



# 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
Peralta Elementary School	33 67090 6113518	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 Peralta 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, with English Learners, socioeconomically disadvantaged students, and students with disabilities demonstrating lower proficiency than their peers. Additionally, our English learners are not making the progress they should.

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 a targeted professional development plan and collaboration among team members, English Learner Facilitators, and educational specialists, specifically targeting the students displaying the most significant need. 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 Peralta 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

Peralta is very inclusive and welcoming of input from staff, students, parents, and the community to build a strong SPSA for school improvement. Coordinators for GATE, the EL facilitator, and Peralta's leadership team, comprised of grade-level representatives from each team, are given the opportunity to review and make recommendations as part of the annual update. Parent groups meet regularly, and input is collected/sought regarding school programs throughout the year within the following meetings and surveys: site leadership team, ELAC, SSC, PTA, etc. Staff are also provided the opportunity to give input on the SPSA at staff meetings, leadership team meetings, PBIS meetings, and grade-level meetings. This process comprises the following process: goals are presented from the current SPSA, each group is asked to review the goal and provide input and feedback on any areas they wish to modify or change, and they are also asked which action steps they want to see continue. Modifications and adjustments are made for each goal's action steps and expenditures based on feedback from parents, staff, and community members. Information regarding Peralta Elementary School is made available through our school website, and families and community members are welcomed on campus at school events, including the annual career day, parents are invited to visit their child's classroom and volunteer.

## 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.

Peralta Elementary School had one area in which the overall performance was in the low (orange) range: ELPI, English Learner Progress Indicator.

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.

There were no student groups two or more levels below all students or in the red category.

## Other Needs

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

Peralta will work at identifying students who are not mastering ELA standards throughout the school year. We will monitor NWEA data and classroom assessments to provide targeted support for students who are not at grade level. We will work with educational specialists to identify and support students with disabilities who are struggling with attendance, ELA and Math. Educational specialists will target those standards, which students with disabilities are not meeting and provide support to master their goals. Identify EL students in each class and provide intensive support from a bilingual tutor as well as in class support.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Peralta 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	0.19%	0.19%	0.21%	1	1	1
African American	3.12%	2.1%	2.11%	16	11	10
Asian	0.97%	1.15%	1.69%	5	6	8
Filipino	0.39%	0.38%	0.42%	2	2	2
Hispanic/Latino	83.43%	86.26%	86.05%	428	452	407
Pacific Islander	0.58%	0.76%	0.63%	3	4	3
White	9.36%	7.44%	6.98%	48	39	33
Multiple/No Response	0.78%	0.95%	0.63%	4	5	3
Total Enrollment				513	524	473

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten			15
Kindergarten	74	97	47
Grade 1	70	51	71
Grade 2	82	72	46
Grade3	79	81	69
Grade 4	66	79	79
Grade 5	69	72	77
Grade 6	73	72	69
Total Enrollment	513	524	473

#### Conclusions based on this data:

1. Enrollment at Peralta Elementary School has encountered a decline in student enrollment.
2. The only two grade levels that have increased in enrollment are first and fifth grade.
3. The only ethnic group that has seen an increase in enrollment at Peralta is the Asian sub group.



# 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	157	175	148	29.8%	30.6%	31.3%
Fluent English Proficient (FEP)	70	57	54	13.8%	13.6%	11.4%
Reclassified Fluent English Proficient (RFEP)	4	11	12	6%	3%	8.1%

### Conclusions based on this data:

1. Our percent of English Learners has steadily increased over time. From 29.8% in 20-21 to 30.6% in 22-23 to 31.3% in 23-24. Peralta has also seen an increase in Newcomers as families continue to move into the school attendance area.
2. The percent of students who are Fluent English Proficient has declined from 13.8% in 21-22 to 13.6% in 22-23 and 11.4% in 23-24.
3. The percent of students who reclassified increased from 3% to 8.1% due to targeted instructional support.

# 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	79	81	70	78	80	70	78	80	70	98.7	98.8	100
Grade 4	71	81	78	70	81	76	70	81	76	98.6	100.0	97.4
Grade 5	74	71	79	72	71	77	72	71	77	97.3	100.0	97.5
Grade 6	78	73	68	77	73	66	77	73	66	98.7	100.0	97.1
All Grades	302	306	295	297	305	289	297	305	289	98.3	99.7	98

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	2359.	2370.	2382.	3.85	8.75	10.00	10.26	15.00	12.86	33.33	23.75	37.14	52.56	52.50	40.00
Grade 4	2418.	2394.	2430.	11.43	7.41	10.53	15.71	13.58	28.95	27.14	20.99	19.74	45.71	58.02	40.79
Grade 5	2434.	2462.	2449.	6.94	14.08	10.39	20.83	18.31	16.88	26.39	16.90	23.38	45.83	50.70	49.35
Grade 6	2475.	2448.	2512.	9.09	1.37	10.61	15.58	23.29	31.82	31.17	23.29	27.27	44.16	52.05	30.30
All Grades	N/A	N/A	N/A	7.74	7.87	10.38	15.49	17.38	22.49	29.63	21.31	26.64	47.14	53.44	40.48



<b>Reading</b> <b>Demonstrating understanding of literary and non-fictional texts</b>									
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	5.13	6.25	8.57	57.69	55.00	62.86	37.18	38.75	28.57
Grade 4	7.14	6.17	14.47	61.43	49.38	61.84	31.43	44.44	23.68
Grade 5	8.33	12.68	7.79	62.50	54.93	54.55	29.17	32.39	37.66
Grade 6	10.39	1.37	7.58	46.75	49.32	60.61	42.86	49.32	31.82
All Grades	7.74	6.56	9.69	56.90	52.13	59.86	35.35	41.31	30.45

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
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	3.75	5.71	56.41	57.50	48.57	43.59	38.75	45.71
Grade 4	5.71	6.17	6.58	55.71	40.74	56.58	38.57	53.09	36.84
Grade 5	6.94	14.08	12.99	48.61	53.52	46.75	44.44	32.39	40.26
Grade 6	6.49	1.37	12.12	45.45	45.21	63.64	48.05	53.42	24.24
All Grades	4.71	6.23	9.34	51.52	49.18	53.63	43.77	44.59	37.02

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
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	3.85	3.75	2.86	71.79	71.25	77.14	24.36	25.00	20.00
Grade 4	8.57	6.17	2.63	70.00	69.14	76.32	21.43	24.69	21.05
Grade 5	6.94	9.86	9.09	68.06	57.75	71.43	25.00	32.39	19.48
Grade 6	11.69	4.11	13.64	64.94	71.23	66.67	23.38	24.66	19.70
All Grades	7.74	5.90	6.92	68.69	67.54	73.01	23.57	26.56	20.07

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
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	2.56	3.75	10.00	56.41	61.25	71.43	41.03	35.00	18.57
Grade 4	10.00	6.17	7.89	57.14	59.26	69.74	32.86	34.57	22.37
Grade 5	8.33	8.45	11.69	55.56	60.56	62.34	36.11	30.99	25.97
Grade 6	15.58	4.11	9.09	59.74	63.01	72.73	24.68	32.88	18.18
All Grades	9.09	5.57	9.69	57.24	60.98	68.86	33.67	33.44	21.45

**Conclusions based on this data:**

1. Sixth grade has had good growth in many areas due to small group instruction increases.
2. All grades except 5th increased the percent of students who exceeded the standard and all grades except 3rd and 5th increased the percent of students meeting the standard.

