Schoolwide Plan Program (SWP)
School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pedley Elementary School	33 67090 6032205	05/16/2024	June 24, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Pedley Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

Table of Contents

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Our school conducted a thorough needs assessment, analyzing student achievement data across various subgroups. This analysis revealed a concerning gap in ELA between English learners and students with disabilities who demonstrate lower proficiency than their peers.

In response, our district developed a comprehensive goal within its Local Control and Accountability Plan (LCAP) to significantly increase college and career readiness, particularly emphasizing closing the gap for these identified subgroups. Our school mirrored this goal, breaking it down into specific, measurable targets aligned with our student population.

To achieve this goal, we developed a multi-faceted strategy leveraging funding from multiple sources in a coordinated manner. LCAP funds support the implementation of small group reading interventions specifically targeting students with the most significant needs. Funds from the Every Student Succeeds Act (ESSA) are designated for professional development. They are focused on research-based strategies for teaching math to socioeconomically disadvantaged students and English learners to enhance our instructional approaches further. Recognizing the importance of family engagement, we also utilize local funds to provide translation services for parent workshops, empowering families to support their children's academic success.

We've established a robust system of monitoring and evaluation. Regular assessments track the progress of all students, with particular attention paid to our target subgroups. We've set a clear timeline for analyzing this data, allowing us to quickly identify the most effective strategies and modify our approach to maximize learning gains. Transparency remains a priority, and we actively share our plan, progress updates, and outcomes with parents and community members.

This integrated approach, drawing from ESSA, the LCAP, and local funding streams, demonstrates our school's deep commitment to ensuring that every student receives the support they need to excel in academics, regardless of background or language proficiency.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

As part of the planning process for the SPSA/Annual Review, our school has included various groups to discuss the development of the program and the site's specific needs.

School Site Council: All goals are reviewed and discussed with our School Site Council members, who have helped identify our needs and the next steps for improving our school.

English Learner Advisory Committee: ELAC members review EL data and SPSA goals. They gather input and present it to SSC members for review.

PBIS Team: Panorama data, behavior referral data, SPSA goals, and Dashboard data are reviewed with the team to identify needs and next steps.

GATE Team: Dashboard data and SPSA goals are reviewed by the team.

SPED Team: Dashboard data and SPSA goals are reviewed, and input is used to write goals.

Leadership Teams: SPSA goals, Dashboard data, Panorama Data, LCAP data, and Behavior Referral data are reviewed and analyzed at monthly Leadership Meetings.

Students: Input is gathered through the LCAP survey and the Student Council to identify needs.

Parents/Community: The LCAP survey and the Community Schools Parent Survey are used to gather input and identify needs.

The principal has also received support from our district School Based Coordinated Program meetings.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The California Dashboard Indicators reveal concerning trends across various student groups in suspension rates, ELA and Math performance, English proficiency, and chronic absenteeism:
Suspension Rates: All students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and White student groups scored orange, indicating a moderate level of concern.
ELA Performance: All students, Students with Disabilities, and Hispanic subgroups scored orange, suggesting a moderate level of concern. EL students and Students with Disabilities subgroups scored red, indicating a higher level of concern.
Math Performance: All students scored orange, signaling a moderate level of concern.EL students scored red, indicating a higher level of concern.
English Proficiency: EL students scored orange, pointing to a moderate level of concern regarding English proficiency.
Chronic Absenteeism: Students with Disabilities and White Students scored orange, indicating moderate concern regarding chronic absenteeism.
These findings underscore the need for targeted interventions to address disparities and ensure equitable educational outcomes for all student groups.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

The California Dashboard state indicators highlight significant challenges for English Learners (ELs) and Students with Disabilities in both English Language Arts (ELA) and Math:
English Learners (ELs):
ELs scored red in both ELA and Math, indicating a critical level of concern in their academic performance in both subjects.
Students with Disabilities:
Students with Disabilities scored red in ELA, suggesting a critical level of concern regarding their proficiency in English Language Arts.
These indicators emphasize the urgent need for targeted support and interventions to address the specific needs of ELs and Students with Disabilities

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Pedley has implemented comprehensive strategies to support English Learners (ELs) and Students with Disabilities (SWDs) in English Language Arts (ELA). For ELs, a "walk to read" model offers targeted instruction in phonological awareness, phonics, and sight words four days a week for 30 minutes. Extended Learning Opportunities (ELO) provide additional reading and English proficiency support. SWDs receive Tier 3 small group instruction using the SIPPS curriculum, focusing on systematic phonological awareness, phonics, and sight word instruction. These initiatives aim to address the specific needs of ELs and SWDs, ensuring they receive tailored support for their language and literacy development in ELA.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Pedley Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.27%	0.27%	2	2	2
African American	1.2%	0.96%	1.35%	8	7	10
Asian	0.2%	%	0.14%	1		1
Filipino	%	%	0.14%			1
Hispanic/Latino	92.4%	93.00%	91.34%	629	678	675
Pacific Islander	%	%	0%			0
White	3.8%	3.70%	4.87%	26	27	36
Multiple/No Response	0.7%	0.69%	0.68%	5	5	5
Total Enrollment				681	729	739

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	119	136	109
Grade 1	120	100	131
Grade 2	99	106	95
Grade3	110	98	105
Grade 4	95	108	98
Grade 5	80	95	107
Grade 6	58	86	94
Total Enrollment	681	729	739

Conclusions based on this data:

1. Over the past three years, Pedley School has experienced steady growth in enrollment. The Dual Immersion program has played a significant role in attracting more families, with each grade level now featuring at least two classes. This program's popularity has contributed to the overall growth of the student population, which has increased by 1.37% over the last year. This sustained growth reflects the community's confidence in Pedley School and its programs, indicating a positive trajectory for the school's future.

2. Pedley School's demographic trends show that the Hispanic population remains the largest group, comprising 91.34% of the student body. However, there has been a slight decline in the Hispanic population by 1.66%. Conversely, there has been an increase in the White population by 1.17% and in the African American population by 0.39%. These shifts in demographics indicate a changing composition within the student population, potentially reflecting evolving community dynamics or enrollment trends. Understanding these demographic changes is crucial for informing educational planning and ensuring that the school meets the diverse needs of its students effectively.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners (EL)	267	306	311	39.2%	42%	42.1%
Fluent English Proficient (FEP)	105	113	107	15.40%	15.5%	14.5%
Reclassified Fluent English Proficient (RFEP)	8	8	9	3%	3%	3%

Conclusions based on this data:

1. Pedley School has observed a slight increase in its English Learner population. However, despite this growth, there has been limited progress regarding the reclassification of students. This lack of movement may be attributed to challenges in filling Bilingual Language Teacher (BLT) positions with permanent staff. The most recent BLT position was filled with permanent staff in March 2024.
The inability to secure permanent BLT staff may have hindered the school's ability to provide consistent and effective language support services, impacting the reclassification process for English Learners. Addressing staffing challenges in critical roles such as BLTs is essential for providing adequate support to English Learners and facilitating their progression towards English proficiency and academic success.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	109	91	98	0	90	98	0	90	98	0.0	98.9	100.0
Grade 4	90	104	92	0	102	92	0	102	92	0.0	98.1	100.0
Grade 5	73	88	99	0	86	99	0	86	99	0.0	97.7	100.0
Grade 6	47	77	86	0	76	85	0	76	85	0.0	98.7	98.8
All Grades	319	360	375	0	354	374	0	354	374	0.0	98.3	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2314.	2333.		4.44	2.04		6.67	7.14		15.56	24.49		73.33	66.33
Grade 4		2379.	2361.		2.94	3.26		14.71	8.70		16.67	6.52		65.69	81.52
Grade 5		2403.	2438.		0.00	6.06		18.60	15.15		11.63	29.29		69.77	49.49
Grade 6		2469.	2474.		3.95	5.88		19.74	21.18		32.89	25.88		43.42	47.06
All Grades	N/A	N/A	N/A		2.82	4.28		14.69	12.83		18.64	21.66		63.84	61.23

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.44	1.02		36.67	53.06		58.89	45.92
Grade 4		2.94	2.17		45.10	46.74		51.96	51.09
Grade 5		1.16	3.03		50.00	61.62		48.84	35.35
Grade 6		1.32	3.53		53.95	47.06		44.74	49.41
Grade 11	NA			NA			NA		
All Grades		2.54	2.41		46.05	52.41		51.41	45.19

Writing
Producing clear and purposeful writing

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.00	0.00		30.00	31.63		70.00	68.37
Grade 4		4.90	1.09		49.02	35.87		46.08	63.04
Grade 5		4.65	8.08		34.88	46.46		60.47	45.45
Grade 6		3.95	12.94		47.37	42.35		48.68	44.71
Grade 11	NA			NA			NA		
All Grades		3.39	5.35		40.40	39.04		56.21	55.61

Listening
Demonstrating effective communication skills

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.56	3.06		64.44	67.35		30.00	29.59
Grade 4		4.90	1.09		61.76	64.13		33.33	34.78
Grade 5		4.65	11.11		73.26	65.66		22.09	23.23
Grade 6		5.26	5.88		75.00	72.94		19.74	21.18
Grade 11	NA			NA			NA		
All Grades		5.08	5.35		68.08	67.38		26.84	27.27

Research/Inquiry
Investigating, analyzing, and presenting information

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.44	2.04		36.67	47.96		58.89	50.00
Grade 4		1.96	0.00		57.84	56.52		40.20	43.48
Grade 5		3.49	7.07		51.16	54.55		45.35	38.38
Grade 6		7.89	8.24		64.47	70.59		27.63	21.18
All Grades		4.24	4.28		52.26	56.95		43.50	38.77

Conclusions based on this data:

1. Pedley School's data indicates a positive trend in academic achievement, particularly in Reading, from the 2021-2022 to the 2022-2023 academic years. Specifically, there has been a decrease in the percentage of students who did not meet the standard, dropping from 63.84% in 2021-2022 to 61.23% in 2022-2023, marking a 2.61% improvement. Moreover, there has been an increase of 1.46% in the percentage of students who exceeded the standard during this period.
   This improvement in academic performance is attributed to a shift in focus towards enhancing Reading achievement. The deliberate emphasis on Reading has likely resulted in better outcomes for students, reflected in the decreased number of students not meeting the standard and the increased number of students surpassing it. This data underscores the effectiveness of targeted interventions and instructional strategies aimed at improving Reading proficiency, contributing to overall academic success at Pedley School.

