effectiveness of guided reading instruction.

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

Differences between Proposed Expenditures and Estimated Actual Expenditures include the following:

Guided Reading -

The need for 2 instructional aides to support guided reading in grades 5 and 6 was not necessary and was thereby reduced to 1 instructional aide. As a result the proposed expenditures were reduced greatly.

In an effort to support RAZ kids for independent readers, headsets have been purchased which represented an unplanned expenditure.

Impact Teams -

Much of the Impact team coaching and professional development has occurred during teacher's planning time which has allowed money to be saved for substitute teacher expenses to collaborate and prepare. Days that Impact teams have received training in the AM, teachers were given the opportunity to have a site provided half day to prepare and collaborate regarding learning from the professional development. The number of these days is less that projected which has resulted in a reduction in actual expenditures.

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.

Analysis reflects that while maintaining scores in ELA the overall distance from met has resulted in a score of orange according to the California Dashboard data released in the Fall 2019. For math, growth occurred school wide and either maintained or increased in all sub groups with the exception of white according to the California Dashboard. This data indicates a need to continue a commitment to refine and deepen current practices regarding standards mastery. Strategies to accomplish this include, expanding and refining Impact teams, AVID strategies and implementation, Primary Intervention for reading foundational practices, Guided reading small group support in upper grades, and Inclusive practices school wide.

Impact team expansion and refinement is to include the addition of new grade levels accompanied with professional development, grade level specific coaching, and an emphasis on Impact practices during grade level planning times. Professional development and coaching will be provided from consultants, district TSA's, previously trained grade level teams, and site administration.

The deepening of understanding of AVID strategies and implementation will be accomplished through the continued efforts to send new staff to AVID Path or Summer Institute training. Previously trained staff may also be provided a review of WICOR strategies at either AVID Path or Summer Institute training. Whole staff support will be provided through professional development and coaching by consultants, site AVID lead teacher, and site administration. Assessments will be conducted in grades 3-6 to analyze student progress in mastering AVID site goals. Current AVID goals may be refined or altered to reflect site needs. The

Peralta site leadership team composed of representatives from all grade levels will collaborate with site administration to determine site priorities and SMART goals.

Transitional kindergarten and kindergarten will not continue to be provided for a full day. Peralta has seen the benefits academically in Kindergarten and in following years as measured by DIBELS and UOS; however due to the uncertainty with school closures due to COVID 19; the mou between teachers and administration was not approved.

Primary intervention will continue to be implemented in grades first and second. Additional resources, training, planning time, and support to administer assessments will be provided to differentiate instruction in order to meet the ultimate goal of all students reading at grade level upon leaving third grade. Resources and training will largely center on small group and guided reading implementation. The incorporation of a third adult to support guided reading will allow for more students to receive small group support.

Similarly to Primary Intervention, a reading intervention teacher has been committed to the effort of supporting successful readers in grades three through six with support from an instructional aide. Additional training is being provided to grade 5-6 this year to successfully implement guided reading practices to accomplish this goal. A reading room is being utilized to provide guided reading materials. As in primary grades, bilingual tutors and instructional aides are being included in training, instructional support, collaboration, and planning. Similar to primary, a third adult is being incorporated to provide additional students with small group support.

Inclusive practices continue to be refined and implemented through the collaboration and planning of special education staff and grade level teachers. Changes to master calendars takes place to support these efforts. Administration and Special Education staff have access to additional professional development to support inclusion. Changes have also been made to the instructional materials and lessons provided to students with special needs to address the struggles this population has experienced with state CAASPP testing in grades 3-6. This change is reflected in the shift from the LANGUAGE! curriculum to the usage of IStation, guided reading, and district developed Units of Study. The SST team works closely with teachers to ensure that students are given the best first instruction and interventions in the classroom prior to a change of placement to a special education setting. Intervention teachers, the school psychologist, and the speech pathologist are included with this team and are essential when identifying additional support systems for given students. The behavior and social emotional learning (B-SEL) coach and administrative designee provides support for those students who are in need of social skills awareness. Check in and Check out procedures are being added to support students experiencing tier 2 or 3 behavior issues.

