School Year: **2025-26**

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	May 15, 2025	June 24, 2025

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.

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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 and Math for 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

Stakeholder Involvement in the SPSA Planning and Annual Review Process

As part of our SPSA planning and annual review process, Pedley Elementary has actively engaged a variety of stakeholder groups to guide program development and address site-specific needs:

School Site Council (SSC): All goals are reviewed and discussed with SSC members, who contribute to identifying site priorities and determining next steps for school improvement.

English Learner Advisory Committee (ELAC): ELAC members review data related to English Learners and provide feedback on SPSA goals. Their input is then shared with the SSC for further consideration.

PBIS Team: The team reviews Panorama data, behavior referral trends, SPSA goals, and Dashboard data to help determine areas of need and inform next steps.

GATE Team: This team analyzes Dashboard data and SPSA goals to ensure the needs of gifted and talented students are addressed.

Special Education (SPED) Team: SPED staff review Dashboard data and SPSA goals, providing input that is incorporated into goal development.

Leadership Team: At monthly meetings, the Leadership Team analyzes a range of data sources, including SPSA goals, Dashboard indicators, Panorama surveys, LCAP data, and behavior referrals, to guide decision-making and instructional planning.

Students: Feedback is collected through Panorama Student Surveys and Student Council, allowing student voice to inform school-wide priorities.

Parents and Community Members: Input is gathered through the LCAP Parent Survey and the Community Schools Survey to better understand and respond to family and community needs.

Additionally, the principal receives support and guidance through participation in district-level School-Based Coordinated Program (SBCP) 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 highlights areas of concern across multiple student groups in the areas of suspension rates, academic performance, English language proficiency, and chronic absenteeism:

ELA Performance: All Students, English Learners, and Hispanic students received an Orange rating, indicating a moderate level of concern. Students with Disabilities received a Red rating, reflecting a significant area of need.

Math Performance: English Learners were rated Orange, suggesting a moderate concern, while Students with Disabilities were rated Red, indicating a higher level of concern.

Chronic Absenteeism: Students with Disabilities received an Orange rating, and White students received a Red rating, highlighting chronic absenteeism as an area requiring immediate attention.

These results emphasize the urgent need for targeted and strategic interventions to close achievement gaps and promote equitable 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 orange 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 and Math, suggesting a critical level of concern regarding their proficiency in English Language Arts and Math.
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 and small group intervention in Math. 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 and Math.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.27%	0.27%	0.27%	2	2	2
African American	0.96%	1.35%	1.89%	7	10	14
Asian	0%	0.14%	0%	0	1	0
Filipino	0%	0.14%	0%	0	1	0
Hispanic/Latino	93.00%	91.34%	92.31%	678	675	684
Pacific Islander	0%	0%	0.13%	0	0	1
White	3.70%	4.87%	3.91%	27	36	29
Multiple/No Response	0.69%	0.68%	0.54%	5	5	4
			Total Enrollment	729	739	741

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten			38
Kindergarten	136	109	89
Grade 1	100	131	92
Grade 2	106	95	123
Grade3	98	105	96
Grade 4	108	98	104
Grade 5	95	107	93
Grade 6	86	94	106
Total Enrollment	729	739	741

Conclusions based on this data:

1. Over the past three years, Pedley School has seen consistent growth in student enrollment. A key factor in this increase has been the success of the Dual Immersion program, which now includes at least two classes per grade level. The program's popularity has helped drive a 1% increase in enrollment over the past year alone. This steady growth reflects the community's confidence in Pedley's programs and points to a positive and promising future for the school.

2. Pedley School's demographic data indicates that Hispanic students continue to represent the majority of the student body, currently comprising 92.31%. This reflects a slight increase of 0.97% from the previous year. Meanwhile, the White student population has declined by 0.14%, and the African American population has increased by 0.54%. These demographic shifts suggest evolving community dynamics and enrollment patterns. Monitoring these changes is essential to guide educational planning and ensure the school continues to meet the diverse needs of all students.

3. Pedley School's enrollment trends over the past three years reveal some notable shifts across grade levels:

Transitional Kindergarten (TK): Enrollment data for TK was not recorded in 2021–22 or 2022–23, but was introduced in 2023–24 with 38 students, suggesting an expansion of early childhood education offerings.

Kindergarten: Enrollment has steadily decreased from 136 students in 2021–22 to 109 in 2022–23, and then to 89 in 2023–24, marking a significant three-year decline of 47 students.

Grade 1: Enrollment rose sharply from 100 in 2021–22 to 131 in 2022–23, before dropping to 92 in 2023–24, suggesting possible year-to-year fluctuations in cohort size.

Grade 2: This grade experienced notable growth, increasing from 106 students in 2021–22 to 123 in 2023–24, an overall gain of 17 students.

Grade 3: Enrollment remained relatively stable across the three years, with 98, 105, and 96 students respectively.

Grade 4: After a dip from 108 in 2021–22 to 98 in 2022–23, enrollment rose again to 104 in 2023–24, returning close to initial levels.

Grade 5: Enrollment slightly increased from 95 in 2021–22 to 107 in 2022–23, followed by a decrease to 93 in 2023–24.

Grade 6: This grade has shown consistent growth, rising from 86 in 2021–22 to 106 in 2023–24, an increase of 20 students over three years.

Summary: While some grades like TK and Grade 2 saw significant growth, Kindergarten and Grade 1 experienced declines, which may reflect broader enrollment shifts or demographic changes in the community. The introduction of TK and increases in upper grade levels like Grade 6 suggest long-term enrollment growth and retention, while the lower enrollment in early grades signals a need for continued outreach and recruitment efforts.

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**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	306	311	317	39.2%	42.0%	42.8%
Fluent English Proficient (FEP)	113	107	100	15.4%	15.5%	13.5%
Reclassified Fluent English Proficient (RFEP)	8	9	14	3%	3%	4.4%

Conclusions based on this data:

1. Reclassified Fluent English Proficient (RFEP): There has been a positive increase in RFEP students, growing from 8 in 2021–22 to 14 in 2023–24. The percentage of RFEP students rose from 3% to 4.4%, reflecting progress in reclassification efforts and successful support for English Learners in reaching language proficiency.

2. Pedley School has experienced a steady increase in the number and percentage of English Learners (ELs) over the past three years:

   English Learners: The number of EL students rose from 306 in 2021–22 to 317 in 2023–24, marking a three-year increase of 11 students. The percentage of ELs has also grown from 39.2% to 42.8%, highlighting a growing need for continued support for multilingual learners.

   Fluent English Proficient (FEP): The number of students identified as FEP has declined from 113 in 2021–22 to 100 in 2023–24, with the percentage decreasing from 15.4% to 13.5%. This trend may indicate fewer students initially entering as FEP or changes in classification.

3. The data shows a growing English Learner population, now representing nearly 43% of the student body. While reclassification rates are improving, the decline in FEP percentages and overall increase in ELs underscore the continued importance of providing targeted language development support and monitoring reclassification trends to ensure long-term academic success for English Learners.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	91	98	96	90	98	92	90	98	92	98.9	100.0	95.8
Grade 4	104	92	100	102	92	100	102	92	100	98.1	100.0	100
Grade 5	88	99	91	86	99	89	86	99	89	97.7	100.0	97.8
Grade 6	77	86	103	76	85	101	76	85	101	98.7	98.8	98.1
All Grades	360	375	390	354	374	382	354	374	382	98.3	99.7	97.9

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2314.	2333.	2355.	4.44	2.04	8.70	6.67	7.14	13.04	15.56	24.49	23.91	73.33	66.33	54.35
Grade 4	2379.	2361.	2376.	2.94	3.26	4.00	14.71	8.70	7.00	16.67	6.52	22.00	65.69	81.52	67.00
Grade 5	2403.	2438.	2427.	0.00	6.06	4.49	18.60	15.15	17.98	11.63	29.29	24.72	69.77	49.49	52.81
Grade 6	2469.	2474.	2487.	3.95	5.88	5.94	19.74	21.18	31.68	32.89	25.88	26.73	43.42	47.06	35.64
All Grades	N/A	N/A	N/A	2.82	4.28	5.76	14.69	12.83	17.54	18.64	21.66	24.35	63.84	61.23	52.36

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.44	1.02	5.43	36.67	53.06	54.35	58.89	45.92	40.22
Grade 4	2.94	2.17	5.00	45.10	46.74	49.00	51.96	51.09	46.00
Grade 5	1.16	3.03	4.49	50.00	61.62	52.81	48.84	35.35	42.70
Grade 6	1.32	3.53	1.98	53.95	47.06	55.45	44.74	49.41	42.57
All Grades	2.54	2.41	4.19	46.05	52.41	52.88	51.41	45.19	42.93