3. Fifth grade was the only grade level that did not increase the overall mean score.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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	79	80	70	78	79	70	78	79	70	98.7	98.8	100
Grade 4	71	81	78	70	81	76	70	81	76	98.6	100.0	97.4
Grade 5	74	71	79	74	71	78	74	71	78	100.0	100.0	98.7
Grade 6	78	73	68	78	73	67	78	73	67	100.0	100.0	98.5
All Grades	302	305	295	300	304	291	300	304	291	99.3	99.7	98.6

\* 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	2376.	2393.	2393.	11.54	2.53	8.57	10.26	26.58	20.00	19.23	24.05	27.14	58.97	46.84	44.29
Grade 4	2415.	2406.	2442.	1.43	2.47	3.95	11.43	12.35	27.63	44.29	32.10	32.89	42.86	53.09	35.53
Grade 5	2427.	2456.	2440.	1.35	5.63	6.41	12.16	14.08	7.69	24.32	29.58	28.21	62.16	50.70	57.69
Grade 6	2464.	2436.	2488.	10.26	1.37	7.46	10.26	5.48	22.39	23.08	31.51	34.33	56.41	61.64	35.82
All Grades	N/A	N/A	N/A	6.33	2.96	6.53	11.00	14.80	19.24	27.33	29.28	30.58	55.33	52.96	43.64

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
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	14.10	12.66	11.43	26.92	43.04	45.71	58.97	44.30	42.86
Grade 4	5.71	6.17	6.58	40.00	39.51	60.53	54.29	54.32	32.89
Grade 5	5.41	5.63	3.85	39.19	63.38	44.87	55.41	30.99	51.28
Grade 6	8.97	1.37	8.96	46.15	41.10	56.72	44.87	57.53	34.33
All Grades	8.67	6.58	7.56	38.00	46.38	51.89	53.33	47.04	40.55

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
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	10.26	3.80	8.57	56.41	64.56	67.14	33.33	31.65	24.29
Grade 4	2.86	6.17	6.58	58.57	44.44	63.16	38.57	49.38	30.26
Grade 5	4.05	1.41	3.85	50.00	69.01	53.85	45.95	29.58	42.31
Grade 6	14.10	1.37	8.96	51.28	65.75	46.27	34.62	32.88	44.78
All Grades	8.00	3.29	6.87	54.00	60.53	57.73	38.00	36.18	35.40

**Conclusions based on this data:**

1. All grade levels were able to increase the percent of students exceeding the standard.
2. Both fourth and sixth grades has great gains in the percent of students meeting the standard.
3. All grades, except fifth had decreases in the percent of students not meeting the standard.

# 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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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
<b>K</b>	1410.9	1418.9	1421.3	1423.8	1430.6	1435.0	1380.7	1391.2	1389.1	38	34	22
<b>1</b>	1430.2	1452.9	1427.8	1444.3	1462.6	1460.8	1415.3	1442.7	1394.2	25	20	20
<b>2</b>	1443.7	1456.1	1478.4	1446.4	1467.7	1495.7	1440.6	1444.1	1460.8	25	27	16
<b>3</b>	1473.5	1468.1	1474.5	1474.1	1464.5	1478.2	1472.4	1471.3	1470.4	25	24	22
<b>4</b>	1484.3	1501.1	1501.6	1493.4	1505.8	1499.2	1474.5	1496.0	1503.3	15	25	18
<b>5</b>	1505.1	1510.1	1511.3	1511.7	1519.9	1509.4	1498.1	1499.7	1512.6	25	14	20
<b>6</b>	1522.1	1512.9	1506.5	1509.5	1514.1	1506.9	1534.3	1511.0	1505.2	14	21	13
<b>All Grades</b>										167	165	131

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
<b>K</b>	7.89	8.82	18.18	28.95	35.29	31.82	47.37	47.06	36.36	15.79	8.82	13.64	38	34	22
<b>1</b>	4.00	10.00	0.00	20.00	40.00	25.00	60.00	40.00	55.00	16.00	10.00	20.00	25	20	20
<b>2</b>	4.00	3.70	0.00	40.00	48.15	62.50	36.00	25.93	25.00	20.00	22.22	12.50	25	27	16
<b>3</b>	4.00	8.33	0.00	28.00	16.67	27.27	52.00	37.50	54.55	16.00	37.50	18.18	25	24	22
<b>4</b>	6.67	16.00	5.56	33.33	28.00	50.00	40.00	40.00	27.78	20.00	16.00	16.67	15	25	18
<b>5</b>	16.00	7.14	20.00	16.00	28.57	20.00	52.00	64.29	50.00	16.00	0.00	10.00	25	14	20
<b>6</b>	28.57	14.29	0.00	21.43	23.81	46.15	35.71	33.33	46.15	14.29	28.57	7.69	14	21	13
<b>All Grades</b>	8.98	9.70	6.87	26.95	32.12	35.88	47.31	40.00	42.75	16.77	18.18	14.50	167	165	131

<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
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	10.53	5.88	22.73	44.74	47.06	22.73	28.95	35.29	45.45	15.79	11.76	9.09	38	34	22
1	12.00	20.00	15.00	28.00	55.00	50.00	48.00	20.00	35.00	12.00	5.00	0.00	25	20	20
2	16.00	7.41	43.75	32.00	55.56	31.25	36.00	29.63	25.00	16.00	7.41	0.00	25	27	16
3	12.00	20.83	18.18	40.00	29.17	50.00	36.00	20.83	31.82	12.00	29.17	0.00	25	24	22
4	40.00	36.00	27.78	20.00	36.00	50.00	33.33	16.00	11.11	6.67	12.00	11.11	15	25	18
5	28.00	21.43	30.00	48.00	64.29	45.00	16.00	14.29	20.00	8.00	0.00	5.00	25	14	20
6	35.71	38.10	30.77	35.71	33.33	46.15	14.29	23.81	15.38	14.29	4.76	7.69	14	21	13
All Grades	19.16	20.00	25.95	37.13	44.85	41.98	31.14	24.24	27.48	12.57	10.91	4.58	167	165	131

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
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	5.26	2.94	9.09	18.42	26.47	27.27	36.84	52.94	50.00	39.47	17.65	13.64	38	34	22
1	4.00	10.00	0.00	16.00	15.00	0.00	16.00	40.00	50.00	64.00	35.00	50.00	25	20	20
2	0.00	0.00	0.00	36.00	48.15	43.75	24.00	25.93	37.50	40.00	25.93	18.75	25	27	16
3	4.00	8.33	4.55	12.00	8.33	4.55	56.00	33.33	54.55	28.00	50.00	36.36	25	24	22
4	6.67	0.00	5.56	6.67	28.00	22.22	20.00	32.00	38.89	66.67	40.00	33.33	15	25	18
5	4.00	0.00	5.00	8.00	7.14	20.00	44.00	64.29	40.00	44.00	28.57	35.00	25	14	20
6	21.43	9.52	7.69	14.29	14.29	0.00	21.43	28.57	53.85	42.86	47.62	38.46	14	21	13
All Grades	5.39	4.24	4.58	16.77	23.03	16.79	32.93	38.79	46.56	44.91	33.94	32.06	167	165	131

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>												
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	23.68	20.59	22.73	60.53	73.53	68.18	15.79	5.88	9.09	38	34	22
1	16.00	50.00	30.00	68.00	45.00	70.00	16.00	5.00	0.00	25	20	20
2	16.00	22.22	37.50	60.00	74.07	62.50	24.00	3.70	0.00	25	27	16
3	16.00	8.33	18.18	72.00	54.17	68.18	12.00	37.50	13.64	25	24	22
4	40.00	16.00	27.78	46.67	68.00	55.56	13.33	16.00	16.67	15	25	18
5	12.00	21.43	20.00	76.00	71.43	65.00	12.00	7.14	15.00	25	14	20
6	28.57	9.52	23.08	50.00	76.19	61.54	21.43	14.29	15.38	14	21	13
All Grades	20.36	20.61	25.19	63.47	66.67	64.89	16.17	12.73	9.92	167	165	131

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	10.53	5.88	27.27	71.05	73.53	40.91	18.42	20.59	31.82	38	34	22
1	12.00	0.00	0.00	72.00	85.00	90.00	16.00	15.00	10.00	25	20	20
2	32.00	11.11	43.75	52.00	77.78	56.25	16.00	11.11	0.00	25	27	16
3	28.00	16.67	13.64	56.00	58.33	77.27	16.00	25.00	9.09	25	24	22
4	0.00	48.00	44.44	86.67	40.00	50.00	13.33	12.00	5.56	15	25	18
5	44.00	71.43	60.00	48.00	28.57	35.00	8.00	0.00	5.00	25	14	20
6	50.00	61.90	30.77	42.86	38.10	61.54	7.14	0.00	7.69	14	21	13
All Grades	23.95	26.67	30.53	61.68	60.00	58.78	14.37	13.33	10.69	167	165	131