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 5 School attendance rate	Maintain an attendance rate at 96.5% or higher	This goal was met. As of the completion of the 2nd trimester, Peralta has an attendance rate of 96.609%.
P5 Chronic Absenteeism rate	Maintain a Chronic Absentee rate of 6% or lower	This goal was not met. The California Dashboard reflects that Peralta had a Chronic Absentee rate of 7.7%
P6 Pupil Suspension rate	Maintain a Pupil Suspension Rate of 0.5% or lower	This goal was met. The California Dashboard reflects that Peralta had a suspension rate of 0.3%.
P6 Surveys of pupils, parents, teachers on sense of safety	LCAP Surveys: Extremely Safe or Moderately Safe Students - 91% or higher Parents - 93% or higher Staff - 86% or higher	The goals were met for parents and staff. Actual LCAP Survey Results: Extremely Safe or Moderately Safe Students - 88.34% Parents - 95% Staff - 97.06%
P6 Surveys of pupils, parents, teachers on sense of safety	LCAP Surveys: Safe All of the Time or Most of the Time Students - 76% or higher	This goal was met. LCAP Surveys: Safe All of the Time or Most of the Time Students - 78%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Supervision and Support	2.1 Supervision and Support	Health Aide Clerk 3hrs. (.50)	Health Aide Clerk 3hrs. (.50)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A. Safety and Healthy School Environment Supervisors will participate in trainings that focus on conflict resolution and positive reinforcement. Supervisors will supervise PTA sponsor events that may require additional supervision. Supervisors will also provide babysitting for parent trainings and meetings such as PTA, ELAC, and SSC. Meet each trimester with supervisors to discuss health and safety concerns on campus. School will create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through various activities (red ribbon week, bullying assemblies, digital citizenship, common sense media, health awareness workshops)</p> <p>B. Health Aide Health aide will provide appropriate health care and nursing services. Activity supervisors will provide appropriate campus supervision, enforce the school dress code, and enforce school rules and procedures. Students and staff will participate in monthly fire drills and practice disaster procedures.</p> <p>C. PBIS PBIS coordinator and staff will provide a school-wide assertive discipline program.(PBIS Program). PBIS implementation will include training and materials for teaching social skills with social skills posters, Class Dojo, TAKE 15 MORE attendance rewards and incentives.</p>	<p>A. Safety and Healthy School Environment Meetings with Supervisors took place in August, November, and February to address health and safety concerns. Supervisors participated in training for suicide prevention and mandated reporter training. When needed, supervisors looked after children at PTA sponsored events that required additional supervision. Supervisors also provided babysitting services for parent trainings and meetings such as PTA, ELAC, and SSC.</p> <p>B. Health Aide Health aide provided appropriate health care and nursing services. Activity supervisors provided appropriate campus supervision, enforced the school dress code, and enforce school rules, and procedures. Students and staff participated in monthly fire drills and practiced disaster procedures.</p> <p>C. PBIS PBIS coordinator now referred to as BSEL coordinator, and staff provided a school-wide positive discipline program.(PBIS Program). PBIS implementation included training and materials for teaching social skills with social skills posters, Class Dojo. To reinforce positive behavior, TAKE 15 MORE attendance rewards and incentives have been utilized with a weekly drawing being done.</p> <p>D. 100 Mile Club</p>	<p>2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$14,665</p> <p>Hourly, Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$500</p> <p>Substitute Teacher Develop Safety Plan</p> <p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$300</p> <p>Materials & Supplies Safety</p> <p>4000-4999: Books And Supplies Title I Basic -- 3010 \$350</p> <p>Furniture Outside Lunch Tables</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2,000</p> <p>Supplies (PBIS), (Attendance), (100 Mile) Incentives & Awards</p> <p>4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p> <p>Mental Health Counselors 1000-1999: Certificated Personnel Salaries</p>	<p>2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$14,665</p> <p>Hourly, Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$500</p> <p>Substitute Teacher Develop Safety Plan</p> <p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$300</p> <p>Materials & Supplies Safety</p> <p>4000-4999: Books And Supplies Title I Basic -- 3010 \$2,000</p> <p>Furniture Outside Lunch Tables</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2,000</p> <p>Supplies (PBIS), (Attendance), (100 Mile) Incentives & Awards</p> <p>4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>Mental Health Counselors 1000-1999: Certificated Personnel Salaries</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>D. 100 Mile Club Peralta will operate the 100 Mile Club that focuses on student health and well being by having them participate in running and monitoring the number of miles they run. Students will develop self-monitoring strategies.</p> <p>E. Safety Supplies &/or Walkie-Talkies</p>	<p>Peralta operated the 100 Mile Club that focused on student health and well being by having them participate in running and monitoring the number of miles they ran. Students developed self-monitoring strategies.</p> <p>E. Safety Supplies &/or Wlakie-Talkies Peralta has been adding additional safety supplies and replacing walkie-talkies to ensure preparedness in case of emergency.</p>	<p>Title I Basic -- 3010 \$</p>	<p>Title I Basic -- 3010 \$0</p>