Writing
Producing clear and purposeful writing

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	0.00	0.00	9.78	30.00	31.63	34.78	70.00	68.37	55.43
Grade 4	4.90	1.09	1.00	49.02	35.87	40.00	46.08	63.04	59.00
Grade 5	4.65	8.08	0.00	34.88	46.46	57.30	60.47	45.45	42.70
Grade 6	3.95	12.94	11.88	47.37	42.35	56.44	48.68	44.71	31.68
All Grades	3.39	5.35	5.76	40.40	39.04	47.12	56.21	55.61	47.12

Listening
Demonstrating effective communication skills

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.56	3.06	9.78	64.44	67.35	66.30	30.00	29.59	23.91
Grade 4	4.90	1.09	1.00	61.76	64.13	62.00	33.33	34.78	37.00
Grade 5	4.65	11.11	7.87	73.26	65.66	62.92	22.09	23.23	29.21
Grade 6	5.26	5.88	5.94	75.00	72.94	73.27	19.74	21.18	20.79
All Grades	5.08	5.35	6.02	68.08	67.38	66.23	26.84	27.27	27.75

Research/Inquiry
Investigating, analyzing, and presenting information

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.44	2.04	6.52	36.67	47.96	52.17	58.89	50.00	41.30
Grade 4	1.96	0.00	5.00	57.84	56.52	58.00	40.20	43.48	37.00
Grade 5	3.49	7.07	7.87	51.16	54.55	52.81	45.35	38.38	39.33
Grade 6	7.89	8.24	7.92	64.47	70.59	63.37	27.63	21.18	28.71
All Grades	4.24	4.28	6.81	52.26	56.95	56.81	43.50	38.77	36.39

Conclusions based on this data:

1. The 2024 California Dashboard Data shows growth across grades in the percentage of students meeting or exceeding the standard:
Grade 3: Grew from 11.11% (21–22) to 21.74% (23–24)
Grade 4: Grew from 5.88% to 11.00%

Grade 5: Grew from 0.00% to 22.28%
Grade 6: Grew from 7.90% to 37.52%
This shows a significant improvement, especially in Grades 5 and 6.

2. The 2024 California Dashboard has been a notable decline in students not meeting the standard in all grades:
Grade 3: Decreased from 73.33% to 54.35%
Grade 4: Increased from 65.69% to 67.00% (after a spike in 22–23)
Grade 5: Dropped from 69.77% to 52.81%
Grade 6: Dropped from 43.42% to 35.64%
The overall schoolwide percentage of students not meeting standard dropped from 63.84% in 2021–22 to 52.36% in 2023–24, showing a steady improvement in foundational literacy skills.

3. Key Takeaways:
ELA performance is improving across grades, particularly in the upper grades (5 and 6), where reclassification efforts and targeted literacy interventions may be having the strongest impact.
The percentage of students meeting or exceeding standards has nearly doubled since 2021–22.
The school should continue to focus efforts on Grades 3 and 4, where the percentage not meeting the standard remains above 50–60%.
Next Steps:
Continue data-driven literacy interventions, especially in lower grades.
Monitor subgroup performance (ELs, SWDs) to ensure equitable growth.
Increase focus on small-group instruction and QTEL strategies in Grades 3 and 4.
Provide professional development targeting early literacy and comprehension skills.

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.

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Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	91	98	97	90	98	97	90	98	97	98.9	100.0	100
Grade 4	104	92	100	103	92	100	103	92	100	99.0	100.0	100
Grade 5	88	98	91	88	98	90	88	98	90	100.0	100.0	98.9
Grade 6	77	86	104	76	85	104	76	85	104	98.7	98.8	100
All Grades	360	374	392	357	373	391	357	373	391	99.2	99.7	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2333.	2348.	2368.	1.11	2.04	4.12	4.44	10.20	19.59	21.11	26.53	22.68	73.33	61.22	53.61
Grade 4	2377.	2382.	2403.	1.94	2.17	1.00	5.83	9.78	13.00	26.21	19.57	35.00	66.02	68.48	51.00
Grade 5	2407.	2418.	2423.	1.14	3.06	4.44	3.41	3.06	4.44	22.73	26.53	23.33	72.73	67.35	67.78
Grade 6	2430.	2459.	2446.	1.32	1.18	2.88	2.63	11.76	8.65	26.32	34.12	25.96	69.74	52.94	62.50
All Grades	N/A	N/A	N/A	1.40	2.14	3.07	4.20	8.58	11.51	24.09	26.54	26.85	70.31	62.73	58.57

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.33	5.10	9.28	24.44	32.65	38.14	72.22	62.24	52.58
Grade 4	2.91	1.09	3.00	31.07	34.78	44.00	66.02	64.13	53.00
Grade 5	1.14	2.04	4.44	36.36	36.73	44.44	62.50	61.22	51.11
Grade 6	1.32	1.18	3.85	35.53	52.94	41.35	63.16	45.88	54.81
All Grades	2.24	2.41	5.12	31.65	38.87	41.94	66.11	58.71	52.94

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.22	2.04	13.40	50.00	58.16	42.27	47.78	39.80	44.33
Grade 4	2.91	3.26	5.00	46.60	41.30	58.00	50.49	55.43	37.00
Grade 5	1.14	2.04	4.44	46.59	48.98	43.33	52.27	48.98	52.22
Grade 6	3.95	5.88	0.96	47.37	54.12	63.46	48.68	40.00	35.58
All Grades	2.52	3.22	5.88	47.62	50.67	52.17	49.86	46.11	41.94

Conclusions based on this data:

1. There has been a steady increase in the percentage of students meeting or exceeding standards across most grade levels:
Grade 3: Improved from 11.31% (21–22) to 23.71% (23–24)
Grade 4: Grew slightly from 11.95% to 14.00%
Grade 5: Increased from 4.55% to 8.88%
Grade 6: Rose from 2.50% to 11.53%
Overall (All Grades): Increased from 1.40% in 2021–22 to 3.07% (exceeded) and 11.51% (met) in 2023–24, totaling 14.58% of students meeting/exceeding standard — over tripling the rate from 2021–22.

2. Encouraging declines in students not meeting standard are evident across most grades:
Grade 3: Dropped from 73.33% to 53.61%
Grade 4: From 66.02% to 51.00%
Grade 5: Slight drop from 72.73% to 67.78%
Grade 6: A spike in 23–24 (62.50%), up from 52.94% in 22–23, but still better than 69.74% in 21–22.
Overall: % Standard Not Met decreased from 70.31% (21–22) to 58.57% (23–24).

3. Math performance is improving slowly but steadily, particularly in Grades 3 and 4.
A growing number of students are transitioning from "not met" to "nearly met" and "met."
Grade 3 showed the most improvement in mean scale score and proficiency rates.
Grade 6 saw a dip in performance in 2023–24, warranting closer monitoring and support.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1406.7	1420.6	1402.6	1427.3	1439.4	1422.9	1358.1	1376.7	1355.2	63	43	50
1	1440.1	1430.1	1408.2	1466.2	1461.5	1429.6	1413.3	1398.1	1386.3	41	56	39
2	1457.8	1463.7	1466.2	1477.2	1484.6	1487.3	1437.9	1442.5	1444.6	52	35	51
3	1461.2	1472.0	1468.4	1461.3	1470.4	1475.2	1460.5	1473.1	1461.0	42	43	40
4	1478.1	1487.5	1503.5	1474.3	1497.0	1510.5	1481.3	1477.4	1496.0	48	42	43
5	1495.6	1514.0	1517.7	1500.8	1511.7	1517.7	1489.9	1515.8	1517.1	29	43	40
6	1515.2	1515.6	1520.5	1511.9	1512.9	1513.9	1517.9	1517.9	1526.7	17	29	41
All Grades										292	291	304