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	7.89	8.82	9.09	60.53	79.41	68.18	31.58	11.76	22.73	38	34	22
1	12.00	20.00	0.00	8.00	25.00	40.00	80.00	55.00	60.00	25	20	20
2	8.00	3.70	0.00	48.00	66.67	81.25	44.00	29.63	18.75	25	27	16
3	0.00	4.17	0.00	32.00	29.17	36.36	68.00	66.67	63.64	25	24	22
4	6.67	4.00	5.56	20.00	52.00	61.11	73.33	44.00	33.33	15	25	18
5	0.00	0.00	5.00	40.00	42.86	50.00	60.00	57.14	45.00	25	14	20
6	14.29	0.00	7.69	35.71	28.57	30.77	50.00	71.43	61.54	14	21	13
All Grades	6.59	6.06	3.82	37.72	49.70	52.67	55.69	44.24	43.51	167	165	131

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	13.16	32.35	36.36	34.21	41.18	36.36	52.63	26.47	27.27	38	34	22
1	4.00	5.00	0.00	84.00	70.00	55.00	12.00	25.00	45.00	25	20	20
2	8.00	0.00	0.00	60.00	74.07	81.25	32.00	25.93	18.75	25	27	16
3	12.00	8.33	0.00	80.00	62.50	72.73	8.00	29.17	27.27	25	24	22
4	6.67	8.00	22.22	53.33	72.00	61.11	40.00	20.00	16.67	15	25	18
5	8.00	0.00	20.00	68.00	78.57	65.00	24.00	21.43	15.00	25	14	20
6	35.71	19.05	7.69	57.14	61.90	76.92	7.14	19.05	15.38	14	21	13
All Grades	11.38	12.12	12.98	61.08	63.64	62.60	27.54	24.24	24.43	167	165	131

#### Conclusions based on this data:

1. Kindergarten and fifth grade increased the percent of students who achieved level four overall on ELPAC.

2. Second grade nearly tripled the percent of students at level four in oral language on ELPAC showcasing the need to increase student to student interaction in lessons.
3. First, second and third grade all had decreases in the percent of students who were well developed in reading. This shows us that we need to increase phonics, phonemic awareness, fluency, and vocabulary into the primary grades.



# 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
473	79.9%	31.3%	0.0%
Total Number of Students enrolled in Peralta 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	148	31.3%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	378	79.9%
Students with Disabilities	60	12.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	2.1%
American Indian	1	0.2%
Asian	8	1.7%
Filipino	2	0.4%
Hispanic	407	86%
Two or More Races	3	0.6%
Pacific Islander	3	0.6%
White	33	7%

### Conclusions based on this data:

1. The student subgroup with the highest percentage was socioeconomically disadvantaged at 79.9%.

2. The largest student ethnic group is Hispanic with 86%, the smallest student ethnic student group is American Indian with .2%.
3. The percent of English Learners at Peralta Elementary is 31.3%.

# 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.”



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Yellow</div>	<div>Chronic Absenteeism</div> <div> Yellow</div>	<div>Suspension Rate</div> <div> Blue</div>
<div>Mathematics</div> <div> Yellow</div>		
<div>English Learner Progress</div> <div> Orange</div>		

#### Conclusions based on this data:

- Peralta was able to maintain the chronic absentee rate and stay in the yellow range through an intentional focus on student attendance.
- Peralta Elementary School has worked with students and behaviors in order to stay in the blue category for suspension rates.

3. The greatest area of need for Peralta Elementary School is English Learner Progress. We will target this subgroup for additional support in the coming year.

# School and Student Performance Data

## Academic Performance English Language Arts

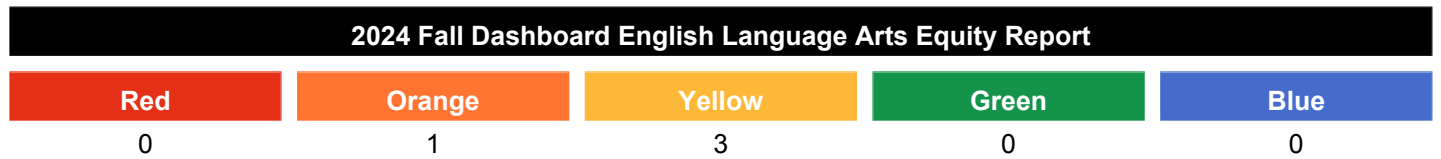
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Yellow</div> <div>40.2 points below standard</div> <div>Increased 25.9 points</div> <div>278 Students</div>	<div>English Learners</div> <div></div> <div>Yellow</div> <div>67.3 points below standard</div> <div>Increased 19.8 points</div> <div>89 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>47.9 points below standard</div> <div>Increased 23.0 points</div> <div>224 Students</div>

<b>Students with Disabilities</b>  Orange 99.1 points below standard Increased 45.7 points 51 Students	<b>African American</b>  No Performance Color Less than 11 Students 7 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 1 Student
<b>Asian</b>  No Performance Color Less than 11 Students 3 Students	<b>Filipino</b>  No Performance Color Less than 11 Students 1 Student	<b>Hispanic</b>  Yellow 47.0 points below standard Increased 20.4 points 237 Students
<b>Two or More Races</b>  No Performance Color Less than 11 Students 2 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 2 Students	<b>White</b>  No Performance Color 12.8 points below standard Increased 75.3 points 23 Students

**Conclusions based on this data:**

1. Peralta has eliminated red for all subgroups.
2. Students with disabilities continue to make progress in ELA, but are still in the orange range.
3. Overall, students at Peralta moved into the yellow range, showing us that we are on a path to continued improvement.

# School and Student Performance Data

## Academic Performance Mathematics

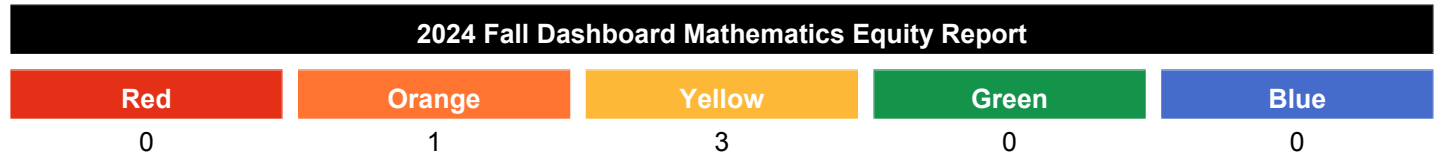
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>56.7 points below standard</div> <div>Increased 19.4 points</div> <div>278 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>83.3 points below standard</div> <div>Increased 9.1 points</div> <div>89 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>64.6 points below standard</div> <div>Increased 14.7 points</div> <div>224 Students</div>

<b>Students with Disabilities</b>  Orange 132.3 points below standard Increased 16.3 points 51 Students	<b>African American</b>  No Performance Color Less than 11 Students 7 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 1 Student
<b>Asian</b>  No Performance Color Less than 11 Students 3 Students	<b>Filipino</b>  No Performance Color Less than 11 Students 1 Student	<b>Hispanic</b>  Yellow 63.1 points below standard Increased 15.4 points 237 Students
<b>Two or More Races</b>  No Performance Color Less than 11 Students 2 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 2 Students	<b>White</b>  No Performance Color 21.0 points below standard Increased 63.3 points 23 Students

**Conclusions based on this data:**

1. Students with disabilities were in the orange range which is an improvement from the previous year where they were in the red.
2. Socioeconomically disadvantaged students scored in the yellow range for math, which is the same as they performed in ELA.
3. Overall, math scores for Peralta were in the yellow category which showed an increase of 19.4 points over last year.



# 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.

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 No Performance Color
37.7% making progress.	making progress.
Number Students: 106 Students	Number Students: 2 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
24.5%	37.7%	0%	37.7%

### Conclusions based on this data:

- English learner progress was in the orange category which shows us that we need to target our EL students and focus on preparing students for ELPAC.
- 75.4% of students either maintained or progressed at least one ELPI level. We will increase professional development for teachers to focus on EL strategies.
- 24.5 % of Peralta EL students decreased a level on ELPAC.