<p>2.2 Positive Behavior Intervention Support (PBIS) A. PBIS Coach & Committee The PBIS coach along with the PBIS committee will facilitate the implementation of the components of the PBIS model. Teachers will teach short lessons that focus on the sixteen character traits. The PBIS coach will provide staff development and support in planning these short lessons. Student incentives will be given in the classroom and schoolwide to reward positive behavior.</p> <p>B. PBIS Meetings The PBIS team will meet regularly to review data and provide support and resources for classroom management strategies.</p> <p>C. PBIS Incentives The PBIS team will develop incentives to reinforce positive behaviors from students.</p>	<p>2.2 Positive Behavior Intervention Support (PBIS) A. PBIS Coach & Committee The PBIS coach along with the PBIS committee have facilitated the implementation of the components of the PBIS model. Teachers taught short lessons focusing on the sixteen character traits. The PBIS coach provided staff development and support to help plan these short lessons. In addition, staff training on Social Emotional Learning was done in January. Committee members attended training on Tier 2 Student incentives were given to reward positive behavior. Efforts to finalize plans for next year were affected by the school closure and distance learning.</p> <p>B. PBIS Meetings The PBIS coordinator reports out to the leadership team to provide support</p>	<p>Supplies (Incentives) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p>	<p>Supplies (Incentives) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>and resources for classroom management strategies. In addition, a new committee was formed during the year to address Tier 2 interventions.</p> <p>C. PBIS Incentives The PBIS team developed incentives to reinforce positive behaviors from students.</p>		
<p>2.3 School Safety Plan A. Create and revise the Safe School Plan containing three essential components: Assuring each student a safe physical environment.</p> <p>B. Assuring each student a safe & respectful, accepting and emotionally nurturing environment; Developing each student's resiliency skills.</p> <p>C. Provide appropriate campus supervision.</p> <p>D. Participate in Red Ribbon Week Activities.</p> <p>E. Follow child abuse reporting procedures.</p> <p>F. Develop and practice routine disaster procedures.</p> <p>G. Maintain and acquire emergency/disaster supplies.</p>	<p>2.3 School Safety Plan A. Peralta's Safety Coordinator revised the Safe School Plan to include: assuring each student has a safe and healthy physical environment; assuring each student a safe, nurturing, and respectful emotional environment. The plan was approved by SSC in February 2020.</p> <p>B. A Master schedule was created to assign supervisors to appropriate locations during student breaks - before and after school, recess, and lunch, as well as during site events occurring during the school day; including parent picnics, and winter performances.</p> <p>C. Six supervisors are employed to supervise students during periods of time before school, at recess, lunch, and after school. Supervisor schedules reflect assignment to specific locations for supervision.</p>	<p>Supplies (Incentives + Shakey's) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,500</p> <p>Saturday School Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>Material & Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$368</p>	<p>Supplies (Incentives) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000</p> <p>Saturday School Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>\$300</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>H. Notify teachers of dangerous students.</p> <p>I. Distribute the discrimination and harassment policy to employees, students, and parents.</p>	<p>D. Peralta participated in Red Ribbon Week activities for each day of Red Ribbon Week.</p> <p>E. Mandated Reporter Training through Keenan and Associates to address child abuse reporting took place in the month of August, 2019.</p> <p>F. Safety Committee Meetings took place in August and January to develop disaster procedures. Leadership and staff meetings in November and December were dedicated to refining procedures. Monthly drills have taken place to practice these procedures.</p> <p>G. Site disaster materials were replenished and walkie-talkies purchased.</p> <p>H. Meetings and emails took place to inform teachers of students with prior suspensions or special needs that may result in dangerous situations.</p> <p>I. All employees, students, and parents were provided with discrimination and harassment policies for the district in Fall 2019.</p>		
<p>2.4 Health Services</p> <p>A. A Health Care Aide will provide support to ensure a healthy environment by attending to student health needs and parent outreach for vision, health and dental referral.</p>	<p>2.4 Health Services</p> <p>A. Peralta has had a Health Care Aide from the first day of the school year to present to address student health needs, parent outreach for vision,</p>	<p>Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$280</p> <p>Student Incentives (100 Mile Club)</p>	<p>Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$200</p> <p>Student Incentives 4000-4999: Books And Supplies</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>B. Support for a Healthy lifestyle will include: 100 Mile Club, PE, and Jump Rope for Heart.</p> <p>C. A School Psychologist is employed part time on the site to support Behavior support plans, IEP's, and student assessment.</p> <p>D. A Mental Health Counselor will be contracted for behavior support.</p>	<p>hearing, health, hygiene, and dental needs.</p> <p>B. Peralta purchased t-shirts for students that achieved a minimum of 25 miles in the 100 Mile Club. An assembly to support 100 Mile Club took is planned for May 2019. Teachers have PE minutes reflected in daily schedules and observations reflect PE meeting State requirements. Peralta' Jump Rope for Heart assembly was canceled with the transfer of our JRFH Coordinator to West Riverside.</p> <p>C. Peralta has a School Psychologist available to support behavior through SST and IEP meetings as well as consultation with teachers, parents, and site administration. Students are provided behavior support.</p> <p>D. A Mental Health Counselor was contracted by the district. Mental health support for students is dependent on availability, however, referrals may be submitted and students seen by other counselors.</p>	<p>4000-4999: Books And Supplies Title I Basic -- 3010 \$500</p> <p>Salary, Activity Supervisor (Supervision) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$4,277</p> <p>Salary, Classified Support (HCA & Supervision) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$7,949</p>	<p>Title I Basic -- 3010 \$500</p> <p>Salary, Activity Supervisor 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$4,277</p> <p>\$5,000</p>
		<p>\$</p>	<p>Material & Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$</p>
		<p>\$</p>	<p>Salary, Classified Support (HCA) 2000-2999: Classified Personnel Salaries</p>