	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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	3.17	6.98	4.00	28.57	41.86	32.00	52.38	32.56	46.00	15.87	18.60	18.00	63	43	50
1	7.32	0.00	0.00	17.07	28.57	17.95	53.66	50.00	38.46	21.95	21.43	43.59	41	56	39
2	3.85	5.71	15.69	46.15	40.00	39.22	26.92	37.14	25.49	23.08	17.14	19.61	52	35	51
3	0.00	2.33	2.50	14.29	27.91	27.50	54.76	58.14	47.50	30.95	11.63	22.50	42	43	40
4	4.17	2.38	13.95	20.83	35.71	39.53	43.75	38.10	34.88	31.25	23.81	11.63	48	42	43
5	3.45	9.30	17.50	31.03	34.88	37.50	48.28	48.84	32.50	17.24	6.98	12.50	29	43	40
6	0.00	3.45	12.20	47.06	48.28	39.02	47.06	37.93	39.02	5.88	10.34	9.76	17	29	41
All Grades	3.42	4.12	9.54	28.08	35.74	33.55	46.23	43.99	37.50	22.26	16.15	19.41	292	291	304

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.70	20.93	18.00	38.10	34.88	34.00	34.92	23.26	34.00	14.29	20.93	14.00	63	43	50
1	29.27	17.86	7.69	24.39	51.79	43.59	41.46	25.00	23.08	4.88	5.36	25.64	41	56	39
2	23.08	28.57	37.25	44.23	40.00	41.18	25.00	28.57	11.76	7.69	2.86	9.80	52	35	51
3	9.52	6.98	25.00	28.57	48.84	42.50	40.48	39.53	17.50	21.43	4.65	15.00	42	43	40
4	12.50	26.19	32.56	37.50	45.24	55.81	31.25	23.81	11.63	18.75	4.76	0.00	48	42	43
5	17.24	20.93	45.00	65.52	58.14	32.50	6.90	16.28	15.00	10.34	4.65	7.50	29	43	40
6	17.65	24.14	21.95	58.82	55.17	53.66	17.65	13.79	14.63	5.88	6.90	9.76	17	29	41
All Grades	17.12	20.27	26.97	39.73	47.77	43.09	30.48	24.74	18.42	12.67	7.22	11.51	292	291	304

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	4.65	2.00	7.94	9.30	4.00	60.32	53.49	64.00	31.75	32.56	30.00	63	43	50
1	2.44	0.00	2.56	9.76	12.50	7.69	29.27	32.14	12.82	58.54	55.36	76.92	41	56	39
2	0.00	5.71	9.80	23.08	17.14	25.49	26.92	25.71	27.45	50.00	51.43	37.25	52	35	51
3	0.00	0.00	0.00	7.14	20.93	12.50	47.62	34.88	42.50	45.24	44.19	45.00	42	43	40
4	2.08	0.00	4.65	14.58	7.14	25.58	27.08	40.48	27.91	56.25	52.38	41.86	48	42	43
5	0.00	4.65	7.50	0.00	9.30	17.50	58.62	53.49	52.50	41.38	32.56	22.50	29	43	40
6	0.00	3.45	7.32	5.88	17.24	17.07	76.47	48.28	48.78	17.65	31.03	26.83	17	29	41
All Grades	0.68	2.41	4.93	10.96	13.06	15.79	43.49	40.89	39.80	44.86	43.64	39.47	292	291	304

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.70	23.26	14.00	73.02	58.14	72.00	14.29	18.60	14.00	63	43	50
1	34.15	41.07	41.03	63.41	55.36	38.46	2.44	3.57	20.51	41	56	39
2	17.31	22.86	27.45	73.08	71.43	64.71	9.62	5.71	7.84	52	35	51
3	21.43	20.93	25.00	61.90	72.09	65.00	16.67	6.98	10.00	42	43	40
4	27.08	28.57	46.51	56.25	57.14	51.16	16.67	14.29	2.33	48	42	43
5	17.24	20.93	35.00	72.41	69.77	52.50	10.34	9.30	12.50	29	43	40
6	5.88	10.34	21.95	94.12	79.31	63.41	0.00	10.34	14.63	17	29	41
All Grades	20.21	25.43	29.61	68.49	64.95	58.88	11.30	9.62	11.51	292	291	304

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	19.05	23.26	18.00	57.14	51.16	62.00	23.81	25.58	20.00	63	43	50
1	19.51	7.14	2.56	65.85	80.36	61.54	14.63	12.50	35.90	41	56	39
2	32.69	42.86	43.14	53.85	54.29	49.02	13.46	2.86	7.84	52	35	51
3	11.90	13.95	20.00	54.76	69.77	60.00	33.33	16.28	20.00	42	43	40
4	12.50	28.57	27.91	56.25	59.52	69.77	31.25	11.90	2.33	48	42	43
5	51.72	60.47	61.54	31.03	27.91	33.33	17.24	11.63	5.13	29	43	39
6	47.06	48.28	41.46	47.06	44.83	46.34	5.88	6.90	12.20	17	29	41
All Grades	24.32	29.90	30.69	54.11	57.04	54.79	21.58	13.06	14.52	292	291	303

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	6.98	2.00	82.54	74.42	68.00	17.46	18.60	30.00	63	43	50
1	7.32	3.57	2.56	39.02	37.50	25.64	53.66	58.93	71.79	41	56	39
2	1.92	11.43	9.80	51.92	37.14	52.94	46.15	51.43	37.25	52	35	51
3	0.00	0.00	0.00	45.24	39.53	37.50	54.76	60.47	62.50	42	43	40
4	4.17	0.00	2.33	33.33	42.86	53.49	62.50	57.14	44.19	48	42	43
5	0.00	4.65	10.00	51.72	65.12	52.50	48.28	30.23	37.50	29	43	40
6	0.00	0.00	7.32	35.29	37.93	31.71	64.71	62.07	60.98	17	29	41
All Grades	2.05	3.78	4.93	51.71	48.11	47.04	46.23	48.11	48.03	292	291	304

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	3.17	13.95	2.00	49.21	46.51	50.00	47.62	39.53	48.00	63	43	50
1	0.00	1.79	0.00	56.10	58.93	43.59	43.90	39.29	56.41	41	56	39
2	5.77	5.71	7.84	51.92	60.00	52.94	42.31	34.29	39.22	52	35	51
3	2.38	9.30	0.00	66.67	65.12	70.00	30.95	25.58	30.00	42	43	40
4	4.17	4.76	18.60	60.42	61.90	53.49	35.42	33.33	27.91	48	42	43
5	0.00	13.95	15.38	68.97	65.12	71.79	31.03	20.93	12.82	29	43	39
6	5.88	20.69	19.51	94.12	62.07	73.17	0.00	17.24	7.32	17	29	41
All Grades	3.08	9.28	8.91	59.59	59.79	58.75	37.33	30.93	32.34	292	291	303

Conclusions based on this data:

1. ELPAC Overall Language Performance Analysis (Grades K–6):

The data reflects the percentage of English Learners (ELs) at each ELPAC performance level (Level 1 = lowest, Level 4 = highest) over three school years. It shows gradual improvement in language proficiency across some grade levels but also highlights persistent needs, especially in the lower grades.

2. Key Trends by Performance Levels:

Level 4 – Well Developed English Proficiency:
Overall growth in higher proficiency is evident in Grades 2, 4, 5, and 6:
Grade 2 increased from 3.85% (21–22) to 15.69% (23–24)
Grade 5 rose from 3.45% to 17.50%
Grade 6 showed gains from 0.00% to 12.20%

Level 3 – Moderately Developed English Proficiency:
Level 3 percentages remain consistent or slightly increased across all grades, suggesting steady growth toward proficiency:
Grade 4 rose from 20.83% (21–22) to 39.53% (23–24)
Grade 6 maintained a high percentage at Level 3 (48.28% in 22–23, 39.02% in 23–24)

Level 2 – Somewhat Developed English Proficiency:
A decrease in Level 2 percentages in some grades signals upward movement toward higher proficiency, such as:
Grade 5 from 48.84% (22–23) to 32.50% (23–24)
However, Kindergarten and Grade 3 showed high and increasing percentages at Level 2 in 23–24 (46% and 47.5%, respectively), indicating slower language development in early grades.