2. The 2023 California Dashboard Data reveals significant improvements in English Language Arts (ELA) scores at Pedley School. Overall, there has been an impressive increase of 10.7 points in ELA proficiency. Specifically, among demographic subgroups, there has been notable progress:
   The Hispanic student population has experienced a remarkable increase of 9.9 points in ELA proficiency.
   Similarly, the Socioeconomically Disadvantaged student population has seen a significant improvement of 10 points in ELA scores.
   These gains in ELA proficiency across various student demographics highlight the effectiveness of targeted interventions and instructional strategies implemented at Pedley School. The data underscores the school's commitment to promoting academic growth and closing achievement gaps among diverse student groups, leading to positive outcomes in English Language Arts proficiency.

3. The 2023 California Dashboard Data reveals a concerning decrease of 6.4 points in English Language Arts (ELA) proficiency among English Learners at Pedley School. This decline is attributed to challenges in permanently filling Bilingual Language Teacher (BLT) positions during the 2022-2023 school year.
   The absence of permanent BLT staff likely impacted the school's ability to provide consistent and effective language support services to English Learners, potentially hindering their progress in ELA proficiency. The decrease in ELA scores among this demographic underscores the critical role that specialized language support personnel play in supporting English Learners' academic achievement.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	109	91	98	0	90	98	0	90	98	0.0	98.9	100.0
Grade 4	90	104	92	0	103	92	0	103	92	0.0	99.0	100.0
Grade 5	73	88	98	0	88	98	0	88	98	0.0	100.0	100.0
Grade 6	47	77	86	0	76	85	0	76	85	0.0	98.7	98.8
All Grades	319	360	374	0	357	373	0	357	373	0.0	99.2	99.7

Overall Participation for All Students

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2333.	2348.		1.11	2.04		4.44	10.20		21.11	26.53		73.33	61.22
Grade 4		2377.	2382.		1.94	2.17		5.83	9.78		26.21	19.57		66.02	68.48
Grade 5		2407.	2418.		1.14	3.06		3.41	3.06		22.73	26.53		72.73	67.35
Grade 6		2430.	2459.		1.32	1.18		2.63	11.76		26.32	34.12		69.74	52.94
All Grades	N/A	N/A	N/A		1.40	2.14		4.20	8.58		24.09	26.54		70.31	62.73

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.33	2.04		26.67	38.78		70.00	59.18
Grade 4		2.91	2.17		29.13	25.00		67.96	72.83
Grade 5		2.27	4.08		22.73	34.69		75.00	61.22
Grade 6		1.32	4.71		30.26	41.18		68.42	54.12
All Grades		2.52	3.22		27.17	34.85		70.31	61.93

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		3.33	5.10		24.44	32.65		72.22	62.24
Grade 4		2.91	1.09		31.07	34.78		66.02	64.13
Grade 5		1.14	2.04		36.36	36.73		62.50	61.22
Grade 6		1.32	1.18		35.53	52.94		63.16	45.88
All Grades		2.24	2.41		31.65	38.87		66.11	58.71

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		2.22	2.04		50.00	58.16		47.78	39.80
Grade 4		2.91	3.26		46.60	41.30		50.49	55.43
Grade 5		1.14	2.04		46.59	48.98		52.27	48.98
Grade 6		3.95	5.88		47.37	54.12		48.68	40.00
All Grades		2.52	3.22		47.62	50.67		49.86	46.11

Conclusions based on this data:

1. The overall achievement data for Math at Pedley School indicates positive trends across various proficiency levels. Specifically:

   There was an increase of 0.74% for students who exceeded the standard, reflecting improvement in higher-level Math proficiency.
   Students meeting the standard saw a notable increase of 4.38%, indicating significant progress in reaching proficiency benchmarks.
   There was also a positive increase of 2.45% for students who nearly met the standard, signaling advancement toward proficiency.
   Most notably, there was a substantial decrease of 7.58% for students not meeting the standard in Math. This decrease is significant as it correlates with the increases observed in all other proficiency levels. This improvement suggests a focused effort on Math education for students in grades 3-6, particularly emphasizing intervention strategies implemented by Math Support Teachers (MSTs).

   The data underscores the effectiveness of targeted interventions and instructional strategies to improve Math proficiency. By addressing areas of weakness and providing tailored support, Pedley School has successfully reduced the percentage of students not meeting the Math standard while increasing proficiency levels across the board. This focused approach to Math education has yielded positive outcomes and contributed to overall academic achievement.

2. The CAASPP data highlights significant improvements in Math proficiency at Pedley School across various demographic groups:

   Overall, there was an impressive increase of 12.1 points in Math proficiency, indicating substantial progress in this subject area.
   Among the Hispanic student population, there was a commendable increase of 10.5 points in Math proficiency, reflecting significant growth in achievement within this demographic.
   Similarly, the Socioeconomically Disadvantaged student population saw a notable increase of 12.1 points in Math proficiency, indicating significant improvement in academic performance despite potential challenges.
   Additionally, students with disabilities showed a considerable increase of 9.2 points in Math proficiency, demonstrating meaningful progress in this subject area despite individual learning needs.

These gains in Math proficiency across diverse student groups underscore the effectiveness of targeted interventions and instructional strategies implemented at Pedley School.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1387.0	1406.7	1420.6	1402.8	1427.3	1439.4	1349.9	1358.1	1376.7	56	63	43
1	1417.5	1440.1	1430.1	1442.3	1466.2	1461.5	1392.2	1413.3	1398.1	49	41	56
2	1435.5	1457.8	1463.7	1444.2	1477.2	1484.6	1426.3	1437.9	1442.5	45	52	35
3	1454.9	1461.2	1472.0	1452.3	1461.3	1470.4	1457.1	1460.5	1473.1	56	42	43
4	1479.7	1478.1	1487.5	1483.1	1474.3	1497.0	1475.8	1481.3	1477.4	30	48	42
5	1444.8	1495.6	1514.0	1443.3	1500.8	1511.7	1445.8	1489.9	1515.8	21	29	43
6	1415.5	1515.2	1515.6	1418.8	1511.9	1512.9	1411.9	1517.9	1517.9	19	17	29
All Grades										276	292	291

	Overall Language Percentage of Students at Each Performance Level for All Students											
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.57	3.17	6.98	14.29	28.57	41.86	50.00	52.38	32.56	32.14	15.87	18.60	56	63	43
1	0.00	7.32	0.00	22.45	17.07	28.57	36.73	53.66	50.00	40.82	21.95	21.43	49	41	56
2	0.00	3.85	5.71	17.78	46.15	40.00	48.89	26.92	37.14	33.33	23.08	17.14	45	52	35
3	3.64	0.00	2.33	18.18	14.29	27.91	49.09	54.76	58.14	29.09	30.95	11.63	55	42	43
4	3.33	4.17	2.38	23.33	20.83	35.71	50.00	43.75	38.10	23.33	31.25	23.81	30	48	42
5	9.52	3.45	9.30	14.29	31.03	34.88	42.86	48.28	48.84	33.33	17.24	6.98	21	29	43
6	21.05	0.00	3.45	10.53	47.06	48.28	26.32	47.06	37.93	42.11	5.88	10.34	19	17	29
All Grades	4.00	3.42	4.12	17.82	28.08	35.74	45.09	46.23	43.99	33.09	22.26	16.15	275	292	291

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.93	12.70	20.93	32.14	38.10	34.88	28.57	34.92	23.26	30.36	14.29	20.93	56	63	43
1	8.16	29.27	17.86	32.65	24.39	51.79	44.90	41.46	25.00	14.29	4.88	5.36	49	41	56
2	6.67	23.08	28.57	37.78	44.23	40.00	40.00	25.00	28.57	15.56	7.69	2.86	45	52	35
3	9.09	9.52	6.98	41.82	28.57	48.84	23.64	40.48	39.53	25.45	21.43	4.65	55	42	43
4	10.00	12.50	26.19	60.00	37.50	45.24	20.00	31.25	23.81	10.00	18.75	4.76	30	48	42
5	14.29	17.24	20.93	42.86	65.52	58.14	19.05	6.90	16.28	23.81	10.34	4.65	21	29	43
6	26.32	17.65	24.14	21.05	58.82	55.17	15.79	17.65	13.79	36.84	5.88	6.90	19	17	29
All Grades	10.18	17.12	20.27	38.18	39.73	47.77	29.82	30.48	24.74	21.82	12.67	7.22	275	292	291