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Title I Basic -- 3010
\$

Analysis

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

Many strategies/activities have been fully implemented to support improved attendance, which reflects a safe and orderly learning environment. Attendance incentives, Attendance meetings, Saturday School, and awards have been put in place to achieve the goal of a safe and orderly learning environment. Students receive awards at assemblies. Student incentives occur weekly, monthly, and at the end of each trimester. Student incentives include receiving popsicles for Saturday School attendance. Classrooms are awarded TAKE 15 MORE for excellent attendance. Student that have Perfect Attendance at the end of the year earn a medallion and a trip to Jurupa Spectrum for a movie. As of March 2020, 176 Peralta students have Perfect Attendance for the year.

PBIS social skills implementation is ongoing throughout the school year. Additional training has been provided to teachers, supervisors, and support staff to support Social Emotional Learning. In addition, a committee has been formed and strategies are being created to address students with Tier 2 or Tier 3 due to behavior concerns. Teachers teach social skills and location expectations on a weekly basis. Students are coached on conflict resolution and other issues by the teacher, School Psychologist, and site administration. Students are reminded and encouraged to meet behavior expectations in morning announcements.

Sports leagues, 100 Mile Club, student council, and PE continue to be implemented throughout the school year. Students continue to be encouraged to participate in the 100 Mile Club, lunch time sports tournaments, and clubs through the announcements. Sports tournaments were suspended after March due to distance learning going into effect.

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

An actual: ADA of 96.6% reflects Peralta's effectiveness in emphasizing the importance of attendance. Saturday school statistics reflect Peralta as the leading school in attendance and recapturing the ADA.

Actual: Chronic Absenteeism rate:
2018-2019: 7.7% School-wide; an increase of 2.8%
State: 10.1%

Peralta encourages attendance and the importance of being at school to maximize learning and the attaining of grade-level standards. The principal, office staff, and/ or teachers call home to check on the status of children that are missing a lot of instruction. In addition, incentives are given as a means of encouraging kids to come to school on time each day. TAKE 15 More gives students and teachers 15 extra minutes of recess for being at school on time. A movie is awarded to students at Jurupa Spectrum if they have Perfect Attendance for the entire school year. In addition, medallions are given out for Perfect Attendance for the year. Currently, Peralta has 95 students eligible for Perfect Attendance at the end of the school year.

Actual: Pupil Suspension rate:
2018-2019: .03% School-wide; Maintained.
State: 3.4%

At Peralta the top award at assemblies is for students that are respectful, responsible, kind, safe, ready, and AVID Strong. We value Character above all else and it is reflective in student behavior. Our PBIS/B-SEL Coordinator emails a PBIS strategy for each week, and videos modeling expected behaviors. In

addition, administration takes a proactive approach by being visible developing and running soccer and basketball tournaments, and rewarding good behavior to lessen the need for discipline.

LCAP Survey: Actual

LCAP Survey, Students: Extremely Safe to Moderately Safe: 88.3% which reflects a decrease of 2.5%

LCAP Survey, Parents: Extremely Safe to Moderately Safe: 95% which reflects an increase of 2%

LCAP Survey, Staff: Extremely Safe to Moderately Safe: 97%. which reflects an increase of 11%

Actual: CHKS

2018-2019: Students surveyed reported feeling safe all of the time/most of the time/some of the time: 91%

Students reported feeling safe all of the time: 48%... increased 2%

Students reported feeling safe most of the time: 30%... Maintained%

Students reported feeling safe some of the time: 17%... increase 2%

Students reported never feeling safe: 5%... decrease 2%

Peralta works hard to create a welcoming, caring, and safe environment. Weekly announcements are made to reward Panda Pride. Super Panda parties are held monthly to reward students displaying positive characteristics. Panda Chats happen during the year to review school rules and the importance of being a person of strong character. Staff communicate regularly with families to inform them of safety issues at the school. The office staff has been trained in procedures to create a welcoming environment.

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

There has been an increase in estimated actual expenditures due to the need to replace walkie-talkies. There was a decrease in estimated actual expenditures due to the maintenance department's assistance in installing soccer goals.

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.

Continued professional development will be provided for teachers, supervisors, and support staff to address Tier 2 and 3 students with behavior concerns. A check in system is being created to support Tier 2 students with behavior concerns. Focused discussions on supervision of students in the Think Together will be conducted between administration and the program lead. Meetings with victims of physical contact, threats, or other conflict resolutions will be increased to build an increase sense of safety and confidence. Counseling services will continue to be shared to students that have feelings of insecurity or anxiety at school.

In addition to all the outdoor activities, a gaming room will be created within the library as a resource to reinforce positive behavior and provide another structured activity for students.

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
P3 Parent Engagement	LCAP Parent Engagement: (Parent Survey) Extremely or Moderately Satisfied - 95% or higher Extremely or Moderately Likely to Recommend School - 95% or higher Extremely or Moderately Effective office Staff - 95% or higher Extremely or Moderately Well Informed:School-wide Activities - 95% or higher Extremely or Moderately Well Informed Classroom Activities - 95% or higher Extremely or Moderately Welcoming - 95% or higher Extremely or Moderately Satisfied with Instruction - 95% or higher Opportunities to be involved in district decision making - 80% or higher	LCAP Parent Engagement: (Parent Survey) Extremely or Moderately Satisfied - 96% Extremely or Moderately Likely to Recommend School - 93% Extremely or Moderately Effective office Staff - 92% Extremely or Moderately Well Informed:School-wide Activities - 95% or higher Extremely or Moderately Well Informed Classroom Activities - 90% Extremely or Moderately Welcoming - 92% Extremely or Moderately Satisfied with Instruction - 95% Opportunities to be involved in district decision making - 80% or higher
P5 Student Engagement	LCAP Student Engagement: (Student Survey) Extremely or Moderately Safe - 90% or higher Extremely or Moderately Well Informed - 90% or higher Strongly or Moderately Agree Positive Learning Environment - 90% or higher	Actual LCAP Student Engagement: (Student Survey) Extremely or Moderately Safe - 88.34% Extremely or Moderately Well Informed - 94% Strongly or Moderately Agree Positive Learning Environment - 94%
P5 Student Engagement	CHKS Student Engagement Extremely or Moderately Feel Connected to the school - 93% or higher All the Time or Most of Time Happy at School - 85% or higher	Actual CHKS Student Engagement Extremely or Moderately Feel Connected to the school - 75% All the Time or Most of Time Happy at School - 79%