Level 1 – Minimally Developed English Proficiency:
Concerning increases in Level 1 in the lower grades:
Grade K increased from 15.87% (21–22) to 18.00% (23–24)
Grade 1 saw a sharp rise from 21.95% to 43.59%, making it a critical focus area
Grade 3 jumped to 22.50% in 23–24 after a significant drop in 22–23, suggesting regression or a cohort with greater needs

3. Total Students Tested:
Numbers have remained fairly stable across years in most grades, supporting the validity of longitudinal comparisons.
Summary of Findings:
Progress is evident in upper grades (2–6), where more students are reaching Levels 3 and 4.
Early grades (K–1) show an increase in students at Level 1, especially in Grade 1, signaling a need for more intensive early language development supports.
The shift from Level 2 to Levels 3 and 4 in Grades 4–6 is promising and may reflect the impact of language development programs and QTEL strategies.
Recommendations:
Prioritize early intervention in Grades K–1 to reduce the number of students scoring at Level 1.
Continue strengthening small group instruction and language-rich supports in all grades, especially where Level 2 remains high.
Monitor Grade 3 closely, as Level 1 percentages rose in 2023–24.
Celebrate gains in Grades 4–6 and leverage successful practices from these grades in lower-grade instruction.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
741	**77.1%**	**42.8%**	**0.8%**
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	317	42.8%
Foster Youth	6	0.8%
Homeless	3	0.4%
Socioeconomically Disadvantaged	571	77.1%
Students with Disabilities	88	11.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	14	1.9%
American Indian	2	0.3%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	684	92.3%
Two or More Races	4	0.5%
Pacific Islander	1	0.1%
White	29	3.9%

Conclusions based on this data:

1. Pedley Elementary School has a total enrollment of 741 students. Key Student Demographics:

Socioeconomically Disadvantaged Students: 77.1% of students are identified as socioeconomically disadvantaged. This includes students eligible for free or reduced-price meals and/or those whose parents/guardians did not graduate high school. This high percentage underscores the need for continued access to equity-based resources, including academic interventions, counseling, and family support services.

English Learners (ELs):
42.8% of the student body are English Learners.
This aligns with the previously analyzed ELPAC data, highlighting a critical need for targeted language development, small-group instruction, and scaffolded supports across all content areas.
The high EL population also indicates a need for ongoing professional development in integrated and designated ELD strategies for staff.

Foster Youth:
Although a smaller group, 0.8% of the student population are foster youth.
These students often require specialized social-emotional and academic support, making it essential for staff to collaborate with support personnel and external agencies to ensure these students' well-being and academic success.

Implications for School Planning:
The demographic composition reflects a school community that would benefit from wraparound services, culturally and linguistically responsive instruction, and intentional outreach to families. Programs such as PBIS, SEL, MTSS, and community school partnerships are vital to addressing the diverse needs of the student population.

2. Student Group Demographics – 2023–24
This data provides a snapshot of the vulnerable student populations enrolled at Pedley Elementary and highlights important considerations for planning, support services, and funding allocations.
English Learners (ELs):
317 students, representing 42.8% of the school population. This is a significant portion of the student body, indicating a strong need for robust English Language Development (ELD) programs, bilingual support, and teacher training in QTEL and SDAIE strategies to support academic success for multilingual learners.
Socioeconomically Disadvantaged (SED):
571 students or 77.1% of the total enrollment. This high percentage underscores the need for equitable access to resources, including free/reduced lunch programs, academic interventions, after-school programs, and family engagement initiatives. It also suggests that the school may benefit from Title I funding and other supports under the Local Control Funding Formula (LCFF).
Students with Disabilities (SWDs):
88 students, comprising 11.9% of the student population. This population requires specially designed instruction, inclusion support, and access to related services such as speech and occupational therapy. Collaboration between general and special education staff is key to ensuring access to grade-level curriculum.
Foster Youth:
6 students, or 0.8% of the population. Although small in number, these students often require intensive case management, trauma-informed care, and stable academic and emotional support systems due to frequent transitions or adverse experiences. Homeless Students: 3 students, accounting for 0.4% of enrollment.
Key Takeaways & Implications for School Planning:
The data shows that more than three-quarters of students face socioeconomic challenges, and nearly half are English Learners, reinforcing the importance of targeted instructional practices and wraparound services. Schoolwide efforts should focus on equity, access, and inclusive practices, with close attention to multi-tiered systems of support (MTSS) for both academic and behavioral needs. Continued investment in family engagement, early intervention, and trauma-informed practices will be essential for supporting the diverse needs of Pedley's student population.

3. Pedley Elementary's student population reflects a predominantly Hispanic community, with very limited representation from other racial and ethnic groups.
Breakdown:
Hispanic: 684 students (92.3%). The overwhelming majority, this group drives the cultural and linguistic makeup of the school. Instructional practices and family engagement strategies are culturally responsive and inclusive of Hispanic heritage and language backgrounds.
White: 29 students (3.9%). The second-largest group, though still a small minority. May be useful to monitor trends in engagement, attendance, and achievement for this group due to its relative size.

African American: 14 students (1.9%). While a small subgroup, it is important to ensure equitable access to school programs and culturally responsive support for these students.

Key Observations:

The Hispanic population dominates the school's racial/ethnic makeup, which aligns with the high percentage of English Learners and the need for bilingual supports and bicultural programming. The limited racial diversity calls for intentional inclusion of diverse perspectives, cultures, and contributions in the curriculum to ensure all students see themselves reflected in their learning. Small subgroups, such as African American and White students, should be monitored for trends in academic achievement and social-emotional outcomes to ensure equitable access to school supports.

Implications for School Planning:

Instructional Practices: Culturally responsive teaching should center the lived experiences and languages of Hispanic students, while integrating multicultural content that acknowledges other underrepresented groups. Family Engagement: School-home partnerships should include Spanish-language resources and events that celebrate Hispanic culture and identity. Equity Focus: Although some groups are small, their voices and needs should still be addressed in equity planning, PBIS initiatives, and climate surveys.

School and Student Performance Data
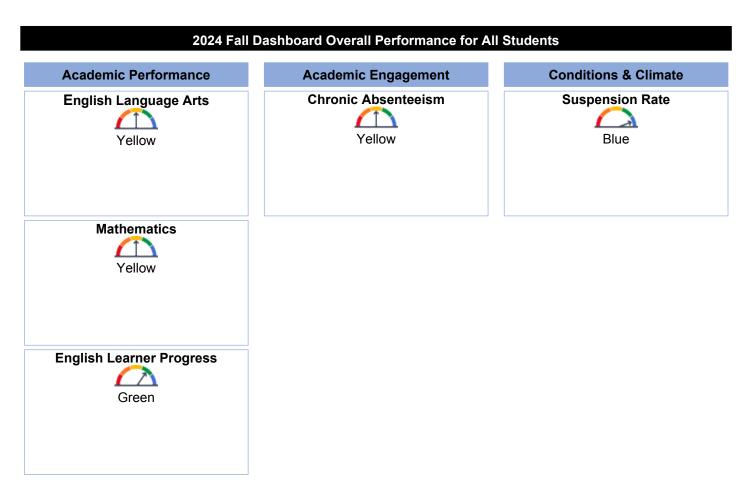
Overall Performance

The 2024 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

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. California Dashboard Performance Summary – Pedley Elementary (2024)
   Pedley's 2024 Dashboard results offer insight into both academic performance and school climate indicators. The color-coded ratings range from Blue (highest performance) to Red (lowest performance).
   Academic Performance:
   English Language Arts (ELA): Yellow

This indicates moderate performance with room for improvement. It reflects that a significant portion of students are not yet meeting grade-level standards. Continued focus on foundational literacy, differentiated instruction, and ELD support is needed.

Mathematics: Yellow
Similar to ELA, Math results suggest below-average achievement with a need for targeted interventions, especially in upper grades where student growth has lagged.

English Learner Progress: Green
A strength area for Pedley, this rating reflects strong growth in language development among English Learners. It shows that support structures, such as designated and integrated ELD instruction and reclassification efforts, are effectively serving EL students.

2. Chronic Absenteeism: Yellow
Chronic absenteeism remains a concern. While not the lowest rating, a Yellow designation indicates that too many students are missing instructional time, which can negatively impact achievement and engagement. Continued efforts are needed in family outreach, incentives, and removing attendance barriers.
Suspension Rate: Blue
This is a highlight of the school's climate, indicating a very low suspension rate. It reflects a positive, supportive learning environment and suggests effective implementation of PBIS, restorative practices, and behavioral supports.

3. Overall Reflections:
Strengths: Low suspension rates (Blue) and strong English Learner progress (Green) indicate that Pedley is providing a safe and inclusive environment and successfully supporting language development.

Areas for Growth:
ELA and Math achievement require ongoing focus through targeted academic interventions, grade-level collaboration, and differentiated instruction.
Chronic absenteeism (Yellow) is an ongoing barrier to academic achievement. The school should continue implementing incentive programs, home-school communication, and attendance case management to improve this indicator.