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1.79	0.00	4.65	7.14	7.94	9.30	39.29	60.32	53.49	51.79	31.75	32.56	56	63	43
1	0.00	2.44	0.00	18.37	9.76	12.50	16.33	29.27	32.14	65.31	58.54	55.36	49	41	56
2	0.00	0.00	5.71	11.11	23.08	17.14	33.33	26.92	25.71	55.56	50.00	51.43	45	52	35
3	1.82	0.00	0.00	9.09	7.14	20.93	41.82	47.62	34.88	47.27	45.24	44.19	55	42	43
4	0.00	2.08	0.00	3.33	14.58	7.14	46.67	27.08	40.48	50.00	56.25	52.38	30	48	42
5	0.00	0.00	4.65	9.52	0.00	9.30	42.86	58.62	53.49	47.62	41.38	32.56	21	29	43
6	0.00	0.00	3.45	21.05	5.88	17.24	15.79	76.47	48.28	63.16	17.65	31.03	19	17	29
All Grades	0.73	0.68	2.41	10.91	10.96	13.06	34.18	43.49	40.89	54.18	44.86	43.64	275	292	291

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	14.29	12.70	23.26	62.50	73.02	58.14	23.21	14.29	18.60	56	63	43
1	16.33	34.15	41.07	73.47	63.41	55.36	10.20	2.44	3.57	49	41	56
2	11.11	17.31	22.86	64.44	73.08	71.43	24.44	9.62	5.71	45	52	35
3	21.82	21.43	20.93	50.91	61.90	72.09	27.27	16.67	6.98	55	42	43
4	33.33	27.08	28.57	53.33	56.25	57.14	13.33	16.67	14.29	30	48	42
5	19.05	17.24	20.93	57.14	72.41	69.77	23.81	10.34	9.30	21	29	43
6	21.05	5.88	10.34	36.84	94.12	79.31	42.11	0.00	10.34	19	17	29
All Grades	18.55	20.21	25.43	59.27	68.49	64.95	22.18	11.30	9.62	275	292	291

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.14	19.05	23.26	53.57	57.14	51.16	39.29	23.81	25.58	56	63	43
1	2.04	19.51	7.14	81.63	65.85	80.36	16.33	14.63	12.50	49	41	56
2	8.89	32.69	42.86	73.33	53.85	54.29	17.78	13.46	2.86	45	52	35
3	12.73	11.90	13.95	61.82	54.76	69.77	25.45	33.33	16.28	55	42	43
4	26.67	12.50	28.57	63.33	56.25	59.52	10.00	31.25	11.90	30	48	42
5	28.57	51.72	60.47	47.62	31.03	27.91	23.81	17.24	11.63	21	29	43
6	31.58	47.06	48.28	36.84	47.06	44.83	31.58	5.88	6.90	19	17	29
All Grades	13.09	24.32	29.90	62.91	54.11	57.04	24.00	21.58	13.06	275	292	291

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00	6.98	71.43	82.54	74.42	28.57	17.46	18.60	56	63	43
1	2.04	7.32	3.57	32.65	39.02	37.50	65.31	53.66	58.93	49	41	56
2	4.44	1.92	11.43	51.11	51.92	37.14	44.44	46.15	51.43	45	52	35
3	1.82	0.00	0.00	34.55	45.24	39.53	63.64	54.76	60.47	55	42	43
4	0.00	4.17	0.00	43.33	33.33	42.86	56.67	62.50	57.14	30	48	42
5	9.52	0.00	4.65	33.33	51.72	65.12	57.14	48.28	30.23	21	29	43
6	10.53	0.00	0.00	15.79	35.29	37.93	73.68	64.71	62.07	19	17	29
All Grades	2.91	2.05	3.78	44.00	51.71	48.11	53.09	46.23	48.11	275	292	291

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.36	3.17	13.95	33.93	49.21	46.51	60.71	47.62	39.53	56	63	43
1	2.04	0.00	1.79	42.86	56.10	58.93	55.10	43.90	39.29	49	41	56
2	2.22	5.77	5.71	28.89	51.92	60.00	68.89	42.31	34.29	45	52	35
3	5.45	2.38	9.30	60.00	66.67	65.12	34.55	30.95	25.58	55	42	43
4	0.00	4.17	4.76	60.00	60.42	61.90	40.00	35.42	33.33	30	48	42
5	0.00	0.00	13.95	71.43	68.97	65.12	28.57	31.03	20.93	21	29	43
6	5.26	5.88	20.69	57.89	94.12	62.07	36.84	0.00	17.24	19	17	29
All Grades	3.27	3.08	9.28	47.27	59.59	59.79	49.45	37.33	30.93	275	292	291

Conclusions based on this data:

1. Pedley School currently enrolls a total of 311 English Learners (ELs), with 291 students taking the English Language Proficiency Assessments for California (ELPAC). While this represents only one fewer student compared to the previous year, there are notable shifts in the distribution of ELs across grade levels:
There is an increase in the number of ELs in the upper grades.
Conversely, there is a decrease in the number of ELs in the lower grades.
Despite these changes in distribution, the overall EL population at Pedley School has remained steady over the past two years. This indicates a consistent enrollment of EL students despite fluctuations in grade-level distribution.

2. Pedley School's overall performance data indicates a positive trend over the past three years, particularly in the higher proficiency levels (Levels 3 and 4). Key findings include:
There has been an overall increase in the number of students performing at Levels 3 and 4 across grade levels.
This suggests improvements in academic proficiency and mastery of standards over time.
Kindergarten and 5th grade cohorts have shown the largest increase in the performance of students at Level 4. This highlights effective instructional strategies and interventions implemented in these grade levels, resulting in enhanced student achievement.
Notably, the 4th-grade cohort from the 2021-2022 academic year demonstrated a substantial increase of 5.13% in Level 4 proficiency as 5th graders in the subsequent academic year (2022-2023). This indicates consistent growth and progress in academic achievement as students advance through grade levels.
These findings underscore the effectiveness of instructional programs and interventions at Pedley School in promoting student success and proficiency across grade levels.

School and Student Performance Data

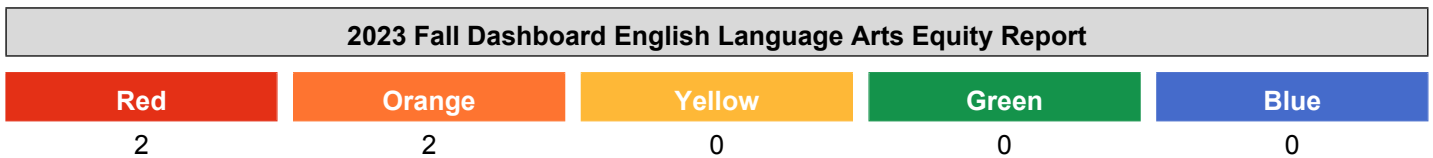## California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
739	**75.5**	**42.1**	**0.1**
Total Number of Students enrolled in Pedley Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	311	42.1
Foster Youth	1	0.1
Homeless	3	0.4
Socioeconomically Disadvantaged	558	75.5
Students with Disabilities	79	10.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	10	1.4
American Indian	2	0.3
Asian	1	0.1
Filipino	1	0.1
Hispanic	675	91.3
Two or More Races	5	0.7
White	36	4.9

Conclusions based on this data:

1. Pedley School's student population data reveals significant demographic trends, with a notable proportion of students facing socioeconomic disadvantages and English language learning needs:

The majority of Pedley School's student population, accounting for 75.5%, comes from socioeconomically disadvantaged backgrounds.
Nearly half of Pedley School's student population, constituting 42.1%, are English Learners. These students are in the process of acquiring proficiency in English as an additional language, which may present unique challenges in academic achievement and communication.
Identifying these demographic characteristics highlights the significant needs within Pedley School's student population. It underscores the importance of implementing targeted interventions, providing specialized support services, and fostering an inclusive learning environment to address the diverse needs of socioeconomically disadvantaged students and English Learners.

2. Pedley School's student demographics are predominantly Hispanic, with this ethnic group comprising 91.3% of the student population. Following Hispanic students, the second largest demographic group is White, representing 4.9% of the student population.
This demographic profile underscores the cultural diversity within Pedley School's student body, with a significant Hispanic representation. Understanding the ethnic composition of the student population is essential for tailoring educational programs, providing targeted support services, and fostering an inclusive learning environment that respects and celebrates diverse backgrounds and perspectives.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Orange		
English Learner Progress Orange		

Conclusions based on this data:

1. The dashboard data for Pedley School indicates the following performance bands:
Academic Performance: The performance band is orange, indicating a moderate level of performance. This suggests that there is room for improvement in academic achievement across various subjects and grade levels.
Conditions & Climate: Similarly, the performance band for Conditions & Climate is orange, reflecting a moderate level of performance in areas such as school culture, safety, and student engagement. This indicates opportunities for enhancing the overall school environment and fostering positive relationships within the school community.

Chronic Absenteeism: Despite the overall orange performance bands, Chronic Absenteeism shows a yellow performance band. A yellow performance band typically signifies improvement or a moderate level of performance. In this context, the yellow performance band in Chronic Absenteeism suggests a decrease in chronic absenteeism rates, indicating progress in addressing absenteeism issues among students.
Overall, while there are areas for improvement highlighted by the orange performance bands in Academic Performance and Conditions & Climate, the yellow performance band in Chronic Absenteeism demonstrates positive progress in addressing chronic absenteeism at Pedley School. This data provides valuable insights for identifying areas of focus and implementing targeted interventions to further enhance student outcomes and school climate.

2. The orange performance band in Academic Performance shows that there was an increase in student performance in the academic areas.