Metric/Indicator	Expected Outcomes	Actual Outcomes
	All of the Time or Most of the Time Feel Like Part of School - 80% or higher	All of the Time or Most of the Time Feel Like Part of School - 76%
P6 Surveys of pupils, parents, teachers on sense of school connectedness	LCAP Staff Survey Strongly Agree or Moderately Agree Welcoming Environment - 91% or higher Strongly Agree or Moderately Agree Collaborative Culture - 95% or higher Strongly Agree or Moderately Agree Involved in District Decision Making - 81% or higher	Actual LCAP Staff Survey Strongly Agree or Moderately Agree Welcoming Environment - 100% Strongly Agree or Moderately Agree Collaborative Culture - 100% Strongly Agree or Moderately Agree Involved in District Decision Making - 100%

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.1 Parent Engagement and Leadership</p> <p>A. Increase parent involvement in school/district advisory committees to review current school/district programs and make recommendations. The principal will provide regular updates to parents about classroom/school activities and programs through InTouch, monthly calendar and marquee.</p> <p>B. The school will communicate to parents the board policies and other requirements of the Transitional Kindergarten program. Parents will be provided with registration packets, developmental activity packets for summer prep and transition meetings for parents (Transitional K/Kindergarten tea).</p>	<p>3.1A Parent Engagement and Leadership</p> <p>A. Peralta has a DAC and DELAC representative that attends district meetings. These parents inform SSC and ELAC about district developments. The Principal provides regular updates to parents about classroom/school activities and programs through InTouch, Peach Jar, flyers, and marquee. ELAC, SSC, GATE Committee, Bookfair, Yearbook Committee, Title 1 meeting, AVID workshops, School Picnics, Peralta Booster Club, and PTA give parents opportunities for parent involvement and input. After March, necessary meetings were held virtually due to school closure.</p>	<p>Hourly, Classified 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$193</p>	<p>Hourly, Classified 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$200</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>B. The school communicated to parents the board policies and other requirements of a Transitional Kindergarten program. Steps for registration are being shared with parents and resources for students provided.</p>		
<p>3.2 Parent Involvement Opportunities A. Increase parent involvement by providing the opportunity to participate in PTA-sponsored events and as classroom volunteers. The goal is to engage parents in their children's education by helping them develop skills to use at home that support their children's academic efforts at school. Information will be provided in both English and Spanish and will be sent home on a timely manner.</p> <p>B. The school staff will invite parents to participate in site-based activities such as the 100 Mile Club, ESL, Fall Festival, Book Fair, Pastries with Parents, and AVID workshops.</p>	<p>3.2 Parent Involvement Opportunities A. Peralta has had great participation in PTA sponsored events including BINGO Night, Fall Festival, and Picnic. There has been an increase in Parent involvement for the Title 1 parent meeting, SSC, and AVID workshops. Information was provided in both English and Spanish.</p> <p>B. The school staff invited parents to participate in site-based activities such as the 100 Mile Club, ESL classes, Fall Festival, Book Fair, Pastries with Parents, and AVID workshops.</p>	<p>Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p>	<p>Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p>
<p>3.3 Parent Communication and Connectivity A. Assist parents in understanding academic common core state standards, state and local academic assessments, requirements of Title I, and how to monitor a child's progress and work with educators to improve student achievement using Parent Connect and Parent Phone System. School will</p>	<p>3.3 Parent Communication and Connectivity A. Assisted parents in understanding academic common core state standards, state and local academic assessments, requirements of Title I, and how to monitor a child's progress and work with educators to improve student achievement using Parent Connect and Parent Phone System.</p>	<p>Clerical - Overtime 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$500</p>	<p>Clerical - Overtime 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$500</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>provide a parent station to ensure all parents have access to parent connect and other district resources.</p> <p>B. Parents will regularly be informed of student progress through Back-to-School Night, parent conferences, progress reports, report cards, Parent Connect, parent phone system, Class Dojo, and phone calls, emails, & notes home.</p> <p>C. Parent meetings, parent-teacher conferences, report cards, informational newsletters, flyers, office communication, and parent resources will be provided in both English and Spanish to meet the needs of our Spanish speaking population. Translators will be provided for parent meetings.</p>	<p>Peralta has provided a parent station to ensure all parents have access to parent connect and other district resources.</p> <p>B. Parents were regularly informed of student progress through Back-to-School Night, parent conferences, progress reports, report cards, Parent Connect, parent phone system, Class Dojo, and phone calls, emails, & notes home.</p> <p>C. Parent meetings, parent-teacher conferences, report cards, informational newsletters, flyers, office communication, and parent resources were provided in both English and Spanish to meet the needs of our Spanish speaking population. Translators were provided for parent meetings.</p>		
<p>3.4 Community Involvement and Student Transition Peralta believes in a collaborative partnership among teachers, parents, students, family members and the community. To promote parent involvement, Peralta employs the following:</p> <p>A. Regular, two-way communication between the school and home which fosters a clearer vision for each student and promotes higher student achievement. Peralta staff members</p>	<p>3.4 Community Involvement and Student Transition</p> <p>A. Promoted two way communication between the school and home fostering a clearer vision for each student and promotes higher student achievement. Peralta staff members were assisted in facilitating written communication in both English and Spanish.</p>	<p>Materials & Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$250</p>	<p>Materials & Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$250</p>
		<p>Postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$50</p>	<p>Postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$50</p>

**Planned
Actions/Services**

assist in facilitating written communication in both English and Spanish.