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts 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 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	No Performance Color
69.0 points below standard	95.7 points below standard	Less than 11 Students
Increased 10.5 points	Increased 18.2 points	
387 Students	178 Students	8 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Less than 11 Students	Less than 11 Students	71.6 points below standard
		Increased 12.2 points
4 Students	0 Students	301 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
104.8 points below standard	Less than 11 Students	Less than 11 Students
Declined 16.4 points		
57 Students	6 Students	2 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
0 Students	0 Students	70.3 points below standard
		Increased 12.0 points
		356 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	40.8 points below standard
		Increased 10.2 points
2 Students	1 Student	17 Students

Conclusions based on this data:

1. Pedley Elementary received an overall Yellow rating in ELA, with the average distance from standard (DFS) improving from -79.4 to -69, marking a +10.5 point gain. This indicates that schoolwide instruction is making an impact and students are showing academic growth.
Notably, English Learners improved significantly, increasing +18.2 points, while Hispanic students (who make up over 92% of the student body) improved +12 points. These gains highlight the effectiveness of targeted strategies such as ELD instruction, QTEL, and small-group interventions.

2. The Students with Disabilities subgroup was rated Red, the lowest performance band, with a very low status and a significant decline of -16.4 points from the prior year. Their current DFS is -104.8, the furthest from standard among all reported groups.
This suggests that current supports are not sufficient and that instructional accommodations, differentiated strategies, and inclusion supports need to be intensified. Additional collaboration between general and special education teachers may also be necessary.

3. Both Socioeconomically Disadvantaged and Hispanic students were rated Orange (very low status), with current DFS values of -71.6 and -70.3 respectively. Though both groups showed improvement (+12.2 and +12 points), they remain significantly below standard.
These results emphasize the need for continued investment in literacy supports, expanded intervention time, and high-quality core instruction that is both rigorous and culturally responsive. These subgroups should remain a key focus in the SPSA and intervention planning.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 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."
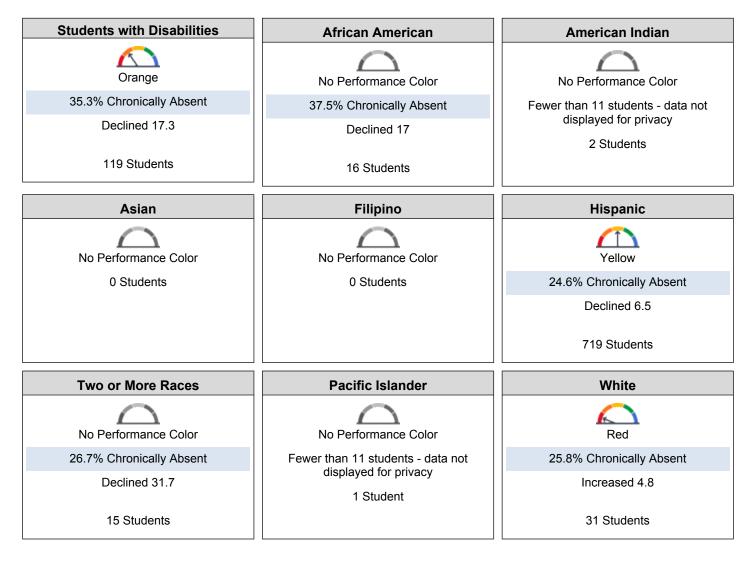
Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	2	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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Orange	No Performance Color
87.0 points below standard	107.3 points below standard	Less than 11 Students
Increased 8.8 points	Increased 10.4 points	
389 Students	181 Students	8 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Less than 11 Students	Less than 11 Students	87.1 points below standard
		Increased 12.8 points
4 Students	0 Students	303 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
129.2 points below standard	Less than 11 Students	Less than 11 Students
Declined 22.0 points		
56 Students	6 Students	2 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
0 Students	0 Students	89.8 points below standard
		Increased 8.0 points
		358 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	61.5 points below standard
		Increased 20.9 points
2 Students	1 Student	17 Students

Conclusions based on this data:

1. Pedley Elementary earned a Yellow rating for All Students in Math, showing growth in performance with the average Distance from Standard (DFS) improving from -95.8 to -87 (a gain of +8.8 points). While this is a positive trend, it still indicates that students are performing well below grade-level expectations, and sustained intervention is needed to close the gap.

2. The Students with Disabilities subgroup received a Red rating, with a DFS of -129.2, reflecting a very low status and a significant decline of -22 points from the prior year. This group continues to be the furthest from standard in math. Targeted and intensive supports, including specialized math interventions, scaffolded instruction, and collaborative planning between general and special education teachers are urgently needed.

3. Socioeconomically Disadvantaged and Hispanic show promising gains. Socioeconomically Disadvantaged students improved from -99.9 to -87.1 (+12.8 points) and maintained a Yellow rating, reflecting positive momentum for a high-needs population.
Hispanic students, who make up the vast majority of Pedley's population, also improved by +8 points (from -97.8 to -89.8), contributing significantly to the overall schoolwide gains. These improvements suggest that schoolwide math strategies, such as small group instruction, math-focused professional development, and intervention blocks, are beginning to make an impact for key student groups.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 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."

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Green	No Performance Color
50% making progress.	making progress.
Number Students: 244 Students	Number Students: 8 Students

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.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
20.1%	27.5%	0%	50%

Conclusions based on this data:

1. Pedley earned a Green rating on the English Learner Progress Indicator, with 50% of English Learners (244 students) making progress by moving up at least one ELPI level. This places Pedley in a high-performing tier and reflects the effectiveness of its ELD supports, including designated and integrated instruction, small group interventions, and possible use of QTEL strategies. Continued focus on these practices will be critical to sustaining and improving this growth.

2. While half of the ELs progressed, 20.1% decreased by at least one ELPI level, which is a significant portion of the population. This suggests that while instruction is working for many, a subgroup of students may need additional scaffolds, differentiated supports, or targeted re-engagement, particularly those with interrupted schooling, inconsistent attendance, or additional learning needs.

3. A substantial 27.5% of English Learners maintained lower-level proficiency (ELPI Levels 1, 2L, 2H, 3L, or 3H), indicating a plateau in language acquisition. This group has not regressed, but they are also not progressing, pointing to a need for more strategic, differentiated instruction that accelerates language development. Monitoring these students closely and providing tiered intervention or enhanced academic language support will be essential to prevent long-term stagnation.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 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.

2024 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	No Performance Color
25% Chronically Absent	22.2% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 6.5	Declined 6.8	
784 Students	342 Students	9 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	28.8% Chronically Absent
		Declined 4.8
6 Students	7 Students	615 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
35.3% Chronically Absent	37.5% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 17.3	Declined 17	2 Students
119 Students	16 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
0 Students	0 Students	24.6% Chronically Absent
		Declined 6.5
		719 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Red
26.7% Chronically Absent	Fewer than 11 students - data not displayed for privacy	25.8% Chronically Absent
Declined 31.7	1 Student	Increased 4.8
15 Students		31 Students

Conclusions based on this data:

1. Pedley earned an overall Yellow rating with a very high chronic absenteeism rate (25%), but the data shows a notable improvement of -6.5 percentage points from the prior year. Major student groups—including English Learners (-6.8%), Socioeconomically Disadvantaged (-4.8%), and Hispanic students (-6.5%)—also showed significant decreases, contributing to the schoolwide improvement.
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. Despite overall improvement, the Students with Disabilities subgroup remains a concern, with a chronic absenteeism rate of 35.3% (Orange rating). Though this is a -17.3 point drop from last year, the rate remains alarmingly high. Similarly, African American students have a chronic absenteeism rate of 37.5%, despite also improving by -17.0 points. These groups require continued targeted support, case management, and individual intervention plans to reduce barriers to consistent attendance.

3. Unlike other subgroups, White students saw an increase in chronic absenteeism, rising from 21.1% to 25.8%, earning a Red rating. While this subgroup is small in number (only 31 eligible students), the increase suggests a need for focused follow-up with families, even in smaller populations, and potentially uncovering new barriers or disengagement that may not be impacting the wider population.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 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.

2024 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	2	2

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	Blue	No Performance Color
0.5% suspended at least one day	0.3% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 0.9%	Declined 0.3%	9 Students
813 Students	354 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	0.6% suspended at least one day
7 Students	8 Students	Declined 0.7%
		639 Students

Students with Disabilities	African American	American Indian
Green	No Performance Color	No Performance Color
0.8% suspended at least one day	0% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 1.2%	Declined 7.7%	2 Students
123 Students	18 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Blue
0 Students	0 Students	0.4% suspended at least one day
		Declined 0.9%
		743 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	3.1% suspended at least one day
Maintained 0%	1 Student	Increased 0.6%
17 Students		32 Students

Conclusions based on this data:

1. Pedley earned a Blue rating overall, with a significant reduction in suspension rate from 1.4% to 0.5%. Key student groups, including English Learners, Hispanic, and Socioeconomically Disadvantaged students, also showed declines, indicating that PBIS and restorative practices are effectively promoting a safe and supportive school climate.