# 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.

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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

Lowest Performance



Orange



Yellow



Green



Blue

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



Yellow

23.4% Chronically Absent

Declined 10.9

495 Students

#### English Learners



Yellow

22.2% Chronically Absent

Declined 16.3

158 Students

#### Long-Term English Learners



No Performance Color

Fewer than 11 students - data not displayed for privacy

2 Students

#### Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

1 Student

#### Homeless



No Performance Color

Fewer than 11 students - data not displayed for privacy

3 Students

#### Socioeconomically Disadvantaged












Yellow

25.3% Chronically Absent

Declined 11.7

407 Students

<b>Students with Disabilities</b>  Orange 24.1% Chronically Absent Declined 18.1 83 Students	<b>African American</b>  No Performance Color 25% Chronically Absent Increased 16.7 12 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
<b>Asian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	<b>Filipino</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	<b>Hispanic</b>  Yellow 24.1% Chronically Absent Declined 12.1 428 Students
<b>Two or More Races</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	<b>Pacific Islander</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	<b>White</b>  Orange 21.2% Chronically Absent Declined 5.6 33 Students

#### Conclusions based on this data:

1. Overall, Peralta chronic absentee rate declined by 10.9%, which is a significant decline. The focus on student attendance and communication with families has supported this decline.
2. All subgroups are in the yellow except the white subgroup, which will be targeted for the coming school year.
3. All student subgroups declined in chronic absenteeism. However, a new subgroup emerged this year which will become a target for attendance efforts.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

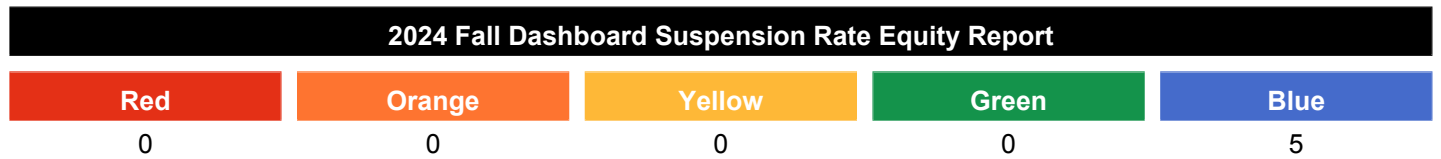
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div> Blue</div> <div>0% suspended at least one day</div> <div>Declined 0.4%</div> <div>510 Students</div>	<div>English Learners</div> <div> Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>158 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>4 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>3 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0.2%</div> <div>420 Students</div>

<b>Students with Disabilities</b>  Blue 0% suspended at least one day Maintained 0% 85 Students	<b>African American</b>  No Performance Color 0% suspended at least one day Maintained 0% 14 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
<b>Asian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	<b>Filipino</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	<b>Hispanic</b>  Blue 0% suspended at least one day Declined 0.4% 438 Students
<b>Two or More Races</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	<b>Pacific Islander</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	<b>White</b>  Blue 0% suspended at least one day Maintained 0% 35 Students

#### Conclusions based on this data:

1. Overall, Peralta's suspension rate was in the blue range with .4% suspended at least one day. This has been a trend for Peralta as they support schoolwide behavior expectations.
2. English language learners and students with disabilities had zero students suspended at least one day, students benefit from school wide and class wide expectations for behavior.
3. The white subgroup suspension rate is at 0% as no white students were suspended this school year. Our PBIS focus is supporting students and behaviors.

# 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.

ELA and Math continue to be areas of need for Peralta Elementary School. Overall, the students scored in the average or yellow level. Subgroup data was average (yellow) for English Language Learners, and low for students with disabilities. We know that student attendance impacts student achievement, so the school has focused on decreasing chronic absenteeism and increasing student attendance rates. Additionally, students with the greatest need receive reading intervention support. Additionally, students at Peralta have focused this school year on goal setting for reading (ELA) and math and working to improve reading and math scores through targeted instruction and support. Students are also referred to the student support team to receive targeted interventions and parents' inclusion in the learning process. In math, Peralta received the dashboard-level average overall. However, students with disabilities were at a low level, and English learners were average. RSP teachers targeted their students with standards gap instruction and goal setting. English learners received support from bilingual tutors to fill in learning gaps. Teachers will use strategies targeted to fill in the standard gaps for individual and sub-group students. Release time will also be given for teachers to analyze data and make instructional decisions.

### 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
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	All Students: -40.2 English Learners: -67.3 Long-Term English Learners: NA Foster Youth: NA Homeless: NA Socioeconomically Disadvantaged: NA -47.9 Students with Disabilities: -99.1 African American: NA Asian: NA Filipino: NA Hispanic: -47 Native Hawaiian or Pacific Islander: NA White: -12.8 Two or More Races: NA 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.	All Students: -37 English Learners: -64 Long-Term English Learners: NA Foster Youth: NA Homeless: NA Socioeconomically Disadvantaged: -44 Students with Disabilities: -96 African American: NA Asian: NA Filipino: NA Hispanic: -44 Native Hawaiian or Pacific Islander: NA White: -9 Two or More Races: NA 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.
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	All Students: -56.7 English Learners: -83.3 Long-Term English Learners: NA Foster Youth: NA Homeless: NA Socioeconomically Disadvantaged: -64.6 Students with Disabilities: -132.3 African American: NA Asian: NA Filipino: NA Hispanic: -63.1 Native Hawaiian or Pacific Islander: NA White: -21 Two or More Races: NA 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.	All Students: -53 English Learners: -80 Long-Term English Learners: NA Foster Youth: NA Homeless: NA Socioeconomically Disadvantaged: -61 Students with Disabilities: -129 African American: NA Asian: NA Filipino: NA Hispanic: -60 Native Hawaiian or Pacific Islander: NA White: -18 Two or More Races: NA 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.
LCFF Priority 4: Pupil Achievement on Statewide Assessments: California Assessment of Student Performance and Progress (CAASPP): P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)  Mathematics Academic Indicator: Distance from Standard (DFS)	Current Percentage of English Learners making progress: Status Level: 37.7%	Current Percentage of English Learners making progress: Status Level: 40.7%
P4: English Learner Reclassification Rate during 2023-24 School Year	Percentage of English Learners Reclassified: 8.11%	Percentage of English Learners Reclassified: 12.2%

P8: Other Student Outcomes - NWEA ELA	Achievement Percentile: All Grades: 35 All Grades (EL): 20 All Grades (Students with Disabilities): 21 Grade 1: 25 Grade 2: 28 Grade 3: 22 Grade 4: 36 Grade 5: 44 Grade 6: 36	Achievement Percentile: All Grades: 39 All Grades (EL): 24 All Grades (Students with Disabilities): 24 Grade 1: 29 Grade 2: 32 Grade 3: 26 Grade 4: 39 Grade 5: 47 Grade 6: 40
P8: Other Student Outcomes - NWEA Math	Achievement Percentile: All Grades: 36 All Grades (EL): 25 All Grades (Students with Disabilities): 21 Grade 1: 42 Grade 2: 34 Grade 3: 34 Grade 4: 35 Grade 5: 38 Grade 6: 34	Achievement Percentile: All Grades: 40 All Grades (EL): 29 All Grades (Students with Disabilities): 24 Grade 1: 46 Grade 2: 39 Grade 3: 39 Grade 4: 39 Grade 5: 42 Grade 6: 39