School and Student Performance Data
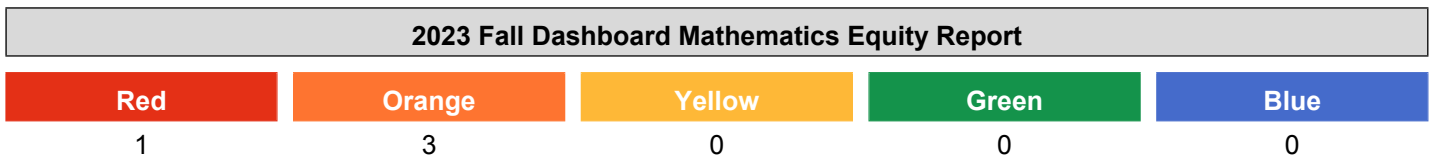
Academic Performance
English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	2	0	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	Less than 11 Students
79.4 points below standard	114 points below standard	0 Students
Increased +10.7 points	Decreased -6.4 points	
385 Students	175 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
0 Students	83.8 points below standard	88.4 points below standard
	Increased +10 points	Maintained -2.3 points
	307 Students	40 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	No Performance Color	No Performance Color
3 Students	1 Student	0 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
Orange	Less than 11 Students	No Performance Color	51 points below standard
82.3 points below standard	3 Students	0 Students	Increased Significantly +51.7 points
Increased +9.9 points			18 Students
357 Students			

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
125 points below standard	17.9 points below standard	56.5 points below standard
Increased +7.1 points	Increased Significantly +30.8 points	Increased Significantly +16.3 points
157 Students	18 Students	159 Students

Conclusions based on this data:

1. In Pedley School's Dashboard Data, there's been a significant increase in student performance in English Language Arts (ELA), reflected in a 10.7-point improvement. This notable progress has led to a change in the performance band color to orange.
   The shift to the orange performance band indicates a moderate level of performance in ELA, signaling substantial improvement compared to previous assessments. This increase in student performance underscores the effectiveness of interventions, instructional strategies, and targeted support implemented to enhance ELA proficiency.

2. Despite this positive change, students with disabilities are still in the red performance band, indicating a need for improvement. However, it's worth noting that there has been a maintenance of performance with a slight decrease of only 2.3 points, suggesting efforts to stabilize performance levels.
   The increase in ELA performance among the Socioeconomically Disadvantaged population highlights effective interventions and support strategies tailored to address the unique needs of this group. While there's still progress to be made, maintaining performance levels among students with disabilities indicates ongoing efforts to provide support and resources for academic growth.

3. Pedley School's data highlights the English Learner (EL) population as the primary area of need, with a decrease in performance by -6.4 points in ELA. This subgroup is the only one in the red performance band, indicating a critical

need for improvement. As a result, Pedley School has identified EL students as the focus group for planned improvement efforts.

However, amidst this overall decline, there is a positive development within the EL population. Reclassified English Learners have shown a significant increase of 30.8 points in ELA proficiency. This substantial improvement suggests that interventions and support strategies implemented for reclassified ELs have been effective in promoting academic growth and proficiency in ELA.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	0	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	Less than 11 Students
95.8 points below standard	117.7 points below standard	
Increased +12.1 points	Maintained +2.9 points	0 Students
384 Students	175 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
0 Students	99.9 points below standard	107.2 points below standard
	Increased +12.1 points	Increased +9.2 points
	306 Students	40 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students

3 Students | Less than 11 Students

1 Student | No Performance Color

0 Students | No Performance Color

0 Students |

Hispanic	Two or More Races	Pacific Islander	White
Orange

97.8 points below standard

Increased +10.5 points

356 Students | Less than 11 Students

3 Students | No Performance Color

0 Students | 82.3 points below standard

Increased Significantly +47.9 points

18 Students |

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
127.8 points below standard

Increased +7.9 points

157 Students | 29.9 points below standard

Increased Significantly +54.6 points

18 Students | 81.4 points below standard

Increased Significantly +15.4 points

158 Students |

Conclusions based on this data:

1. Pedley School's Dashboard data indicates a significant increase in Math proficiency among all students, leading to an orange performance band. However, while all other subgroups demonstrated improvement, English Learners showed no increase in Math proficiency.
Specifically:
Pedley's Hispanic population demonstrated a notable increase of 10.5 points in Math proficiency.
Socioeconomically Disadvantaged students experienced a substantial increase of 12.1 points.
Students with disabilities also showed improvement, with a 9.2-point increase in Math proficiency.
These improvements across various subgroups contributed to the elevation of the performance band to orange, signifying a moderate level of performance in Math. However, the lack of improvement among English Learners in Math underscores the continued need for targeted interventions and support strategies to address the unique challenges faced by this subgroup.

2. Pedley School's data underscores the importance of focusing on the English Language Learner (ELL) population as the primary area of need. While there wasn't a decrease in performance, ELL students maintained a 2.9-point increase from the previous year. Despite this maintenance, the data indicates that there's still significant room for improvement in supporting ELL students to achieve academic success.
Maintaining the increase from the previous year suggests that efforts to support ELL students are having some impact, but continued attention and targeted interventions are necessary to ensure sustained progress and further improvement.

3. Pedley School's data highlights a significant achievement among Reclassified English Learners (ELs), who demonstrated a remarkable increase of 54.6 points in performance compared to English Only students, who showed an increase of 15.4 points.

This substantial improvement among Reclassified ELs indicates the effectiveness of interventions and support strategies implemented to facilitate their transition to English proficiency. It suggests that the support provided to Reclassified ELs has been successful in accelerating their academic growth and achievement.

While English Learners as a whole did not see an increase in performance, the notable progress among Reclassified ELs is promising. It underscores the importance of targeted interventions and specialized support for EL students, both during their language acquisition phase and after they are reclassified.

School and Student Performance Data

Academic Performance
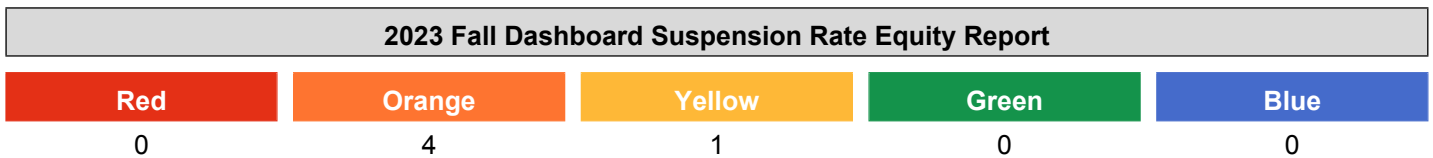### English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
38.6% making progress towards English language proficiency
Number of EL Students: 251 Students
Performance Level: 2
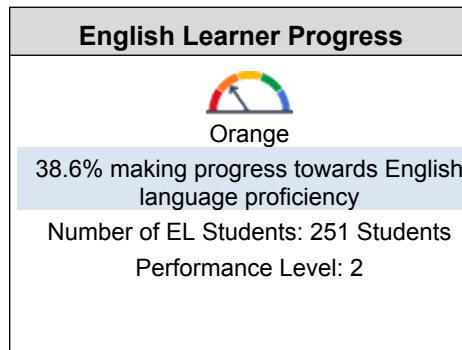
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
64	86	0	96

Conclusions based on this data:

1. Pedley School's Dashboard progress indicator for English Learners (ELs) reveals a nuanced picture of their performance and progress towards English language proficiency. While the performance indicator score may be red, indicating that students are not meeting the standard in English language proficiency, the progress indicator is orange, suggesting that students are making growth and moving towards proficiency.
This discrepancy between the performance indicator and progress indicator underscores the importance of recognizing students' improvement trajectories over time. Despite not yet meeting the proficiency standard, the fact that ELs are making growth and progress towards proficiency is a positive sign. It indicates that interventions, support strategies, and language acquisition programs implemented at Pedley School are having an impact on EL students' language development and academic growth.

2. According to the Fall 2023 Dashboard, the majority of students at Pedley School maintained their English Language Performance Level of a 1, 2, or 3. However, 64 students experienced a decrease of at least one English Language Performance Level.
This data suggests that while many students were able to maintain their proficiency levels, there is a subgroup of students who experienced a decline in their English language skills

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	**Orange**	**Yellow**	**Green**	**Blue**

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	Less than 11 Students
31.5% Chronically Absent	29.1% Chronically Absent	
Declined Significantly -9.7	Declined Significantly -13.3	2 Students
765 Students	320 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Orange
	33.6% Chronically Absent	52.6% Chronically Absent
4 Students	Declined Significantly -10.3	Declined -7.4
	602 Students	97 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
54.5% Chronically Absent	Less than 11 Students	Less than 11 Students	Less than 11 Students
0	2 Students	1 Student	1 Student
11 Students			

Hispanic	Two or More Races	Pacific Islander	White
Yellow	58.3% Chronically Absent	No Performance Color	Orange
31.1% Chronically Absent	Increased 20.8	0 Students	21.1% Chronically Absent
Declined Significantly -10.7	12 Students		Declined -4.8
700 Students			38 Students

Conclusions based on this data:

1. Pedley School has experienced a notable decrease in chronic absenteeism across all student subgroups, resulting in an overall decline of 9.7 points. This improvement has moved Pedley School into the Yellow performance band for chronic absenteeism.
Among the subgroups, English Learners demonstrated the most significant decrease in chronic absenteeism, with a decline of 13.3 points. Similarly, the Hispanic student population, which comprises the largest demographic group, showed a significant decrease of 10.7 points in chronic absenteeism.
This positive change in chronic absenteeism rates can be attributed to the increased focus that Pedley School placed on promoting positive attendance, implementing Positive Behavioral Interventions and Supports (PBIS), and holding School Attendance Review Team (SART) meetings. These efforts likely contributed to raising awareness about the importance of regular school attendance, fostering a positive school climate, and providing support to families to address attendance challenges.