2. Suspension rates for Students with Disabilities dropped from 2.0% to 0.8%, earning a Green rating. While this reflects improvement, this group remains a priority for ongoing support through individualized behavior plans, inclusive strategies, and staff professional development.

3. The White student subgroup experienced an increase in suspension rate from 2.5% to 3.1%, resulting in an Orange rating. Although a small group, this trend highlights a need to review discipline data and ensure equitable access to preventative behavioral supports.

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 2024 Dashboard indicators, which highlight an 18.2-point increase in English Learners' progress toward English proficiency and a 10.5-point increase in Language Arts scores, Pedley School is proud of the gains made in these areas. However, we also recognize the need for urgent action to address the significant 16.4-point decline in performance among Students with Disabilities.

To close this gap, Pedley has restructured its reading intervention support by implementing a systematic and targeted reading intervention block. This revised approach leverages the SIPPS program as the primary intervention tool and utilizes DIBELS as the universal screener to identify and monitor student needs. By adopting a more focused and data-driven intervention strategy, Pedley aims to strengthen literacy skills among Students with Disabilities and improve overall academic outcomes in Language Arts.

Our data-driven goal is to increase Language Arts performance for Students with Disabilities by at least 10 points on the 2025 Dashboard. Progress will be closely monitored through DIBELS benchmark assessments three times per year, with bi-weekly progress monitoring for students receiving Tier 2 and Tier 3 interventions. The effectiveness of the intervention block will also be reviewed quarterly to make any necessary instructional adjustments and ensure alignment with student needs.

By adopting a focused, responsive, and structured approach, Pedley aims to accelerate literacy growth for Students with Disabilities and promote equitable academic outcomes across all student groups.

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)	All Students: 69 points below standard English Learners: 95.7 points below standard Long-Term English Learners: N/A Foster Youth:N/A Homeless: N/A Socioeconomically Disadvantaged: 71.6 points below standard	All Students: 64 points below standard English Learners: 90 points below standard Long-Term English Learners: N/A Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged: 69 points below standard

	Students with Disabilities: 104.8 points below standard African American: N/A Asian: N/A Filipino: N/A Hispanic: 70.3 points below standard Native Hawaiian or Pacific Islander: N/A White: 40.8 points below standard Two or More Races: N/A	Students with Disabilities: 99 points below standard African American: N/A Asian: N/A Filipino: N/A Hispanic: 65 points below standard Native Hawaiian or Pacific Islander: N/A White: 35 points below standard Two or More Races: N/A
LCFF Priority 4: Pupil Achievement on Statewide Assessments: California Assessment of Student Performance and Progress (CAASPP): Mathematics Academic Indicator: Distance from Standard (DFS)	All Students: 87 points below standard English Learners: 107.3 points below standard Long-Term English Learners: N/A Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged: 87.1 points below standard Students with Disabilities: 129.2 points below standard African American: N/A Asian: N/A Filipino: N/A Hispanic: 89.8 points below standard Native Hawaiian or Pacific Islander: NA White: 61.3 points below standard Two or More Races: N/A	All Students: 82 points below standard English Learners: 102 points below standard Long-Term English Learners: N/A Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged: 82.1 points below standard Students with Disabilities: 124.2 points below standard African American: N/A Asian: N/A Filipino: N/A Hispanic: 84.8 points below standard Native Hawaiian or Pacific Islander: NA White: 56 points below standard Two or More Races: N/A
LCFF Priority 4: Percentage of English Learner students making progress on English Proficiency	Current Percentage of English Learners making progress: 50% Status Level: Green (High)	Current Percentage of English Learners making progress: 55% Status Level: Green (High)
LCFF Priority 4: English Learner Reclassification Rate	Reclassification Rate- 18 Students: 6.47%	Reclassification Rate- 24 Students: 8.63%
LCFF Priority 8: Other Student Outcomes - NWEA ELA	Achievement Percentile: All Grades: 21st Percentile (Low Orange) All Grades (EL): 10th Percentile (Very Low Red) All Grades Students with Disabilities: 8th Percentile (Very Low Red) Grade 1: 11th Percentile (very Low Red) Grade 2: 20th Percentile (very Low Red) Grade 3: 22nd Percentile (Low Orange) Grade 4: 23rd Percentile (Low Orange) Grade 5: 19th Percentile (Very Low Red) Grade 6: 24th Percentile (Low Orange)	Achievement Percentile: All Grades: 30th Percentile (Low Orange) All Grades (EL): 21st Percentile (Low Orange) All Grades Students with Disabilities : 21st Percentile (Low Orange) Grade 1: 21st Percentile (Low Orange) Grade 2: 28th Percentile (Low Orange) Grade 3: 27th Percentile (Low Orange) Grade 4: 28th Percentile (Low Orange) Grade 5: 28th Percentile (Low Orange) Grade 6: 34h Percentile (Low Orange)
LCFF Priority 8: Other Student Outcomes - NWEA Math	Achievement Percentile: All Grades: 24th Percentile (Low Orange) All Grades (EL):13th Percentile (Very Low Red)	Achievement Percentile: All Grades: 29th Percentile (Low Orange) All Grades (EL): 21st Percentile (Low Orange)

| | All Grades Students with Disabilities 5th Percentile (Very Low Red)
Grade 1: 27th Percentile (Low Orange)
Grade 2: 23rd Percentile (Low Orange)
Grade 3: 20th Percentile (Very Low Red)
Grade 4: 25th Percentile (Low Orange)
Grade 5: 19th Percentile (Very Low Red)
Grade 6: 27th Percentile (Very Low Red) | All Grades Student with Disabilities: 21st Percentile (Low Orange)
Grade 1: 32nd Percentile (Low Orange)
Grade 2: 28th Percentile (Low Orange)
Grade 3: 26th Percentile (Low Orange)
Grade 4: 31st Percentile (Low Orange)
Grade 5: 21st Percentile (Low Orange)
Grade 6: 35th Percentile (Low Orange) |
| LCFF Priority 8: Other Student Outcomes - NWEA Reading Spanish | Achievement Percentile:
All Grades: 18th Percentile (Very Low Red)
All Grades (EL): 13th Percentile (Very Low Red)
All Grades Students with Disabilities: 3rd Percentile (Very Low Red)
Grade 1: 44th Percentile (Low Orange)
Grade 2: 19th Percentile (Very Low Red)
Grade 3: 16th Percentile (Very Low Red)
Grade 4: 17th Percentile (Very Low Red)
Grade 5: 11th Percentile (Very Low Red)
Grade 6: 19th Percentile (Very Low Red) | Achievement Percentile:
All Grades: 21st Percentile (Low Orange)
All Grades (EL): 13th Percentile (Very Low Red)
All Grades Students with Disabilities: 8th Percentile (Very Low Red)
Grade 1: 49th Percentile (Low Orange)
Grade 2: 24th Percentile (Low Orange)
Grade 3: 21st Percentile (Low Orange)
Grade 4: 23rd Percentile (Low Orange)
Grade 5: 21st Percentile (Low Orange)
Grade 6: 24thth Percentile (Low Orange) |

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, STEAM, 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, STEAM 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	All students	15,000. LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries 1130 Teacher Subs 86,759 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries 2403 Salary, EMCC 361,168 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries 1100 Salary, Support Teachers (2) 100% 4,075 Title III LEP -- 4203

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.

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. | | 2000-2999: Classified Personnel Salaries 2100 Bilingual Language Tutor Salary (1) Split Funded

122,586 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries 2100 Bilingual Language Tutors Salaries (4)

147,822 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

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 |

	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.		
1.2	INTERVENTIONS AND ENRICHMENT a. Three intervention teachers will support primary instruction in reading (2) and math (1) via push-in support and/or pull-out 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 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	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 7,000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies 4300 Materials & Supplies 7,000. LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies 5850 Software 2988. 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	

	h. Provide opportunities for GATE students to attend enrichment classes after school. Includes Certificated and Classified hourly pay.

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 other assessment data.