## 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	<p>CSS &amp; NGSS Implementation</p> <p>A. ELA, math, science, social studies, writing, and behavior professional development and resources will be provided as needed. Teachers will also receive professional development that targets subgroup students and their individual needs.</p> <p>B. Professional development to support initiatives such as Digital Gateway (technology, 1:1 Chromebook for K-6, and other online learning tools), the Science of Reading, SIPPS, and Guided Reading and multiple math learning opportunities.</p> <p>C. The principal will coordinate and monitor all professional development and instruction. Teachers will receive the tools they need to effectively instruct students in reading, math, science, social studies, ELA, and writing. Staff surveys, leadership feedback, and/ or classroom observations will determine site needs for training. We will focus on professional development to support student learning in reading, writing, and math. Should funding allow, teachers will be given grade-level planning time to integrate new learning in the classroom.</p> <p>D. Teachers analyze data during collaboration meetings to monitor and analyze formative and summative assessments. Disaggregated data will</p>	<p>All Students</p> <p>GATE Students</p> <p>Subgroup Students</p>	<p>100 Title III LEP -- 4203 4000-4999: Books And Supplies Resources for EL Students</p> <p>100 Title III LEP -- 4203 1000-1999: Certificated Personnel Salaries Substitute Teacher (ELPAC Administration)</p> <p>75,212 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Media Center Clerk Salary</p> <p>750 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Lamination</p> <p>613 Title I Basic -- 3010 4000-4999: Books And Supplies</p>



	<p>be used to drive/adjust instruction. Subgroups in the very low and low ranges will be targeted for additional support. Students in the low and very low categories will use targeted goal setting to address gaps and move toward mastery. Teachers will be given release time to analyze data and plan instruction.</p> <p>E. EMCC coordinates materials &amp; provides technology support, and utilizes STEAM activities to support students. Students are exposed to literature through library lessons. Funding for library books will allow Peralta's library collection to expand and grow.</p> <p>F. Supplemental materials, resources, instruction, incentives, library resources, technology, etc., will be purchased for ELA, ELD, Math, Science, Writing, Intervention, and Social Studies to support all students. Examples to be considered: Copy machines, printing, calculators, novels, Science of Reading, manipulatives, online programs, incentives to support attendance and behavior, and available software.</p> <p>G. GATE coordinator collaborates with classes that have GATE students to enrich and/or accelerate CSS in ELA, Math, Science, Writing, and Social Studies. GATE students participate in activities outside of the general education classroom. Release time will be provided to provide time for GATE teachers to plan and time will be given for pull out services for students in the GATE program.</p> <p>H. Band classes will be available for 4-6 grade students once a week.</p> <p>I. Supplies, materials, incentives, and professional development will be provided to support college and career readiness. Teachers will receive professional development in note-taking, organization, writing, inquiry, collaboration strategies, and other areas as determined by student and teacher needs.</p>		<p>Materials &amp; Supplies, Chapter Books</p> <p>2447 Title I Basic -- 3010 5000-5999: Services And Other Operating Expenditures Repro DC/Interprogram</p> <p>1600 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Copier Maintenance Agreements</p> <p>7818 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Release time for teachers, data, PBIS, and planning.</p>
1.2	<p>Intervention</p> <p>A. Kinder through sixth-grade students will use NWEA to screen all students for additional small group support from an Intervention teacher. Collaboration time will be given to support teachers in lesson development and targeted strategies to support subgroup students. NWEA data days will be provided for teachers to analyze data and make instructional decisions based on student needs.</p> <p>B. K-3 uses DIBELS to monitor and assess reading foundational skills. The data is used to make decisions regarding student learning. Teachers will administer and analyze DIBELS assessment data to provide appropriate interventions. The</p>	<p>All Students</p> <p>Students With Disabilities</p> <p>GATE Students</p> <p>Subgroup Students</p>	<p>8000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials &amp; Supplies</p>

	<p>collaboration focuses on intervention strategies. Intervention teachers provide Early Literacy Intervention to grades 1-3 students in reading fluency and phonemic awareness. Resources will be provided for teachers to meet the diverse needs of students who are identified as needing support beyond the district provided curriculum.</p> <p>C. Intervention teachers will provide professional development to support intervention initiatives. The intervention teachers will also be provided the necessary materials and supplies to support students in both reading and math.</p> <p>D. Students with special needs receive support via a special education program using pull-out and inclusion methods. Should funding allow, professional development and release time to support the inclusion program will be available. Students with disabilities will be targeted for attendance interventions to support academic achievement. Students with disabilities will be targeted for attendance to ensure that special education services are received and utilized to enhance academic achievement. These students will also receive support and incentives to encourage better daily attendance.</p> <p>E. GATE enrichment activities/lessons are periodically provided to students/parents during the year. Babysitting will be provided as needed. GATE enrichment activities/lessons provided to students/parents during the school year. GATE training for all classroom teachers on enhancing instruction for all students.</p> <p>F. Subgroup data will be monitored to support student attendance. Small group, 1:1, and incentives will be provided to encourage student attendance which will have a direct impact on student academics.</p> <p>G. GATE pull out days to provide enrichment activities for GATE students. The GATE students will also received the supplies they need to provide these enrichment activities for the GATE students.</p>		
<b>1.3</b>	<p>Continued (Intensive Intervention)</p> <p>A. Should funding allow, qualifying students will receive additional time for TK/K and 1-6 grade instruction as an extended learning opportunity.</p> <p>B. FTE .80 intervention teacher doing push-in foundational reading support and reading intervention support. FTE .80 intervention teacher doing push-in for math skills.</p>	All Students	<p>92,032 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Support Teacher Salary Split Funded</p> <p>173,263 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries (2) FTE Support Teachers Salaries (1 -100%, 1 -split funded)</p>

			21,238 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Support Teacher Salary Split Funded
<b>1.4</b>	<p>College and Career Readiness</p> <p>A. Continue to prepare students for college and career readiness.</p> <p>B. Monitor students who are college and career-ready and provide incentives for students who meet this goal, meet attendance goals, organization goals, and ELA and math achievement.</p> <p>C. Coordinate PBIS and SEL programs and provide incentives and activities to support the implementation of these programs and to support students. Create matrices and preteach these matrices to students regarding behavior expectations. Implement yearly events and assemblies to support a strong school culture and recognize those who follow the five schoolwide expectations. Provide release time for the PBIS team to plan and support PBIS implementation and enhancement to impact our school climate and culture.</p> <p>D. Provide opportunities for teachers and admin to attend training on supporting students in becoming college- and career-ready.</p> <p>E. Purchase supplies and incentive for all students in grades TK-6 to support college and career readiness as well as for students who meet behavior goals as described in our PBIS plan.</p> <p>F. Students will use goal setting to monitor their academic achievement in ELA, math, and attendance. Students who meet attendance goals will receive incentives and recognition.</p>	All Students	4113 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Supplies Materials and Incentives
<b>1.5</b>	<p>ELD</p> <p>A. 30 minutes of designated ELD instruction in TK-6 will be provided.</p> <p>B. Integrated EL support (i.e., evidence-based strategies) will be provided over multiple subjects. Professional development and collaboration to enhance the teaching of EL students.</p> <p>C. EL levels for EL newcomers are determined at the district assessment center.</p> <p>D. When possible, classes are configured to have no more than 2 adjacent EL levels.</p> <p>E. Teachers monitor and evaluate EL levels using multiple measures, including classroom</p>	EL Students	<p>12,271 Title I Basic -- 3010 2000-2999: Classified Personnel Salaries Salaries, One Bilingual Language Tutor (3 hrs.) Split Funded</p> <p>50,645 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Salaries, Two Bilingual Language Tutors (3 hrs.) (1- 100%, 1-split funded)</p> <p>2374</p>