2. The data indicating a decrease of 7.4 points in chronic absenteeism among students with disabilities is noteworthy. Students with disabilities often face unique challenges that can contribute to higher rates of absences, such as chronic illnesses or medical appointments.
The decline in chronic absenteeism among students with disabilities suggests that efforts to address attendance issues and promote positive attendance behaviors at Pedley School have had a positive impact across diverse student populations, including those with disabilities. This could be attributed to targeted interventions and support services implemented to address the specific needs of students with disabilities and their families.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	4	1	0	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	Less than 11 Students
1.4% suspended at least one day	0.6% suspended at least one day	3 Students
Increased 1	Increased 0.3	
780 Students	323 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Orange
4 Students	1.3% suspended at least one day	2% suspended at least one day
	Increased 1	Increased 2
	614 Students	98 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
7.7% suspended at least one day 13 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 1.3% suspended at least one day Increased 0.9 708 Students	0% suspended at least one day Maintained 0 15 Students	No Performance Color 0 Students	Orange 2.5% suspended at least one day Increased 2.5 40 Students

Conclusions based on this data:

1. The overall there was an increase in suspension rates by 1% at Pedley School. This increase is evident across all student subgroups, with notable rises observed among Students with Disabilities and the White population, both showing an increase of 2%.

2. With the increase of suspensions in 2023-2023 Pedley focused on improving student behavior and culture by implementing PBIS at the school site.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

All students will be college and career ready.
The aim of college and career readiness is to ensure all students graduate high school prepared for their futures. This means equipping them with the academic foundation, critical thinking skills, and real-world experience to succeed in either higher education or directly in their chosen career path. By fostering college and career readiness, we empower students to transition smoothly into their next chapter and contribute meaningfully to the workforce.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

All students will be college and career-ready.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In response to the 2023 Dashboard indicators highlighting a decline in English Learners' progress towards English proficiency (2.1%) and a decrease in Language Arts scores (6.4 points), Pedley School will implement strategic measures to address these areas of need. Specifically, the reading intervention support has been restructured to a systematic and targeted reading intervention block system. This new approach utilizes SIPPS as the intervention tool and DIBELS as the universal screener. By adopting a more focused and structured intervention strategy, Pedley aims to better support English Learners in their language acquisition and literacy skills, ultimately improving their English proficiency and enhancing their academic performance in Language Arts.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 4: Pupil Achievement on Statewide Assessments: California Assessment of Student Performance and Progress (CAASPP): English/Language Arts (ELA) Academic Indicator: Distance from Standard (DFS)	Overall distance from standard: 79.4 points below standard Socioeconomically disadvantaged: 83.8 points below standard English learners: 114.0 points below standard Students with disabilities: 88.4 points below standard Foster Youth: N/A Students experiencing Homelessness: African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 82.3 points below standard Pacific Islander: N/A Two or More Races: N/A White: 51.0 points below standard	Overall distance from standard: 69.4 points below standard Socioeconomically disadvantaged: 73.8 points below standard English learners: 104.0 points below standard Students with disabilities: 78.4 points below standard Foster Youth: N/A Students experiencing Homelessness: African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 72.3 points below standard Pacific Islander: N/A Two or More Races: N/A White: 41.0 points below standard

LCFF Priority 4: Pupil Achievement on Statewide Assessments: California Assessment of Student Performance and Progress (CAASPP): Mathematics Academic Indicator: Distance from Standard (DFS)	Overall distance from standard: 95.8 points below standard Socioeconomically disadvantaged: 99.9 points below standard English learners: 117.7 points below standard Students with disabilities: 107.2 points below standard Foster Youth: N/A Students experiencing Homelessness: African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 97.8 points below standard Pacific Islander: N/A Two or More Races: N/A White: 82.3 points below standard	Overall distance from standard: 85.8 points below standard Socioeconomically disadvantaged: 89.9 points below standard English learners: 107.7 points below standard Students with disabilities: 97.2 points below standard Foster Youth: N/A Students experiencing Homelessness: African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: 87.8 points below standard Pacific Islander: N/A Two or More Races: N/A White: 72.3 points below standard
LCFF Priority 4: Percentage of English Learner students making progress on English Proficiency	Current Percentage of English Learners making progress: 38.6% Status Level: Orange (Low)	Current Percentage of English Learners making progress: 41.6% Status Level: Yellow (Low)
LCFF Priority 4: English Learner Reclassification Rate	Reclassification Rate- 14 Students- 4.42%	Reclassification Rate- 24 Students- 7.42%
LCFF Priority 8: Other Student Outcomes - NWEA ELA	Spring 2023-2024 NWEA ELA Data: The percentage of students scoring average to high: Grade K: N/A Grade 1: 27% Grade 2: 39% Grade 3: 25% Grade 4: 21% Grade 5: 26% Grade 6: 38% Overall Achievement: 29% Overall Growth: 52%	Spring 2024-2025 NWEA ELA Data: The percentage of students scoring average to high: Grade K: N/A Grade 1: 32% Grade 2: 44% Grade 3: 30% Grade 4: 26% Grade 5: 31% Grade 6: 43% Overall Achievement: 34% Overall Growth: 57% points
LCFF Priority 8: Other Student Outcomes - NWEA Math	Spring 2023-2024 NWEA Math Data: The percentage of students scoring average to high: Grade K: N/A Grade 1: 28% Grade 2: 31% Grade 3: 29% Grade 4: 30% Grade 5: 18% Grade 6: 28% Overall Achievement: 27% Overall Growth: 54%	Spring 2024-2025 NWEA Math Data: The percentage of students scoring average to high: Grade K: N/A Grade 1: 33% Grade 2: 36% Grade 3: 34% Grade 4: 35% Grade 5: 23% Grade 6: 23% Overall Achievement: 32% Overall Growth: 59%
LCFF Priority 8: Other Student Outcomes - NWEA Reading Spanish	Spring 2023-2024 NWEA Reading Spanish Data: The percentage of students scoring average to high:	Spring 2024-2025 NWEA Reading Spanish Data: The percentage of students scoring average to high:

| | Grade K: N/A
Grade 1: 36%
Grade 2: 15%
Grade 3: 14%
Grade 4: 22%
Grade 5: 15%
Grade 6: 20%

Overall Achievement: 37%
Overall Growth: 54% | Grade K: N/A
Grade 1: 41%
Grade 2: 20%
Grade 3: 19%
Grade 4: 27%
Grade 5: 20%
Grade 6: 25%

Overall Achievement: 42%
Overall Growth: 59% |

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	INCREASE STUDENT ACHIEVEMENT: INSTRUCTION AND PLANNING a. Support full implementation of the CCSS curriculum and the use of research-based instructional strategies to support ELA/ELD, Math, Social Studies, and Science curriculum. b. Provide the necessary materials and supplies for implementing ELA, Writing, Math, STEM, and NGSS units and supporting an environment that is conducive to learning. c. Provide the necessary supplemental materials to support CCSS, including more complex texts, additional reading intervention material, math intervention materials, STEM resources, manipulatives, and organizers for materials. d. Provide teacher preparation and collaboration time to support CCSS implementation, including designated and integrated ELD, state and local assessment data analysis, and instructional planning as evidenced by agendas, team notes, and discussions with grade-level teams and leadership team meetings. Includes hourly pay and teacher sub pay. Additional support for English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Hispanics. e Continue to expand the instructional monitoring system via instructional walkthroughs and administrative support f. EL students are provided 30 minutes of designated ELD daily, and integrated ELD instruction is offered throughout the day. EL students may also receive small group or individual instructional support from a Bilingual Tutor. g. Provide necessary supplemental materials to support ELD instruction.	All students	15000 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries 1130 Teacher Subs 86447 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries 2403 Salary, EMCC 351723 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries 1100 Salary, Support Teachers (2) 100% 4508 Title III LEP -- 4203 2000-2999: Classified Personnel Salaries 2100 Bilingual Language Tutor Salary (1) Split Funded 136,158 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries 1100 Salary, Support Teacher (1) 3,000 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries 2910 Classified Salaries-Hourly 96540 LCFF Suppl/Conc -- 0707

h. Instruct Dual Immersion students utilizing the 90% Spanish/10% English model of Dual Immersion (90/10 - Kinder, 80/20 - First Grade, 70/30 - Second Grade, 60/40 - Third Grade, and 50/50 for Fourth - Sixth Grade). i. Provide support for dual immersion teachers who have been trained or will be trained in Project GLAD, CABE training, or other dual immersion programs. j. Provide necessary supplemental materials and resources to support the dual language program. k. Focused staff meetings twice a month to share data and as a means to support school and district initiatives. l. Purchase necessary materials and resources to expand our PBIS/BSEL site plan and SEL instruction in classrooms. m Purchase technology equipment and programs to enhance student learning and achievement. n. Purchase of online resources/programs to support differentiated instruction in the areas of reading and math. o. Provide teacher support with the use of available digital resources and eBooks, including Makerspace implementation strategies. p. Increase library books/eBooks inventory in core content areas in English and Spanish, including SEL and cultural diversity resources. Purchase additional library books to support our growing dual immersion program and ensure equitable access to materials in Spanish. q Purchase materials and supplies that foster creativity, including resources for STEAM and our new Makerspace area. Include sensory materials. r. Provide support to teachers serving on district and site-based committees, Including but not limited to Textbook Adoption, NGSS, ELF, Technology, Testing Coordinator, BSEL/PBIS, Leadership Team, SST, GATE, Student Council, Garden Club, Yearbook, etc., Planning time, and hourly pay. s. Provide new teachers with funds to purchase classroom materials. t. Provide release days for teachers to observe other teachers (share best practices and/or new strategies), or plan optional PD sessions for teachers. u. Provide additional hours for classified staff to support instruction and planning.		2000-2999: Classified Personnel Salaries 2100 Bilingual Language Tutors Salaries (4) 1000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies 4300 Materials & Supplies 500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies 4310 Technology Supplies 33598 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries 2100 Salary, Bilingual Language Tutors (2) DI

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

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

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

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

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

f. Bilingual Language Tutors will provide primary language support for English Learners in ELA/Math who most need it.