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

	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. Includes Certificated and Classified hourly pay. 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.		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, College and Career, SIPPS, DIBELS, Pacific Learning, Technology, Math, Writing, STEAM, Classroom Management, the Science of Reading, Best Practices for Reading Instruction, Heggerty, Equity in the classroom, and Social-Emotional Learning.	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

	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. 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. 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. Includes Certificated and Classified hourly pay.		5000-5999: Services And Other Operating Expenditures 5200 Travel and Conferences 1472.00 Title III LEP -- 4203 5000-5999: Services And Other Operating Expenditures 5200 Travel and Conferences
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/growth 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. 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. Includes Certificated and Classified hourly pay. e. Funding will be provided to enhance our College and Career events and activities. Includes Certificated and Classified hourly pay.	All students	5,000.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies 4300 Materials and Supplies
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: 2024-25

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 and Language Instruction:
Teachers in grades TK-6 continued professional development in the Science of Reading, emphasizing evidence-based instructional strategies. K-4 teachers received targeted training in the SIPPS curriculum and K-1 Dual Immersion teachers received target training in the Pacific Learning curriculum, supporting systematic instruction in phonological awareness, phonics, and sight words. Additionally, all TK-6 teachers received professional development in QTEL (Quality Teaching for English Learners) strategies, which support rigorous academic conversations, inclusive practices, and scaffolds that ensure English Learners can fully engage with complex content.

Reading Intervention:
SIPPS continued as the core reading intervention tool, providing targeted small-group instruction. The "Walk to Read" intervention model expanded to include grades K-4 as Tier 2 support and grades 5-6 as Tier 3, allowing for differentiated instruction based on student needs. In the Dual Immersion program, a Spanish-language reading intervention was

implemented for grades K-1 using Pacific Learning, providing culturally and linguistically responsive instruction. Heggerty was maintained in grades TK-3 to support foundational phonemic awareness skills.

Data-Driven Decision Making & Progress Monitoring:
Teachers, BLTs, LSTs, and administrators met regularly to review student data from NWEA, DIBELS, and SIPPS. Ongoing progress monitoring informed flexible grouping in Reading and Math, allowing teachers to adjust instruction in real time based on student growth and need.

Collaboration:
Collaboration time continued through early release Wednesdays and grade level release days. These sessions supported teacher planning, data analysis, and instructional calibration. Admin, LSTs, and MSTs joined to provide coaching and guidance aligned to school goals.

Math Professional Development:
Building on earlier professional learning, grades 4 and 5 teachers received additional training from RCOE aligned to the new California Math Framework. This PD supported deeper understanding of math instruction and student discourse strategies.

Enrichment Learning Opportunities:
Enrichment in reading, math, and CAASPP prep continued to be provided for students needing both acceleration and intervention. These supports ensured instructional equity and opportunity for all learners.

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

Originally, the plan was to provide teachers with three full release days throughout the school year for grade-level collaboration. However, due to fiscal constraints and a focus on maximizing existing resources, the implementation was adjusted. Instead, Wednesday early release days were strategically utilized twice per month to facilitate regular grade-level collaboration. Despite the reduction in full-day releases, one full release day was still provided to support deeper instructional planning and data analysis. To further offset costs, resident substitute teachers were leveraged to cover classrooms during the release days, allowing the school to maintain collaborative structures while staying within budget limitations.

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

As a result of this year's analysis, Goal 1 will be refined to include an expanded focus on teacher professional development in Math and Writing. To further support student achievement, the school will increase training opportunities for teachers in evidence-based instructional practices in these areas. Additionally, teacher release days will continue to be provided to allow for focused collaboration, lesson planning, and data analysis in both content areas. These changes are reflected in the updated strategies/activities and budget allocations under Goal 1, Action Items 1.2 and 1.5 of the SPSA. Metrics for measuring the impact of these changes will include student growth data from local and state assessments, as well as implementation monitoring through teacher collaboration logs and PD attendance records.

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.

Pedley School's chronic absenteeism rate for all students is 25%, placing the school in the Yellow performance level. Although there was a 6.5% improvement, chronic absenteeism remains a schoolwide concern.
Two student groups stand out with significantly higher absenteeism and lower performance levels:
White students have a 25.8% chronic absenteeism rate, a 4.8% increase, and are in the Red performance level, indicating a growing area of concern.
Students with Disabilities have the highest rate at 35.3%, placing them in the Orange performance level. Despite a 17.3% decrease, this group continues to be disproportionately impacted.
These performance gaps highlight a need for continued, targeted interventions. Next steps focus on increasing targeted outreach, reviewing IEPs for attendance supports, and monitoring progress by subgroup to close persistent attendance gaps.

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: 2024-25 School Accountability Report Card (SARC)	Percentage of facilities meeting "Good Repair" status: 100% Source: 2025-26 School Accountability Report Card (SARC)
LCFF Priority 5: School Attendance Rate	TK: 87% K: 90% 1: 91% 2: 90% 3: 90.5% 4: 91.1% 5: 93.4% 6: 93.5% Source: Student Information System P-2 report	TK: 92% K: 95% 1: 96% 2: 95% 3: 95% 4: 95% 5: 96% 6: 96% Source: Student Information System P-2 report

LCFF Priority 5: Chronic Absenteeism Rate	All Students: 25% English Learners: 22.2% Long-Term English Learners: N/A Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged:28.8% Students with Disabilities: 35.3% African American: 37.5% Asian: N/A Filipino: N/A Hispanic: 24.6% Native Hawaiian or Pacific Islander: N/A White: 25.8% Two or More Races: 26.7% Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy. Source: Fall 2024 Dashboard	All Students: 22% English Learners: 19% Long-Term English Learners: N/A Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged:25% Students with Disabilities: 32.3% African American: 34.5% Asian: N/A Filipino: N/A Hispanic: 21.6% Native Hawaiian or Pacific Islander: N/A White: 22.8% Two or More Races: 23.7% Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy. Source: Fall 2025 Dashboard
LCFF Priority 6: Pupil Suspension Rate	All Students: 0.5% English Learners: 0.3% Long-Term English Learners: N/A Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged:0.6% Students with Disabilities: 0.8% African American:0% Asian: N/A Filipino: N/A Hispanic: 0.4% Native Hawaiian or Pacific Islander:: N/A White: 3.1% Two or More Races: 0.0% Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy. Source: Fall 2024 Dashboard	All Students: 0% English Learners: 0% Long-Term English Learners: N/A Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged:0% Students with Disabilities: 0.5% African American:0% Asian: N/A Filipino: N/A Hispanic: 0.4% Native Hawaiian or Pacific Islander:: N/A White: 0.5% Two or More Races: 0.0% Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy. Source: Fall 2025 Dashboard
LCFF Priority 6: Pupil Expulsion Rate	All Students: 0	All Students: 0
LCFF Priority 6: School Climate Survey: School Safety (6th grade)	Percent favorable perceptions of student physical and psychological safety at school 53% Source: Panorama Student Survey	Percent favorable perceptions of student physical and psychological safety at school 63% Source: Panorama Student Survey
LCFF Priority 6: School Climate Survey: School Connectedness (6th grade)	"Percent favorable of how much students feel they are valued members of the school community. 54% Source: Panorama Student Survey"	"Percent favorable of how much students feel they are valued members of the school community. 64% Source: Panorama Student Survey"
LCFF Priority 6: School Climate Survey: Caring Relationships (6th grade)	"Percent favorable of how strong the social connection is between teachers	"Percent favorable of how strong the social connection is between teachers

	and students within and beyond the classroom. 67% Source: Panorama Student Survey"	and students within and beyond the classroom. 77% Source: Panorama Student Survey"

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	64,349 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. c. Continue "STAR" tickets for students following behavior expectations that are aligned with our behavior expectations. 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). e. Schedule Saturday School Program	All Students	2,018.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies 4300 Materials and Supplies 1,031.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies 4300 Materials and Supplies 2,300 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies 4300 Materials and Supplies 1500 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries 2910 Supervisor Hourly 2700 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries

f. Work orders for campus repairs will be submitted in a timely manner, and the administration will meet regularly with the head custodian		1130 Teacher Salaries'-Substitutes
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.		5,756 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies 4300 Materials and Supplies
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 Materials and Supplies

Annual Review

SPSA Year Reviewed: 2024-25

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 implement and expand Positive Behavioral Interventions and Supports (PBIS) to foster a positive and inclusive school climate. The PBIS team meets bi-monthly to review behavior data and develop strategies. Teachers and staff receive ongoing training on behavior communication protocols, and schoolwide expectations are

aligned with the STAR acronym: Staying Safe, Working Together, Acting Responsibly, and Respecting Others. A weekly newsletter reinforces expectations and provides ready-to-use lessons for classroom instruction. Students who model STAR behaviors earn STAR tickets, which are redeemable at the Roadrunner STAR Store for prizes or positive experiences. These actions have contributed to a noticeable decrease in behavior referrals and a more supportive school culture.