B. Parent/Student/Teacher Compact is signed each year

C. Parents are invited and encouraged to attend Parent-Teacher conferences with interpreters assigned as needed. Home visits are provided if necessary.

D. Parents are encouraged to be a part of SSC, ELAC and PTA.

E. Parents are provided the opportunity to participate in parenting classes or community events that will assist their children in learning the standards.

F. In preparation and readiness for the beginning and ending of the academic school year, Peralta students and parents will be given the opportunity to acquaint/revisit/follow-up with school registrations and general procedures.

G. Parents are invited to attend grade-level and AVID parent workshops to learn ways to provide academic support for their child at home.

H. Transitional Kindergarten parents, Kindergarten parents and students will be given the opportunity to attend Back to School Night / Readiness Orientation before the first day of school to familiarize themselves with the Kindergarten program.

**Actual
Actions/Services**

B. The Parent/Student/Teacher Compact was signed for each student in August or as they enrolled.

C. Parents were invited and encouraged to attend Parent-Teacher conferences with interpreters assigned as needed.

D. Parents were encouraged to be a part of SSC, ELAC and PTA.

E. Parents were provided the opportunity to participate in parenting classes and community events that assisted children in learning the standards. A class for Strengthening Families was held in Fall through Winter.

F. In preparation and readiness for the beginning of the academic school year, Peralta students and parents were provided information to acquaint/revisit/follow-up with school registrations and general procedures.

G. Parents were invited to attend grade-level and AVID parent workshops to learn ways to provide academic support for their child at home. As of March, 3 workshops have been provided.

H. Transitional Kindergarten parents, Kindergarten parents and students were given the opportunity to attend Back to School Night / Readiness Orientation before the first day of

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>I. Kindergarten families will be invited to attend Pastries with Parents to learn additional information about the kindergarten curriculum and to better familiarize themselves with the teachers and classroom.</p> <p>J. Sixth-grade students will attend an assembly that will introduce them to the middle school environment.</p>	<p>school to familiarize themselves with the Kindergarten program.</p> <p>I. Kindergarten families were invited to attend Pastries with Parents to learn additional information about the kindergarten curriculum and to better familiarize themselves with the teachers and classroom.</p> <p>J. Sixth grade students will attend an assembly in Spring that will introduce them to the middle school environment.</p>		
<p>3.5 Involvement of staff, parents and community</p> <p>A. Teachers will hold meetings with parents to explain standards, homework, assessments, progress, etc. to enhance student achievement. Translation will be provided. Parents will be encouraged to attend parent meetings and school functions. Teachers will hold parent education workshops that focus on standards and student achievement in mathematics, language arts, science, social studies, homework practices, AVID, etc. All parents will sign a school-parent compact. Parents will be encouraged to attend Back to School Night. Parents will receive copies of individual student assessment results. Teachers will review state and district assessment results. School-wide data will be shared with and interpreted for the SSC and ELAC. Parents are invited to special activities and encouraged to</p>	<p>3.5 Involvement of staff, parents and community</p> <p>A. Teachers held meetings with parents to explain standards, homework, assessments, progress, etc. to enhance student achievement. Translation was provided. Parents were encouraged to attend parent meetings and school functions. The administrator held parent education workshops focusing on College & Career Awareness, note-taking, and organizational skills. All parents signed a School-Parent compact. Parents were encouraged to attend Back to School Night and received copies of individual student assessment results at each trimester at a minimum. Teachers reviewed state and district assessment results. School-wide data was shared with and interpreted for SSC and ELAC.</p>	<p>Hourly, Other Certificated 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$250</p> <p>Printing 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$300</p> <p>Translation Services 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$1,000</p>	<p>Hourly, Other Certificated 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$250</p> <p>Printing 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$100</p> <p>Translation Services 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$1,000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>volunteer on campus. Communication goes out to parents via school flyers, telephone calls and wording on the marquee.</p> <p>B. At Peralta, we recognize we serve not only our students, but their families as well. Our parent involvement opportunities include the traditional parent participation in School Site Council, English Learner Advisory Committee, Parent-Teacher Association and attendance at events such as Back-to-School Night and Parent/Teacher Conferences. We endeavor to go further than these typical involvement opportunities. We include Read Across America Day, Peralta Family Picnics, and Pastries with Parents. We plan to build upon these opportunities in the coming year. We will invite parents to join us in the development of a parent/family pledge and goal aligned with the staff's pledge and goal.</p>	<p>Parents were invited to special activities and encouraged to volunteer on campus. Communication went out to parents via school flyers, telephone calls and wording on the marquee.</p> <p>B. At Peralta, we recognize we serve not only our students, but their families as well. Our parent involvement opportunities included the traditional parent participation in School Site Council, English Learner Advisory Committee, Parent-Teacher Association and attendance at events such as Back-to-School Night and Parent/Teacher Conferences. We endeavored to go further than these typical involvement opportunities. We included Read Across America Day, Peralta Family Picnics, Strengthening Families Parenting Classes, and Pastries with Parents. We built upon these opportunities this year.</p>		
<p>3.6 Communication Enrichment</p> <p>A. 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>3.6 Communication Enrichment</p> <p>A. 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. To date, no such services have been necessary.</p>		