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

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

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

j. Literacy Support Teachers will continue to implement early literacy strategies and interventions based on the science of reading-based strategies, analyzing NWEA data, teacher feedback, and assessment data.

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

l. English and Spanish materials and resources will be purchased to support small group intervention support in reading and math. Additional resources | Students with intervention needs
SPED students
English Learners
Students with Disabilities
All Students | 2,000
LCFF Suppl/Conc -- 0707
1000-1999: Certificated Personnel Salaries
1110 Hourly Cert

1,000
LCFF Suppl/Conc -- 0707
1000-1999: Certificated Personnel Salaries
1130 Teacher Subs

19000
LCFF Suppl/Conc -- 0707
4000-4999: Books And Supplies
4300 Materials & Supplies

18,500
LCFF Suppl/Conc -- 0707
4000-4999: Books And Supplies
5850 Software

7084
Title I Basic -- 3010
4000-4999: Books And Supplies
4300 Materials & Supplies

1929
LCFF Suppl/Conc -- 0707
2000-2999: Classified Personnel Salaries
2110 Instructional Aides' Salaries-Hourly |

	will be purchased to support English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Hispanics. m. Teachers will have the option to continue using Balanced Math strategies, Mental Math, Math Review, and Math Fun, and the school will provide needed materials to support implementation. n. Offer Communication Enhancement Program services (CEP) within the school day to students who have communication challenges via the Student Study/Success Team process. Students will also receive home activities for additional reinforcement. o. Continue to monitor interventions for behavior and academics for identified students and schedule SST meetings as needed with the SST team of teachers and staff to document strategies, interventions, and actions. Sub-hourly pay for SST meetings. p. Provide extra hourly pay as needed to offer additional support in classrooms via classified staff to work with students in small groups, assist with grade-level 1:1 assessments, and support with ELO. q. Provide extra hourly pay for staff development for classified staff to support student instruction and safety.		
1.3	ASSESSMENT AND DATA COLLECTION a. Monitor CAASPP, CAA, and ELPAC data, including the 5th grade California state test in Science. b. Monitor district-mandated assessments, including MAP Growth assessments in Reading and Math (NWEA), given three times per year. Assign skills assessments to progress monitor as needed for students. c. Monitor and use additional formal and informal assessments, including curriculum-embedded assessments, SIPPS, DIBELS, teacher-created assessments, observational data, etc. d. Provide opportunities for teachers to monitor all assessment data with the purpose of making timely and effective instructional decisions that will improve overall instruction and student learning. e. Online integration of formative assessments f. Provide data analysis review and support g. Online resources to support students and differentiate instruction based on assessment data.	All Students	2,000 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries 1130 Subs 4300 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures 5725 Printing 2,000.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures 5640 Maint. Contract 1000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies 4310 Technology Supplies 1,000.00 LCFF Suppl/Conc -- 0707

			1000-1999: Certificated Personnel Salaries 1110 hourly, Tchr.
1.4	TECHNOLOGY, MAINTAIN HARDWARE, MATERIALS AND SUPPLIES a. Provide working copy machines, laminators, printers, and laptops. b. Provide service and all necessary supplies for copy machines, Laminators, printers, and laptops. c. Provide warehouse supplies to support instruction d. Teachers will complete digital citizenship lessons with their students each year so Pedley can continue to be a Common Sense School. e. Teachers and staff members will use and train in various online programs to support classroom instruction.	All students	3,471.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures 5640 Maint Contract
1.5	PROFESSIONAL DEVELOPMENT a. Teachers will participate in training that will focus on improving classroom instruction and promoting college and career readiness. Refreshments will be provided for training offered on-site. b. Certificated and Classified staff will have opportunities to attend optional and required professional development workshops and trainings that support student achievement, including Project GLAD, ATDLE, CABE, NWEA, NGSS, AVID, SIPPS, DIBELS, Technology, Math, Classroom Management, the Science of Reading, Best Practices for Reading Instruction, Heggerty, Equity in the classroom, and Social-Emotional Learning. Dual Immersion teachers will have opportunities to attend professional development workshops on the best strategies for teaching multilingual learners. c. Teachers and administrators will share effective strategies and collaborate to produce a cohesive plan for the implementation of strategies at the site by grade level d. The Leadership team will continue working on and sharing strategies to improve collaboration with their grade-level teams. Planning and collaboration time will be provided. e. Provide collaboration days for teachers to share and plan for implementing strategies learned during professional development workshops and training. This includes contracts and staff substitute/hourly pay. f. Teachers will be ELPAC trained.	All teachers	930 Title I Basic -- 3010 4000-4999: Books And Supplies 4300 Supplemental Support/Materials 3300 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies 4300 Supplemental Support/Materials 1000 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures 5200 Travel and Conferences 1180 Title III LEP -- 4203 5000-5999: Services And Other Operating Expenditures 5200 Conferences

	g. Additional optional mini-PD opportunities will be offered on-site to support staff, including Bilingual Tutors, Instructional Aides, Student Attendant Aides, and Activity Supervisors. Hourly pay will be provided if staff members work outside their contract hours. Refreshments will be provided for training offered on-site. h. Teachers will participate in technology training for new technology purchases that will enhance lesson design and increase student achievement. i. Teacher technology coordinators will train teachers as needed on best practices in all content areas, including Literacy, Math, Science, and SEL. Teachers will also receive support with our new learning management system, Canvas.		
1.6	PROVIDE STUDENT INCENTIVES a. Students will be given incentives to promote academic achievement and attendance. These include but are not limited to, awards/certificates for Perfect Attendance, Improved Attendance, Science Fair attendance, EL Reclassification, Personal Success, Scholar Awards, and a Principal's Award (effort, academics, and behavior). b. Additional awards, incentives, snacks, and prizes will be purchased to recognize students who promote positive behavior by following school expectations on our Roadrunner STAR Behavior Expectations, positive attendance, and CAASPP, DIBELS, and NWEA participation incentives. c. Students who participate in intramural sports, Skills Day, and the 100 Mile Club will receive additional incentives and awards.	All students	500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies 4300 Materials and Supplies
1.7	College and Career The planned actions for College and Career include: A. Continue to support schoolwide college and career strategies and supports. I b. Purchase necessary supplies for college and career readiness. c Students will be provided with materials and supplies, including Agendas, binders, and dividers, to keep their classwork organized. They will learn skills that promote organization and college or career readiness. d. Parents will have the opportunity to participate in parent workshops that focus on college and career readiness and/or career technology education for their child. The workshops will be given in both English and Spanish, and babysitting will be provided.	All students	5,000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies 4300 Materials and Supplies 3,000 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures 5804 Transportation Services

	e Funding will be provided to enhance our College and Career events and activities. This includes visits and tours to local colleges and universities for students in 4th-6th grades.			
1.8	Preschool Transition to Elementary School This Schoolwide Program (SWP) includes a plan to ensure a smooth transition for preschoolers entering kindergarten, with strategies such as joint activities between preschool and kindergarten classes to bridge the gap between early childhood education and elementary school.	Preschool Students		

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Professional Development (PD) in Reading Instruction: Teachers in grades TK-6 attended PD sessions in the Science of Reading, emphasizing evidence-based teaching practices. Additionally, teachers in grades TK-2 received training in the SIPPS curriculum, which focuses on systematic instruction in phonological awareness, phonics, and sight words.

Reading Intervention: SIPPS was implemented as the reading intervention curriculum, allowing for targeted small-group instruction and a systematic approach to addressing reading difficulties. Haggerty was also used for phonemic awareness instruction in grades TK-3.

Data-Driven Decision Making: Teachers had regular opportunities to review and analyze student data from assessments such as NWEA, DIBELS, and SIPPS. This data was used to reflect on past practices and plan the next steps for instruction.

Collaboration: Teachers had multiple opportunities for collaboration with peers, including each month's release days and early release days. Admin, LSTs, and MSTs joined these meetings to provide support and feedback.

Enrichment Learning Opportunities: Enrichment opportunities were provided in Reading Intervention, Math Intervention, and CAASPP performance to support student learning.

Math Professional Development: Teachers in grades 1st-3rd attended a Math Grassroots professional development to gain knowledge on new math teaching strategies and learn the new math framework.

Attendance Incentives: Incentives were implemented to promote positive attendance and decrease chronic absenteeism. This included recognizing classes with the best weekly attendance, providing trophies and magnets for classes with perfect attendance, and giving snacks to complete attendance goals.

These strategies create a comprehensive approach to improving student achievement through focused instruction, data analysis, collaboration, and incentives to support attendance.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

1.4 g While it was proposed to purchase software to support smartboards, this technology was not purchased because the emphasis this school year was to purchase resources to raise student achievement in reading. The SIPPS and DIBELS expense was greater that the amount budgeted.