To address chronic absenteeism and promote regular attendance, Pedley implemented a range of schoolwide attendance incentives:
The SNACK ATTACK initiative rewards classes with snacks and door magnets for achieving perfect attendance.
Weekly attendance trophies are awarded to the grade levels with the highest attendance.
Monthly pep rallies celebrate attendance achievements and reinforce school spirit.
Random raffles are held for students who are present, providing an immediate and fun incentive.
Monthly attendance challenges encourage classes and students to strive for consistent attendance.
Monday morning announcements recognize winning classes and build momentum around attendance goals.
An Attendance Team meets regularly to analyze data and implement interventions, and monthly SART meetings are held with families to provide support and address attendance concerns.

These actions have directly supported improvement, as reflected in the California Dashboard, which shows: A 6.5% decrease in chronic absenteeism schoolwide. A 17.3% decrease in chronic absenteeism among Students with Disabilities. While challenges remain—particularly for White students (with a 4.8% increase in chronic absenteeism and a Red indicator)—these data trends show that the implemented strategies are having a positive impact and will continue to be refined to close performance gaps. 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.

There were some notable differences between the intended implementation and the actual expenditures due to unexpected salary adjustments, including a 2% salary increase and a 1% one-time payment. These changes impacted the school's overall budget, resulting in restricted spending capacity. As a result, some planned activities and purchases had to be scaled back or postponed. The school prioritized essential programs and reallocated funds strategically to ensure that key academic and behavioral support initiatives continued with minimal disruption, though the scope of implementation in some areas was reduced compared to the original plan.

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

As a result of the analysis, no major changes will be made to the goal itself; however, we will continue with the current actions and strategies outlined in the SPSA related to PBIS and Attendance due to their positive impact on school climate and reductions in chronic absenteeism. To further strengthen these efforts, we will integrate our Community Schools framework into this goal by leveraging community partnerships and additional resources to support student attendance and behavior.
This includes expanding family engagement opportunities, increasing access to social-emotional and mental health supports, and connecting families to services that help address barriers to attendance. These enhancements are reflected in the updated actions under the PBIS and Attendance sections of the SPSA.

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.

These areas of need directly impact parent involvement, as addressing chronic absenteeism and behavior requires strong school-family partnerships. Through increased communication, such as SART meetings, parent conferences, and attendance-focused events, families are more engaged in problem-solving and goal-setting to support their child's success. The integration of Community Schools has expanded opportunities for parent involvement by offering access to family workshops, mental health services, and community resources that address barriers to attendance. Furthermore, monthly pep rallies, recognition events, and schoolwide challenges foster a sense of community and partnership, encouraging parents to stay connected and involved in their child's school experience. These efforts help shift parent involvement from reactive to proactive, making families active participants in promoting student engagement and achievement.

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 responded favorably to the question: "This school encourages parents to be an active partner with the school in educating my child."" 86.6% Source: LCAP Parent Survey Winter 2024-25"	"The percentage of parents who responded favorably to the question: ""This school encourages parents to be an active partner with the school in educating my child."" 96% Source: LCAP Parent Survey Winter 2025-26"
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	"The percentage of staff who responded favorably to the question: ""My school encourages parental involvement (engagement events, volunteerism, etc.).""	"The percentage of staff who responded favorably to the question: ""My school encourages parental involvement (engagement events, volunteerism, etc.).""

	91.9% Source: LCAP Staff Survey Winter 2024-25"	100% Source: LCAP Staff Survey Winter 2025-26"
Parent & Family Engagement: California School Parent Survey LCFF Priority 3	"The percentage of parents who responded favorably to the question: "Teachers communicate with parents about what students are expected to learn in class. " 89.3% Source: LCAP Parent Survey Winter 2024-25"	"The percentage of parents who responded favorably to the question: "Teachers communicate with parents about what students are expected to learn in class. " 96% Source: LCAP Parent Survey Winter 2025-26"
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	"The percentage of staff who responded favorably to the question: ""My school effectively communicates with parents/guardians regarding student progress."" 86.5% Source: LCAP Staff Survey Winter 2024-25"	"The percentage of staff who responded favorably to the question: ""My school effectively communicates with parents/guardians regarding student progress."" 96.5% Source: LCAP Staff Survey Winter 2025-26"

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 1933.00 Title I Parent Involvement -- 3010 1902 1000-1999: Certificated Personnel Salaries 1910 Hourly, Other Certificated 500.00 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies 4300 Materials and Supplies 2605.00 LCFF Suppl/Conc -- 0707

	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.		4000-4999: Books And Supplies 4300 Materials and Supplies

Annual Review

SPSA Year Reviewed: 2024-25

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 providing a variety of opportunities for meaningful 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. In addition, Pedley Literacy and Math Workshops offer families enrichment opportunities that support learning at home.
To build community and foster relationships, the school hosts a welcome barbecue in the fall and offers year-round family participation events coordinated through the PTO. Through the support of Community Schools, Pedley has expanded parent engagement by increasing opportunities for families to access both social-emotional learning (SEL) supports and academic resources for students.
These initiatives are designed to strengthen the partnership between home and school, recognizing that active family engagement is a key factor in promoting student achievement and overall school improvement.

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

During the 2024–2025 school year, salary adjustments, including a 2% ongoing salary increase and a 1% one-time payment, impacted the overall school site budget. These changes reduced the amount of discretionary funds available for implementation of planned strategies and activities aligned to the articulated goals. As a result, some expenditures were scaled back or postponed, and the school had to prioritize essential actions such as intervention supports, professional development, and PBIS initiatives. The restricted budget limited flexibility, but the school strategically reallocated available funds to maintain core programs and services with the greatest impact on student achievement and school climate through Community Schools.

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 expand opportunities for meaningful involvement. This includes the ongoing development of Parent Literacy and Math Nights to support academic engagement at home, as well as access to behavioral resources that help families reinforce positive behavior strategies. Additionally, through the support of Community Schools, Pedley will broaden parent participation by offering increased opportunities for school involvement, family workshops, and access to wraparound services. These efforts aim to strengthen the partnership between school and home, promote academic success, and build a more connected and supportive school community.

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	$159,720.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$879,292.00
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 ($)
Title I Basic -- 3010	$151,740.00
Title I Parent Involvement -- 3010 1902	$2,433.00
Title III LEP -- 4203	$5,547.00

Subtotal of additional federal funds included for this school: $159,720.00

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	$512,276.00
LCFF Suppl/Conc -- 0707	$207,296.00

Subtotal of state or local funds included for this school: $719,572.00

Total of federal, state, and/or local funds for this school: $879,292.00

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	151,740	0.00
Title I Parent Involvement -- 3010 1902	2,433	0.00
Title III LEP -- 4203	5,547	0.00
LCFF Suppl/Conc -- 0707	207,296	0.00
LCFF District -- 500 0707	512,276	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	512,276.00
LCFF Suppl/Conc -- 0707	207,296.00
Title I Basic -- 3010	151,740.00
Title I Parent Involvement -- 3010 1902	2,433.00
Title III LEP -- 4203	5,547.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	174,455.00
2000-2999: Classified Personnel Salaries	646,166.00
4000-4999: Books And Supplies	46,428.00
5000-5999: Services And Other Operating Expenditures	12,243.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	512,276.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	24,700.00

2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	129,815.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	42,010.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	10,771.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	147,822.00
4000-4999: Books And Supplies	Title I Basic -- 3010	3,918.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement -- 3010 1902	1,933.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	500.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	4,075.00
5000-5999: Services And Other Operating Expenditures	Title III LEP -- 4203	1,472.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	789,800.00
Goal 2	83,654.00
Goal 3	5,838.00

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
Vanessa Soto	Parent or Community Member
Ludi Navarro	Parent or Community Member
Patricia Vargas	Other School Staff
Lorena Lopez	Parent or Community Member
Vanessa Reyes	Parent or Community Member
Maria Sanchez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on 05/15/2025.

Attested:

	Principal, Nancy Galvez on 05/15/2025
	SSC Chairperson, Ludivina Navarro on 05/15/2025

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 B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
  https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar:
  https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts:
  https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

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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