Analysis

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

Parent Outreach

At Peralta we realize that school personnel, students, and parents must all work together to maximize learning. Parents are called when students go to the health office, get a referral, or are the victim of an issue resulting in a referral. Opening lines of communication is the best way to build trust and promote a safe learning environment. Every night all students in the school must get their agenda signed once homework has been completed. Communication is made through this mode of communication or through phone calls and/ or Class Dojo if this mode is unsuccessful. One of the highest factors determining student success is the involvement of parents in the educational process. At Peralta, we strive to keep them informed about all aspects of our school. Sign-in sheets have shown positive parent participation at events and parent conferences. The new phone system has been successfully implemented; the Peralta website is current; Class Dojo is utilized regularly, and Twitter is available.

School Satisfaction

When students are happy and enjoy school than parents are generally happy and content. Peralta optimizes instructional minutes through the utilization of AVID strategies, guided reading practices, and standards based learning. We also mix in incentives and school events to make learning fun. Principal Challenges, awards ceremonies, student incentives, Career Day, Read Across America, Bingo Night, Sweetheart Dance, Red Ribbon Week, and Panda Picnics are just a few events that make school fun and welcoming. The overall attendance has remained steady according to sign-in sheets. In addition, a Strengthening Families parent class was offered this year during the evenings for parents. The following school activities have been implemented to engage students: soccer league, basketball league, sixth grade camp, 100 Mile Club, morning announcements, band, and assemblies. Our student council members are the developing leaders on our campus as they help communicate and coordinate activities for the school. Our PTA leads fundraising efforts for field trips and activities to increase parent and student engagement.

Safety

Monthly drills, morning announcements, daily behavior skill lessons, and assemblies are conducted to educate and improve student safety.

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

Peralta continues to have high expectations for parent, student, and community involvement. As a result, there is a great deal of success regarding strategies/activities to support parent, student, and community involvement. The data below reflects the progress made in reaching goals to involve stakeholders and the areas that need to be focused on further moving forward.

Actual LCAP Parent Engagement: (Parent Survey)

- The goal was met with 96% of parents reporting they feel Extremely or Moderately satisfied at the school.
- The goal was nearly met with 93 % of parents reporting they are extremely or moderately likely to recommend Peralta to others..
- The goal was nearly met with 92% of parents reporting they feel Peralta has an extremely or moderately effective office staff.
- The goal was met with 95% of parents reporting that they are well informed of school wide activities.
- The goal was not met with 90% of parents reporting they were extremely or moderately well informed of classroom activities.
- The goal was nearly met with 92% of parents reporting Peralta being extremely or moderately welcoming.
- The goal was met with 95% of parents reporting that they are extremely or moderately satisfied with the instruction at Peralta.
- The goal was met with 80% of parents reporting they are aware of opportunities to be involved in district decision making.

Parent satisfaction is a site emphasis for the entire staff. Administration works to be visible and model a warm and welcoming environment. In addition, the office staff is often the first line to a warm and welcoming environment. Peralta's office staff is kind, child-centered, and professional. Parents are warmly greeted when they come in the door and effort is made to help them with any/all questions. Most importantly, all employees at Peralta know that we are on site to help children. The principal has private discussions with all employees that are not welcoming and friendly to our students.

Actual LCAP Student Engagement

- The goal was nearly met with 88.3% of students reporting they feel Extremely or Moderately safe at the school.
- The goal was met with 94 % of students reporting they are extremely or moderately well informed.
- The goal was met with 94% of students reporting they strongly or moderately agree that there is a positive learning environment at Peralta.

Peralta practices safety through monthly emergency drills to prepare students and staff for fire, earthquake, and lockdown drills. We often notify parents that we are practicing drills in a safe and nurturing manner which puts them at ease and notifies them that we are actively preparing our students. Often times parents are in the office when a student comes in with a discipline referral. When parents notice that students are always treated with respect, spoken to kindly, and are taught good citizenship skills they learn that Peralta is a positive environment for children. Every opportunity is used to demonstrate that Peralta is a safe place for students, staff, parents, and the community. It is essential to educate students on steps being taken to keep them safe and the resources available.

Actual CHKS Student Engagement

- The goal was not met with 75% of students reporting they feel Extremely or Moderately connected to the school.
- The goal was not met with 79% of students reporting they are happy at school All the Time or Most of Time.
- The goal was not met with 76% of students reporting they feel like part of school: All of the Time or Most of the Time Feel

CHKS data reflects the need to focus on students in the grade level being surveyed so they feel heard. Activities need to be planned around the interests of the students.