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

For next year, SIPPS implementation will expand to grade 3. In addition, with the removal of AVID Elementary at the district level, organization and notetaking will continue at the site level, but the focus will change to college and career readiness skills. Pedley will continue to utilize DIBELS as an assessment and intervention resource tool. In addition, with the reduction of resident subs available, the 3 teacher release days will be reduced and teachers will continue to collaborate 2 times a month on early release Wednesdays instead.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

All students will have a safe, orderly, and inviting learning environment.
Our goal is to cultivate a learning environment where all students feel safe, respected, and supported. This means creating a space that is orderly and predictable, allowing students to focus on learning. We also want it to be inviting and stimulating, fostering a love of discovery and a sense of belonging.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

All students will have a safe, orderly, and inviting learning environment.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2023 Dashboard data shows that there was an increase of 1% in student suspension rate. Recognizing that behavioral supports need restructuring at Pedley, we implemented PBIS and created a PBIS team to review and analyze behavior referral data, and plan next steps. We will continue with our expansion of PBIS to cultivate a positive and safe learning environment for all students, specifically our students with disabilities and white population.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 1: Safe, Clean Functional School Facilities	Percentage of facilities meeting "Good Repair" status: 98% Source: 2022-23 School Accountability Report Card (SARC)	Percentage of facilities meeting "Good Repair" status: 100% Source: 2024-25 School Accountability Report Card (SARC)
LCFF Priority 5: School Attendance Rate	TK: 92.4% K: 93.2% 1: 93.1% 2: 93.1% 3: 93.9% 4: 93.5% 5: 94.0% 6: 93.8% Source: Student Information System P-2 report	TK: 94% K: 95% 1: 95% 2: 95% 3: 96% 4: 95.5% 5: 96% 6: 96% Source: Student Information System P-2 report
LCFF Priority 5: Chronic Absenteeism Rate	All Students: Yellow 31.5%, Decreased Significantly -9.7 Socioeconomically Disadvantaged:Yellow 33.6%,Decreased Significantly, -10.3 English Learners: Yellow 29.1%; Decreased Significantly -13.3	All Students: 28% Socioeconomically Disadvantaged: 30.6% English Learners: 26% Students with Disabilities: 49% Foster Youth:N/A

	Students with Disabilities: Orange 52.6%; Decreased -7.4 Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: 54.5% Filipino: N/A Hispanic: Yellow 31.1%; Decrease Significantly -10.7 Pacific Islander:N/A Two or More Races: 58.3% White: Orange 21.1%; Decreased -4.8	Students experiencing Homelessness:N/A African American:N/A American Indian:N/A Asian:51.5% Filipino:N/A Hispanic:28% Pacific Islander:N/A Two or More Races: 55% White:19%
LCFF Priority 6: Pupil Suspension Rate	All Students:1.4% Socioeconomically Disadvantaged:1.3% English Learners: .06% Students with Disabilities: 2.0% Foster Youth: N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: 7.7% Filipino: N/A Hispanic: 1.3% Pacific Islander: N/A Two or More Races: 0% White: 2.5%	All Students: 0% Socioeconomically Disadvantaged:0% English Learners: 0% Students with Disabilities: 1% Foster Youth:N/A Students experiencing Homelessness: N/A African American: N/A American Indian: N/A Asian: 4.7% Filipino: N/A Hispanic: 0% Pacific Islander: N/A Two or More Races: 0% White:1%
LCFF Priority 6: Pupil Expulsion Rate	All Students: 0.13%, 1 student Socioeconomically Disadvantaged: N/A English Learners: N/A Students with Disabilities:N/A Foster Youth:N/A Students experiencing Homelessness:N/A African American:N/A American Indian:N/A Asian:N/A Filipino:N/A Hispanic: 0.13%, 1 student Pacific Islander:N/A Two or More Races:N/A White:N/A	All Students: 0 Socioeconomically Disadvantaged: N/A English Learners: N/A Students with Disabilities:N/A Foster Youth:N/A Students experiencing Homelessness:N/A African American:N/A American Indian:N/A Asian:N/A Filipino:N/A Hispanic: 0 Pacific Islander:N/A Two or More Races:N/A White:N/A
LCFF Priority 6: School Climate Survey: School Safety (6th grade)	"How safe do you feel when you are at school?" Safe/Very Safe: 59% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	"How safe do you feel when you are at school?" Safe/Very Safe: 62% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025

LCFF Priority 6: School Climate Survey: School Connectedness (6th grade)	Average reporting "Yes, most of the time" or "Yes, all of the time" Grade 6: 63% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	Average reporting "Yes, most of the time" or "Yes, all of the time" Grade 6: 66% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025
LCFF Priority 6: School Climate Survey: Caring Relationships (6th grade)	Do the teachers and other grown-ups at school care about you? (Average reporting "Yes, most of the time" or "Yes, all of the time" Grade 6: 49% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	Do the teachers and other grown-ups at school care about you? (Average reporting "Yes, most of the time" or "Yes, all of the time" Grade 6: 52% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	HEALTH SERVICES a. School attendance will increase by having the district nurse and site health clerk aide (HCA) help students with their health needs and educate them on how they can stay healthy. b. Health Clerk Aide (HCA) to support health services and parent communication. c. Health Clerk Aide (HCA) will incentivize all 6th-grade students to complete TDAP immunization. d. Family Life Presentation will be given to 5th-grade classes by the district nurses annually e. Vision and hearing screening will be performed for grades TK, K, 2, and 5, as well as special education students and students referred for a student study team (SST).	All Students	72921 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries 2200 Salary, Health Clerk Aide (HCA)
2.2	STUDENT SAFETY AND CLIMATE a. Continue ongoing SEL training and coaching support for staff and parents, including Second Step, Panorama, and CPI Training. Include opportunities for staff to attend professional development on restorative practices, BSEL, Positive Behavior Intervention Strategies (PBIS), and other student behavior support opportunities. b. Purchase and order SEL and PBIS support materials and student incentives	All Students	2,500.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies 4300 SEL 1,031.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies 4300 Materials and Supplies

c. Continue "STAR" tickets for students following behavior expectations that are aligned with our behavior expectations.		2,300 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies 4300 Materials and Supplies
d. Purchase materials that will contribute to establishing a welcoming environment for students, families, and staff, including books and resources to support cultural diversity. These will create opportunities for students to see themselves reflected in the stories they read (mirrors) and for them to explore and appreciate cultural differences (windows).		1500 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries 2910 Supervisor Hourly
e. Schedule Saturday School Program		2700 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries 1130 Teacher Salaries'- Substitutes
f. Work orders for campus repairs will be submitted in a timely manner, and the administration will meet regularly with the head custodian		
g. Schedule bi-monthly meetings for the BSEL/PBIS coordinator and PBIS Team to follow up on district meetings, analyze site-level data, and develop a plan to increase positive behavior and a safe and welcoming environment. Provide release days for the BSEL/PBIS coordinator and team to support SEL data analysis and a response plan.		8,756 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies 4300 SEL
i. Schedule college and career readiness days throughout the year		2,000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies 4310 Technology Supplies
j. Work with the School Safety Team to improve and modify the school safety plan and to purchase and/or replenish safety supplies for the classroom. Train all staff annually to review updates and changes to the Safety Plan and generate ideas for improvement. Provide planning time for the Safety Coordinator.		1,000 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries 1110 Hourly Certificated
k. Provide 100-mile club support (incentives, posters, t-shirts, etc.) to promote physical health.		
l. Provide students with opportunities to connect with other students and build on inclusion practices through Buddy Reading, Read Across America rotations, Kindness Challenge Activities, Computer Buddies, School Spirit Days, PALS, Garden Club, Yearbook Committee, Student Council, and other student clubs on campus. Etc.		
m. Conduct district—and site-level student and staff surveys to determine school safety perceptions and climate and address needs.		
n. Increase support for PBIS Tier 2 and Tier 3 Behavior Interventions (to improve students' ability to resolve conflict better and become more socially and emotionally resilient).		
o. Provide opportunities for students to develop leadership skills through various student clubs on campus.		

	p. Purchase necessary materials to maintain and support student clubs on campus. q. Use the RAPTOR system for all parents who come on campus for parent meetings and/or to volunteer. r. A Volunteer Appreciation Brunch will be held towards the end of the school year to show appreciation to parents. Refreshments will be provided. s. Provide parent workshops on social-emotional learning, anger management techniques, PBIS, Bullying, Self-Regulation, parenting tips, etc. Refreshments will be provided. t. Provide student assemblies and workshops on SEL, effective decision-making, anger management, bullying, PBIS, etc. Seek out professional consulting services to provide assemblies for students. u. Provide additional support from classified staff for student safety and school climate. v. Purchase technology equipment as needed for campus safety.			
2.3	STUDENT ATTENDANCE a. School attendance will increase by having the Health Clerk Aide support students' health needs and educate them on how to stay healthy. b. Incentives will be given for arriving to school on time, daily, and staying the duration of the school day, as well as to classes who complete the SNACK ATTACK poster. Rewards and/or certificates will be given to students with high attendance rates. Incentives and rewards may include snacks for SNACK ATTACK. c. Continue to provide and improve the Saturday School program for ADA Recovery. d. Discuss attendance at leadership meetings and various parent meetings, including SSC, ELAC, other parent meetings, and via social media platforms e. Continue to improve student behavior supports and the provision of an engaging instructional environment to increase student attendance for All students, Students with Disabilities, Hispanic, and Socioeconomically Disadvantaged students. f. Monitor absence rates on a monthly basis and schedule SART parent/student meetings each trimester.	All Students		1000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies 4300 Attendance Incentives

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Pedley School continues to expand and implement Positive Behavioral Interventions and Supports (PBIS). The PBIS team convenes bi-monthly to analyze and plan strategies while teachers and staff receive training on behavior communication protocols. The school has established location expectations aligned with the acronym STAR (Staying Safe, Working Together, Acting Responsibly, Respecting Others). A weekly newsletter communicates these expectations and provides lessons for teachers to implement. Students earn STAR tickets for demonstrating these expectations, redeemable for prizes or positive experiences from the Roadrunner STAR Store. This approach has led to a decrease in behavior referrals and fostered a more positive school culture.