	<p>assessments and ELPAC data. They also target small group instruction to support EL students and their academic growth. EL planning days as needed to support EL students and increase instructional effectiveness.</p> <p>F. Bilingual Language Tutors support EL students by providing lesson reinforcement and reading support in English and Spanish. Bilingual tutors will be supplied with their own curricular</p> <p>G. Professional development and materials to support the ELD program and EL students will be provided as needed.</p>		<p>Title III LEP -- 4203 4000-4999: Books And Supplies Materials &amp; Supplies</p> <p>1,000 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Hourly IA</p> <p>700 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Maintenance Contract (Copier/Fax)</p>
<b>1.6</b>	<p>Resources:</p> <p>A. Purchase additional materials, including print material, web-based supplemental materials, and manipulatives, to support College and career readiness, ELD, technology, and Collaborative Teaching. These include but are not limited to Heggerty and SIPPS in the primary grades, and novels for upper grades.</p> <p>B. Core and supplemental ELA, ELD, Writing, Science, Social Studies, and Mathematics materials to support identified subgroups: EL, Hispanic, socioeconomically disadvantaged, and students with disabilities.</p> <p>C. Digital Resources – (as funding allows) Google Suite, Zoom, Pear Deck, Flip grid, Mystery Science, Moby Max.</p> <p>D. Technology and software support for classroom integration - Document cameras and projectors.</p>	All Students	<p>900 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Tech Supplies and Support</p> <p>1850 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Science of Reading, SIPPS, Heggerty Books and Materials</p> <p>322 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Tech Coordinator Hourly (Esparza Extra Hours)</p> <p>400 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Translation Services</p>
<b>1.7</b>	<p>Pre-school Transition Plan:</p> <p>A. Peralta does not have a preschool program on-site. However, special education preschool students often attend transition meetings with Peralta's principal, SLP, school psychologist, and Special Education teacher. Parents are always welcome to visit our TK-1 classrooms to observe the quality of instruction and safe learning environment.</p> <p>B. Registration information for Transitional Kindergarten and Kindergarten will be sent to the parents of preschool students in the Spring. All information will be sent in both English and Spanish.</p> <p>C. This Schoolwide Program (SWP) includes a plan to ensure a smooth transition for preschoolers</p>	All Students	

	entering kindergarten, with strategies such as joint activities between preschool and kindergarten classes to bridge the gap between early childhood education and elementary school.		
<b>1.8</b>	<p>Inclusion The planned actions for Full Inclusion include:</p> <p>A. Continued professional development for general education teachers, Educational Specialists, and paraprofessionals.</p> <p>B. If budget allows, release time for teachers to collaborate and plan for the support and success of all students.</p> <p>C. Classified and certificated behavior support and training (CPI Training, Student Attendant Aides-if not provided by the district).</p> <p>D. Increased collaboration time on early release days specifically targeting inclusion.</p>	<p>All Students</p> <p>Students With Disabilities</p>	<p>500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Professional Development/Inclusion</p>

## 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.

Peralta Elementary School improved ELA, suspension rate, and chronic absenteeism. We are targeting ELA and math as focus areas to increase student achievement. Goal 1, college and career readiness, was implemented effectively at Peralta, as evidenced by our increased math achievement, maintaining zero suspensions, and chronic absenteeism reduction. Professional development in reading, math, and behaviors supported teachers in planning and implementing quality classroom instruction. Funds used to support professional development were used wisely to enhance teacher skills.

Additionally, teachers received the necessary tools, including technology, resources, and supplies, to meet students' academic needs. Our EMCC supported teachers and students in developing their skills through STEAM activities and quality literature. Collaboration time was provided for each grade level to analyze data and make decisions for student learning based on the available data. Teachers set goals with students and helped them develop plans to improve their benchmark and state assessment scores. Collaboration occurred weekly, but additional time has been given for collaboration beyond one time a week, and grade-level teams have been given full days to plan instruction and analyze data. Teachers used NWEA data to plan instruction as the assessment is given in fall, winter, and spring.

The GATE program provided enrichment to students through hands-on lessons and activities. Peralta's online and technology resources supported the GATE program and students. GATE parents were also included in the program and could provide feedback to staff. We would like to increase pull out support for GATE students in the future.

Bilingual tutors and English Language Development lessons supported our EL students. Students' individual needs were met through the additional staff and through lessons that targeted their language development. Our English Learners declined in ELA. While they maintained their level in math, they are still in the low (orange) category, according to the dashboard, which means they will still be targeted for math support. Additionally, students on individual education plans benefitted from our school-wide inclusion program, which provided additional staff and resources to support their growth and development. Our students with disabilities will continue to be a target for Peralta as they did not show growth in math, and while growth occurred in ELA, there is still room for growth in ELA for this subgroup. We will look for more

professional development for teachers in supporting their students with disabilities. Technology resources are vital to student success, and online tools are used daily to support student learning.

Peralta has been able to move all subgroups to yellow, except students with disabilities. Additional time for inclusion planning has been added at the end of this school year and will continue as we work to improve scores and attendance rates for students with disabilities. Additionally, there is now specific time on Wednesday planning days to support inclusion planning.

Peralta has intervention teachers who support students in need. As ELA is still an area that needs to be targeted for Peralta, our intervention team is vital to student success. Our intervention teachers also help to support college and career readiness by leading the charge in creating programs and providing professional development for teachers to ensure our students are ready for college or career when they leave Peralta. Overall, we maintained in ELA and are now in yellow. We will look to our intervention teachers to support student reading skills, which will benefit student achievement scores and support student learning.

Our transitional kindergarten program welcomes students with a hands-on learning approach. Students are taught academic skills such as reading, writing, math, and social skills and are supported in becoming students of character. Our TK program teaches students how to interact successfully in a classroom, utilize school tools effectively, and navigate the school setting.

We look forward to our TK students entering our kindergarten through sixth-grade program, knowing they have built a strong foundation for learning.

Our ELPAC data showed us that we decreased the number of reclassified students. We are currently in the dashboard color yellow. While we are keeping the number of students being reclassified somewhat stable with a slight decrease, we know, based on our EL data, that we still need to progress in supporting EL students in both language arts and math. We will help them by targeting them through BLT services and small group instruction in the classroom. Teachers will be directed to support EL students through English Language Development lessons. If the budget allows, teachers and grade-level teams will be given time to collaborate and create lesson plans targeting students in subgroups that need additional support, such as EL students, socioeconomically disadvantaged students, and students with disabilities. Our ELF will support teachers with socialized PD.

We will be targeting our subgroups that are not meeting performance goals. We will do this through professional development and targeted instructional walk-throughs as we highlight strategies to support EL, socioeconomically disadvantaged, Hispanic, and students with disabilities. Teachers will be given time to collaborate and work on implementing effective instructional strategies and vertical alignment. Students will be not only targeted as a subgroup but individually as well. Teachers, students, and families will receive targeted intervention and support through training and tools that enhance instruction.

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

All actions were impacted due to the increased negotiated salary rates.

Action 1.4: Less money was spent for college and career readiness books, supplies, and incentives. Our shift has been to focus on PBIS implementation and recognizing students who are showing positive behaviors which will impact their academics.

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.

Action step 1.3 is being modified to address budget and staffing changes. Intervention in reading will be focused on students in 1-3. Teachers will also receive additional professional learning targeted to specific subgroups and their individual needs in both reading and math. We will also target EL students and students with disabilities through professional learning. A new focus will be placed on team planning for EL students to increase English Language Learner Progress. Attendance will be addressed for all students, but our students with disabilities, our white subgroup, and EL students will be targeted as they are the two subgroups that are not yellow, green, or blue. The subgroups with the greatest need for attendance intervention are our students with disabilities and white subgroup, and they will be targeted at IEP meetings, parent/teacher conferences, and all parent events. Due to a reduced school budget, all books, supplies, and incentives will be adjusted to meet the smaller budget total. Peralta will begin to implement SIPPS in first grade to support intervention for students.

Teachers will be presented with additional professional learning opportunities to support all subgroups in the very low and low categories in ELA, math, and chronic absenteeism.



# 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.

One area at Peralta where significant improvement is needed is Chronic Absenteeism: Students with Disabilities and Hispanic students. While we have reduced the percentage of chronically absent students, the students with disabilities subgroup is a target for us. Students with disabilities will be connected to their RSP and homeroom teachers, and they will develop an attendance goal and be provided incentives and support to reach their attendance goals.