Actual LCAP Staff Survey

- The goal was met with 100% of staff reporting they either Strongly Agree or Agree that Peralta has a Welcoming Environment
- The goal was met with 100% of staff reporting they either Strongly Agree or Agree that Peralta has a Collaborative Culture.
- The goal was met with 100% of staff reporting they either Strongly Agree or Agree that there are opportunities to be Involved in District Decision Making.

Teacher survey data reflects a strong culture of safety, collaboration, and involvement.

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

There has been an estimated decrease in actual expenditures due to the use of PICO services to provide parent classes/ workshops as opposed to teachers on the site. In addition, additional expenses for supervision have been less than estimated for school events.

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.

Peralta continues to implement a Student Council and will look for new areas to involve them to promote connectivity on site. Students make announcements, help at assemblies, run Saturday School events, and are a visible presence on site. Moving forward, students can help with parent workshops, mentor and assist students struggling with daily responsibilities at recess, assist during disaster drills, and help resolve student conflict. In addition, the implementation of soccer and basketball leagues has been done to provide organized sporting activities during lunch periods in order to engage students for the long breaks that occur at lunch. This involvement of students in the overall running of Peralta will increase student connectivity and happiness/satisfaction on site.

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	272,696.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	456,135.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	145920	0.00
Title I Parent Involvement -- 3010 1902	1626	0.00
Title I District -- 500 3010	64432	0.00
Title II District -- 500 4035	64432	0.00
Title III LEP -- 4203	4279	0.00
LCFF Suppl/Conc -- 0707	94560	0.00
LCFF District -- 500 0707	80886	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
- 0 Secondary Students

Name of Members	Role
Gabriela Lester	Parent or Community Member
Sintea Reyes	Parent or Community Member
Janeth Torres	Parent or Community Member
Laura Galvez	Parent or Community Member
Ashlynn Walker	Parent or Community Member
Pam Newton	Other School Staff
Mike Nelson	Classroom Teacher
Krystina DeCaro	Classroom Teacher
Megan Morales	Classroom Teacher
Ron Zahnd	Principal

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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 5/21/2020.

Attested:

Principal, Ron Zahnd on 5-21-20

SSC Chairperson, Maria Montes on 5-21-20



Title I, Part A School-Level Parent and Family Engagement Policy

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

Peralta Elementary 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 our 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 (PTA), and District School Liaison Team (DSLTL) when in program improvement status). The policy has been distributed 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].

To involve parents in the Title I, Part A programs, the following practices have been established:

The school convenes an annual meeting to explain our Title 1 program and inform parents of their rights to participate. We also schedule regular flexible meetings with translation and childcare services. An annual survey for parents is conducted to assess our needs and evaluate the effectiveness of our programs. We provide timely information to parents about Title 1 programs via flyers, our website, phone messages, social media, SSC, ELAC, and PTA. At parent conferences, we explain our curriculum, assessment information, student progress, and intervention programs. Parents can participate by attending SSC, ELAC, and PTA meetings.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

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The meeting occurs prior to an annual school picnic. Parents are notified of the Title I requirements and of their right to be involved.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

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, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

An annual survey of parents is conducted to assess needs, determine barriers, and evaluate the effectiveness of the parent involvement activities. 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, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). How does the school provide the information?

Through parent flyers, Back-to-School nights, parent meetings, electronic means such as InTouch phone messages and school website, SSC, ELAC, and PTA.

The school provides parents of Title I, Part A 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 (ESSA Section 1116[c)(4)[B]). How does the school provide the information?

At parent-teacher conferences, assessment information on student academic progress and grade level CCSS 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 of local assessments and available intervention in reading, language arts, and mathematics for students needing assistance.

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If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

Through informal parent requests for meetings, Back-to-School nights, SSC, ELAC, and PTA.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact 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, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

Peralta Elementary 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 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. 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 at the beginning of the year. A copy of the compact is attached as part of the policy.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

Training to empower parents to support and assist their children's education. This may include such activities as: Math Parent Workshops, Tech Tips Parent Workshops, and Science Fair Parent Workshop.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

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At staff meetings, parent survey results are reviewed and strategies for parent engagement and partnerships are discussed and integrated into the SPSA. Parents are informed of district-wide programs available to families such as DAD's University, 100 Mile Club Community Runs, Self-Defense for Women, and Protecting our Youth.

The school coordinates and integrates the Title I, Part A 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 (ESSA Section 1116[e][4]).

Coordination of parent involvement activities at the site are done by parent volunteers, employees, a staff committee, the leadership team, and/or the SSC. Appropriate roles for community organizations will be developed and may include: Walk-to-School Days, food distributions, supporting academic excellence through awards recognition assemblies, supplying the school with needed materials, equipment, career information, and role modeling. This is done through parent flyers, kindergarten orientations, and referrals to viable parent resources.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

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, Part A parents (ESSA Section 1116[e][14]).

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.

The school provides opportunities for the participation of all Title I, Part A 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 (ESSA Section 1116[f]).

Please attach the School-Parent Compact to this document.

This policy was adopted by the Peralta Elementary School on 11/14/19 and will be in effect for the period of August 2019-May 2020.

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The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: August 9, 2019.

Ron Zahnd

Signature of Authorized Official

10/17/19

Date

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Ronald Zahnd, Principal 6450 Peralta Place, Jurupa Valley, CA 92509 T 951.222.7701