Pedley employs the SNACK ATTACK initiative to improve attendance, where classes earn snacks to achieve perfect attendance. Classes with perfect attendance are recognized with a 100% Attendance magnet on their doors and compete for weekly attendance trophies. Grade levels also vie for the best attendance, with winning classes acknowledged during Monday morning announcements. An Attendance Team meets regularly to review data and plan interventions, while monthly SART Meetings address attendance concerns with parents, offering support to improve attendance. These efforts have reduced chronic absenteeism by 9.7%.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This year Pedley did not implement Peer Mediators because the focus was to expand and implement PBIS. Pedley will continue to enforce PBIS strategies and positive attendance.

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.

Pedley will continue to provide several leadership opportunities for students and expand on PBIS strategies to promote a positive culture at Pedley and increase student attendance. In addition, with the elimination of AVID elementary district funding, the site will continue to support AVID strategies through the lense of college and career readiness skills.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.
We strive to build a strong school community where all students feel like valued members. This involves creating engaging educational practices that spark curiosity and make learning relevant. We also foster partnerships with parents and community members, allowing them to contribute to the learning experience and creating a support system that extends beyond the classroom walls. This collaborative approach ensures students feel connected, supported, and empowered to thrive.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

All students will feel connected to their school community through engaging educational practices and partnerships with parents and the community.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

2023 Dashboard data showed that our English Learners are our students with the highest need. With our English Learners population in mind, our ELAC meetings focused on reviewing ELPAC data and parent resources. To meet the needs of our English Learner population, we will offer more academic support for parents of English Learners.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent & Family Engagement: California School Parent Survey LCFF Priority 3	"The percentage of parents who ""Strongly agree or agree"" with ""This school encourages me to be an active partner with the school in educating my child."" 90% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024"	"The percentage of parents who ""Strongly agree or agree"" with ""This school encourages me to be an active partner with the school in educating my child."" 93% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025"
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	"The percentage of staff who ""strongly agree or agree"" with ""School is welcoming to and facilitates parent involvement."" 92% Source: California School Parent Survey, California School Climate	"The percentage of staff who ""strongly agree or agree"" with ""School is welcoming to and facilitates parent involvement."" 95% Source: California School Parent Survey, California School Climate

	Health and Learning Surveys (CalSCHLS) Spring 2024"	Health and Learning Surveys (CalSCHLS) Spring 2025"
Parent & Family Engagement: California School Parent Survey LCFF Priority 3	"The percentage of parents who ""Strongly agree or agree"" with ""Teachers communicate with parents about what students are expected to learn in class."" 77% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024"	"The percentage of parents who ""Strongly agree or agree"" with ""Teachers communicate with parents about what students are expected to learn in class."" 85% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025"
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	"The percentage of staff who ""strongly agree or agree"" with ""Teachers at this school communicate with parents about what their children are expected to learn in class."" 97% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024"	"The percentage of staff who ""strongly agree or agree"" with ""Teachers at this school communicate with parents about what their children are expected to learn in class."" 100% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025"

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	PARENT AND STUDENT ENGAGEMENT a. Schedule professional development training to support a welcoming and engaging environment. b.Provide parent training and student outreach based on site-based parent and student needs (i.e. Behavior Management, Dual Immersion, Safety) c. Provide shared leadership opportunities for all parents via ELAC, SSC, PTO, and GATE parent meetings held throughout the year d. Provide additional Parent meetings, including the Annual Title 1 Parent Meeting, Pedley Family Book Club, and Coffee with the Principal. Include Parent Nights to cover essential topics (Math Night, Literacy Night, AVID, etc.) Refreshments will be provided. d. Select, purchase, and order materials to support parents in supporting students at home, such as the Pedley Family Book Club, Parent Nights, etc. Refreshments will be provided at these meetings.	All students	800.00 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries 2910 Classified Hourly 1014.00 Title I Parent Involvement -- 3010 1902 1000-1999: Certificated Personnel Salaries 1910 Hourly, Other Certificated 500 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies 4300 Materials and Supplies 2605 LCFF Suppl/Conc -- 0707

			4000-4999: Books And Supplies 4300 Materials and Supplies
	e. Provide parent access to technology and library resources to foster engaging opportunities. Purchase Makerspace materials for families to use. f. Continue involvement in the district's Seal of Biliteracy event. g. Solicit ideas from parents and families (district and site surveys, polls, and parent meeting feedback) to improve our Welcoming and Safe Environment initiative. h. Provide childcare for families so parents can attend meetings and support continued partnerships with the school i. Provide a parent orientation after school for incoming TK and Kindergarten families. Provide teachers with extra compensation for planning and meeting time. j. Continue to improve student and parent access to libraries through schedule modifications, digital resource access, MakerSpace implementation, eBook access, and open library time for parents to come with their children. k. Keep parents informed about student progress on academic and behavior expectations via parent conferences, progress reports, report cards, and regular communication through Parent Square or Class Dojo. m. Provide support and resources for families that extend beyond the school day (PICO referrals). n. Provide home-school connection opportunities for parents (i.e., Literacy Night, Math Night, etc.) o. Meet regularly with the Think Together Coordinator to discuss ideas on how to bridge the instructional day program with the after-school program. p. Communicate with parents using multiple social media platforms (e.g., Dojo, Parent Square, Instagram, and Facebook) regarding upcoming school events, school closures, and special announcements. Communication will be provided via email, texting, and phone calls.		

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Pedley School has prioritized parent engagement by offering various opportunities for involvement. These include English Learner Advisory Committee (ELAC) meetings, School Site Council (SSC) gatherings, Parent Teacher Organization (PTO) events, 6th Grade Booster Club activities, and Gifted And Talented Education (GATE) parent meetings. Additionally, the Pedley Family Book Club encourages literacy and family enrichment.

Pedley hosts a welcome barbecue in the Fall to foster community and connection and organizes various family participation activities through the PTO. Recognizing the importance of parent education, the school also conducts a CAASPP information night to provide parents with insights into the state assessment and strategies to support their students effectively. These initiatives collectively aim to strengthen the school's and parents' partnership, promoting student success through collaborative efforts.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The money allotted for child care were not utilized due to the lack of participation. Many parent engagement opportunities welcomed children and at other meetings children were not present.

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.

In order to increase parent and community engagement, Pedley will continue to offer and create parent and student engagement opportunities, with the expansion of Parent Literacy and Math Nights, Book Club and behavioral resources.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$196491
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$907,295.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
LCFF District -- 500 0707	$544,689.00
LCFF Suppl/Conc -- 0707	$211,232.00
Title I Basic -- 3010	$144,172.00
Title I Parent Involvement -- 3010 1902	$1,514.00
Title III LEP -- 4203	$5,688.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $907,295.00

Total of federal, state, and/or local funds for this school: $907,295.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	144172	0.00
Title I Parent Involvement -- 3010 1902	1514	0.00
Title III LEP -- 4203	5688	0.00
LCFF Suppl/Conc -- 0707	211232	0.00
LCFF District -- 500 0707	544689	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	544,689.00
LCFF Suppl/Conc -- 0707	211,232.00
Title I Basic -- 3010	144,172.00
Title I Parent Involvement -- 3010 1902	1,514.00
Title III LEP -- 4203	5,688.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	161,872.00
2000-2999: Classified Personnel Salaries	652,966.00
4000-4999: Books And Supplies	77,506.00
5000-5999: Services And Other Operating Expenditures	14,951.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	544,689.00

1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	24,700.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	103,769.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	68,992.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	13,771.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	136,158.00
4000-4999: Books And Supplies	Title I Basic -- 3010	8,014.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement -- 3010 1902	1,014.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	500.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	4,508.00
5000-5999: Services And Other Operating Expenditures	Title III LEP -- 4203	1,180.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	806,668.00
Goal 2	95,708.00
Goal 3	4,919.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

Name of Members	Role
Nancy Galvez	Principal
Andrew Elliot	Classroom Teacher
Valerie Othon	Classroom Teacher
Amy Warhop	Classroom Teacher
Jodie Piper	Other School Staff
Vanessa Soto	Parent or Community Member
Ludi Navarro	Parent or Community Member
Patricia Vargas	Other School Staff
Lorena Lopez	Parent or Community Member
Berta Toribio	Parent or Community Member
Reyna Bueno Gonzalez	Parent or Community Member
	Parent or Community Member
	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 05/16/2024.

Attested:

	Principal, Nancy Galvez on 05/16/2024
	SSC Chairperson, Ludivina Navarro on 05/16/2024

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:
- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:
- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment
Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

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

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

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

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:
- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

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

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Additional CSI Planning Requirements:
- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I.   The development of the SPSA shall include both of the following actions:
- A.   Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
  - 1.   The comprehensive needs assessment of the entire school shall:
    - a.   Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
    - b.   Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
      - i.   Help the school understand the subjects and skills for which teaching and learning need to be improved.
      - ii.   Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
      - iii.   Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
      - iv.   Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
      - v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
- B.   Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II.   The SPSA shall include the following:
- A.   Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B.   Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

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