### 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 LCFF Priority 1: Safe, Clean Functional School Facilities	"Percentage of facilities meeting ""Good Repair"" status: 98% Source: 2023-24 School Accountability Report Card (SARC)"	"Percentage of facilities meeting ""Good Repair"" status: 99% Source: 2024-25 School Accountability Report Card (SARC)"
LCFF Priority 5: School Attendance Rate	TK: 91.5 K: 92 1: 94 2: 92 3: 90 4: 93 5: 95 6: 91  Source: Student Information System P-2 report	TK: 93 K: 95 1: 96 2: 94 3: 92 4: 95 5: 96 6: 93  Source: Student Information System P-2 report
LCFF Priority 5: Chronic Absenteeism Rate	All Students: 23.4 English Learners: 22.2 Long-Term English Learners: NA Foster Youth: NA Homeless: NA	All Students: 22 English Learners: 20 Long-Term English Learners: NA Foster Youth: NA Homeless: NA



	<p>Socioeconomically Disadvantaged: 25.3</p> <p>Students with Disabilities: 24.1</p> <p>African American: 25</p> <p>Asian: NA</p> <p>Filipino: NA</p> <p>Hispanic: 24.1</p> <p>Native Hawaiian or Pacific Islander: NA</p> <p>White: 21.2</p> <p>Two or More Races: NA</p> <p>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.</p> <p>Source: Fall 2024 Dashboard</p>	<p>Socioeconomically Disadvantaged: 22</p> <p>Students with Disabilities: 22</p> <p>African American: 23</p> <p>Asian: NA</p> <p>Filipino: NA</p> <p>Hispanic: 22.1</p> <p>Native Hawaiian or Pacific Islander: NA</p> <p>White: 20</p> <p>Two or More Races: NA</p> <p>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.</p> <p>Source: Fall 2024 Dashboard</p>
LCFF Priority 6: Pupil Suspension Rate	<p>All Students: 0</p> <p>English Learners: 0</p> <p>Long-Term English Learners: 0</p> <p>Foster Youth: NA</p> <p>Homeless: NA</p> <p>Socioeconomically Disadvantaged: 0</p> <p>Students with Disabilities: 0</p> <p>African American: NA</p> <p>Asian: NA</p> <p>Filipino: NA</p> <p>Hispanic: 0</p> <p>Native Hawaiian or Pacific Islander: NA</p> <p>White: 0</p> <p>Two or More Races: NA</p> <p>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.</p> <p>Source: Fall 2024 Dashboard</p>	<p>All Students: 0</p> <p>English Learners: 0</p> <p>Long-Term English Learners: 0</p> <p>Foster Youth: NA</p> <p>Homeless: NA</p> <p>Socioeconomically Disadvantaged: 0</p> <p>Students with Disabilities: 0</p> <p>African American: NA</p> <p>Asian: NA</p> <p>Filipino: NA</p> <p>Hispanic: 0</p> <p>Native Hawaiian or Pacific Islander: NA</p> <p>White: 0</p> <p>Two or More Races: NA</p> <p>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.</p> <p>Source: Fall 2024 Dashboard</p>
LCFF Priority 6: Pupil Expulsion Rate	<p>All Students: 0</p> <p>Source: Data Quest 2023-24</p>	<p>All Students: 0</p>
LCFF Priority 6: School Climate Survey: School Safety	<p>Percent favorable perceptions of student physical and psychological safety at school: 63%</p> <p>Source: Panorama Student Survey</p>	<p>Percent favorable perceptions of student physical and psychological safety at school: 67%</p> <p>Source: Panorama Student Survey</p>
LCFF Priority 6: School Climate Survey: School Connectedness	<p>Percent favorable of how much students feel they are valued members of the school community: 62%</p> <p>Source: Panorama Student Survey</p>	<p>Percent favorable of how much students feel they are valued members of the school community: 69%</p> <p>Source: Panorama Student Survey</p>
LCFF Priority 6: School Climate Survey: Caring Relationships	<p>Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom: 51%</p> <p>Source: Panorama Student Survey</p>	<p>Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom: 55%</p> <p>Source: Panorama Student Survey</p>

## 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	<p><b>Supervision and Support</b></p> <p><b>A. Safety and Healthy School Environment</b> Supervisors will participate in training that focuses on conflict resolution, trauma-informed practices, mindfulness strategies, and positive reinforcement. Supervisors will supervise PTA-sponsored events that may require additional supervision. Activity supervisors will provide appropriate campus supervision, enforce the school dress code, and enforce school rules and procedures. Students and staff will participate in monthly fire drills and practice disaster procedures. Supervisors will also provide babysitting for parent training and meetings such as PTA, ELAC, and SSC. Supervisors will support PBIS (Positive Behavior Intervention and Support) at the school during recess and lunch times. Students will be recognized by supervisors who follow the five schoolwide expectations. The school will create and maintain a safe, healthy, disciplined, drug-free, alcohol, and tobacco-free learning environment through various activities (red ribbon week, anti-bullying assemblies, digital citizenship, and positive behavior assemblies). Students will be celebrated, and incentives will be provided to follow school-wide expectations. The white student sub-group will receive additional support from their classroom teacher, the TOSA, and the Principal to monitor behaviors and attendance.</p> <p><b>B. Health Aide</b> The health aide will provide appropriate health care and nursing services.</p> <p><b>C. PBIS/ BSEL</b> PBIS/ BSEL coordinator and staff will provide a school-wide assertive discipline program. PBIS implementation will include training and materials for teaching social skills with social skills posters, and Class Dojo will be used to communicate with parents and caregivers. The school psychologist, PBIS/BSEL coordinator, and admin team will provide SEL efforts regularly and support. Students who follow school-wide PBIS expectations will be celebrated through the school-wide Panda Pass program, where they can win prizes for making good behavior choices and be allowed to shop at the PBIS store. Small group support in social skills will help our students make good behavior choices. Students will follow the five schoolwide expectations: we are respectful, we are responsible, we are safe, we are kind, we are ready.</p>	All Students	<p>72,512 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries (1) Health Aide Clerk Salary 6 hrs.</p> <p>500 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Hourly, Teacher</p> <p>500 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Substitute Teacher Develop Safety Plan</p> <p>1200 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials &amp; Supplies Safety</p> <p>8800 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Supplies (PBIS), (Attendance), (100 Mile) (college and career readiness) Incentives &amp; Awards</p>

	<p>D. 100 Mile Club Peralta will operate the 100 Mile Club. This program focuses on student health and well-being by having them participate in running and monitoring the number of miles they run. Students will develop self-monitoring strategies.</p> <p>E. Safety Supplies &amp;/or Walkie-Talkies. Peralta will replace inoperable walkie-talkies. Safety supplies will be kept in classrooms to be used in the event of an emergency, and replacement and additional supplies will be prioritized and purchased within the budget constraints.</p>		
<b>2.2</b>	<p>Positive Behavior Intervention Support (PBIS) and Social Emotional Learning (SEL) and college and career readiness.</p> <p>A. PBIS/ SEL Coach &amp; Committee The PBIS coach, along with the PBIS committee, will facilitate the implementation of the components of the PBIS model. The PBIS/BSEL coach and team will provide staff development and support in planning short lessons. Student incentives will be given in the classroom and schoolwide to reward positive behavior. The school psychologist and behavior specialist will provide regular support and support for SEL efforts. Subgroups of students identified as a subgroup of higher need will receive additional support such as small group counseling, check-in/check-out services, and behavior tracking and rewards for meeting pre-determined behavior benchmarks.</p> <p>B. PBIS/BSEL Meetings The PBIS/BSEL team will meet regularly to review data and provide support and resources for classroom management strategies. When needed, the PBIS team will utilize time to modify matrices as needed. Throughout the year, the PBIS team will be given days to plan and monitor the schoolwide program.</p> <p>C. PBIS Incentives The PBIS team will develop incentives to reinforce positive behaviors from students. These include but are not limited to, the Panda Pass reward program, extra recess incentives, and activities planned for students who meet behavior goals, such as assemblies and school events. Additionally, a PBIS store will be created to incentivize students to model good behavior.</p> <p>D. Tier 2 support The Tier 2 support system will build a network of influential staff members for students in need and establish a check-in system to motivate and coach these students to make the necessary behavior corrections. Incentives will accompany these systems and serve as reinforcement for growth in making positive behavior choices. The student</p>	All Students	<p>5151 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Supplies (Incentives)</p>

	<p>subgroups with the greatest need will be targeted early to support student behaviors.</p> <p>E. College and Career Readiness College and career readiness strategies such as focused note-taking, two and three-column notes, agendas, and binders will be used to support student success at Peralta.</p> <p>F. Student attendance will take center stage for Peralta students. Messages, reminders, and home visits will occur to keep the importance of attendance at the forefront. Students in the targeted subgroups will receive incentives for reaching behavior goals.</p>		
<b>2.3</b>	<p>School Safety Plan</p> <p>A. Create and revise the Safe School Plan with input from educational partners.</p> <p>B. Developing each student's resiliency skills</p> <p>C. Provide appropriate campus supervision</p> <p>D. Participate in Red Ribbon Week Activities</p> <p>E. Follow child abuse-mandated reporting procedures</p> <p>F. Develop and practice routine disaster procedures</p> <p>G. Maintain and acquire emergency/disaster supplies</p> <p>H. Notify teachers of dangerous students</p> <p>I. Distribute the discrimination and harassment policy to employees, students, and parents</p>	All Students	<p>1200 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Supplies</p> <p>800 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Saturday School Incentives</p> <p>1200 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Material &amp; Supplies</p>
<b>2.4</b>	<p>Health Services</p> <p>A. A health care aide will provide support to ensure a healthy environment by attending to student health needs and providing parent outreach for vision, health, and dental referrals.</p> <p>B. Support for a Healthy lifestyle will include 100 Mile Club and PE.</p> <p>C. A School Psychologist is employed part-time on the site to support Behavior support plans, IEPs, and student assessments.</p> <p>D. A Mental Health Counselor will be contracted for behavior support.</p>	All Students	<p>5000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials &amp; Supplies</p> <p>1800 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Student Incentives (100 Mile Club) PE</p>
<b>2.5</b>	<p>Hourly Classified</p> <p>Four days of clerk hours to support the beginning and ending of the school year.</p>	All Students	<p>1600 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries</p>

# 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.

Overall, this goal and its action steps were implemented with fidelity. Activity supervisors are vital in keeping our campus safe and running smoothly. Students know to follow the lead of the supervisors and generally comply with all requests the first time. We participate in monthly fire drills and other safety drills throughout the school year. Practicing often ensures that students and staff will know what to do in the case of a real emergency. Our school dress code is also supported by our activity supervisors, who help students follow school-wide expectations. By having clear and concise expectations pre-taught to students, the supervisor's role is one of supporting practices known by all staff and students. Having a health aide on campus for six hours daily has dramatically impacted student health and well-being. It has allowed the office staff to remain office staff and the health aide to take care of illnesses and injuries. At Peralta, we believe in helping students gain knowledge and understanding of healthy lifestyles, and we support student health by having PE instruction daily in grades K-6, having students participate in the 100 Mile Club each day, and hosting a school-wide walk on Wednesdays. All classrooms have been supplied with safety and emergency supplies to assist in an emergency. Classrooms have been equipped with water, first aid supplies, and other emergency supplies such as tarps, flashlights, and splints.

The PBIS program and its committee members have taken leadership over student behaviors and setting the stage for a positive school climate and culture. In addition to supporting student expectations and behaviors, the PBIS committee will support the college and career readiness standards. There are training sessions for PBIS through RCOE, as well as planning days and meetings to develop the matrices and make adjustments to existing matrices. The principal and TOSA support these matrices and deliver the information to students directly. These matrices are posted around campus, and students are reminded of the expectations as needed. Students are provided incentives for behavior that include recognition, tangible rewards, and extra privileges on campus. We also support students needing Tier 2 support through staff mentors and check-in and check-out programs. Our PBIS committee has lead teachers who supports the team and guides the staff with information to support student behaviors on campus.

Students also received a myriad of support for their social-emotional learning. They had access to a part-time psychologist and a part-time behavioral health therapist. Both staff members consistently provide counseling and support for students and are there in times of emergency as well. They develop behavior plans and provide structures and support to maximize student success. Students receive support both individually and in small groups. Additionally, through an outside partnership, students benefit from support through SEL programs through Riverside County. The Reach Out program has sent behavioral support personnel to Peralta to support some of our most challenging students and we are beginning to see a positive impact from their support and services.

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

All actions were impacted due to the increased negotiated salary rates, but no major differences were experiences.

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.

While we will utilize college and career readiness strategies, we will not be part of the AVID program at the elementary school level. Sixth grade students still use the AVID organization strategies and are taught how to be college and career ready. College and career readiness strategies will be taught in all classrooms, and professional learning will be presented to ensure that all staff members are able to teach and implement these strategies to support student success effectively.

The school safety plan will be created and developed with greater involvement from all educational partners. Currently, the safety coordinator writes the plan, which is presented to all partners, but we will look to increase everyone's voice in the plan. The plan was presented and discussed in both SSC and ELAC parent meetings. An addition for next year will be to add this to a PTA meeting for the PTA members to provide input.

Student attendance will become a part of Peralta's PBIS program. At every opportunity, we will share data and information on how attendance supports students' sense of belonging at school and improves their behavior and academic achievement, as attendance is connected to both of those areas. Parents, students, and staff are frequently presented attendance data and strategies are developed and shared on how to increase student attendance rates and decrease chronic absenteeism.

# 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.

At Peralta Elementary School, we have worked to increase parent communication and involvement this year. Parent data showed that more than 91% of parents believe that we are encouraging them to be a part of the school and that we are communicating well. Peralta will send out invitations to meetings and parent/community events early and in a variety of formats. For parents we are targeting to attend events to support student learning, we use personalized phone calls to make parents feel welcomed and wanted at events. We currently use the automated phone message system, but parents often admit they don't listen to those messages. A personalized phone call, person to person, will be a way for us to target families we need to engage in the school community. We will continue to utilize our online resources for parents who prefer to receive messages in text format directly on their phones. Our school marquee has become invaluable in sharing information with parents as the bulk of Peralta students are car drop off/pick up. We will also provide a menu of options for parents to be involved at school and work together to find the ways that work best for them to be active participants in the educational process. We still have many parents that we need to reach and will begin to target specific subgroups of parents to attend parent classes, workshops, and events to support parents in helping their children be more successful in school. Data has shown us which subgroups to target for both academics and attendance and that data will allow us to be more targeted with our approach to students with the greatest need.

### 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."  93.5%  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."  96.5%  Source: LCAP Parent Survey Winter 2024-25
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.)."  91.7%  Source: LCAP Staff Survey Winter 2024-25	The percentage of staff who responded favorably to the question: "My school encourages parental involvement (engagement events, volunteerism, etc.)."  93.7%  Source: LCAP Staff Survey Winter 2024-25
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. "  96.7%  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. "  98.7%  Source: LCAP Parent Survey Winter 2024-25
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."  91.7%  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."  93.7%  Source: LCAP Staff Survey Winter 2024-25

## 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 Engagement and Leadership A. Increase parent involvement in school/district advisory committees to review current school/district programs and make	All Students	245 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries



	<p>recommendations. The principal will provide regular updates to parents about classroom/school activities and programs through Parent Square, school Dojo, the school website, and the marquee.</p> <p>B. The school will communicate to parents the board policies and other requirements of the Transitional Kindergarten program and provide them with registration steps.</p>		Hourly, Classified
<b>3.2</b>	<p><b>Parent Involvement Opportunities</b></p> <p>A. Increase parent involvement by providing the opportunity to participate in school and PTA-sponsored events and as classroom volunteers. The goal is to engage parents in their children's education by helping them develop skills at home that support their children's academic efforts at school. Information will be provided in both English and Spanish and will be sent home in a timely manner.</p> <p>B. The school staff will invite parents to participate in site-based activities such as the School Site Council, ELAC, 100 Mile Club, Fall Festival, Book Fair, family craft nights, and college and career workshops. 100 Mile Club open runs will be hosted at Saturday School events.</p>	All Students	<p>3480</p> <p>LCFF Suppl/Conc -- 0707</p> <p>4000-4999: Books And Supplies</p> <p>Materials &amp; Supplies</p>
<b>3.3</b>	<p><b>Parent Communication and Connectivity</b></p> <p>A. Assist parents in understanding academic common core state standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve student achievement using Parent Connect and Parent Phone System. Specific parents will be invited to events that meet their child's specific needs.</p> <p>B. Parents will regularly be informed of student progress through Back-to-School Night, parent conferences, progress reports, report cards, Parent Square, Class Dojo, and flyers sent home.</p> <p>C. Parent meetings, parent-teacher conferences, report cards, informational newsletters, flyers, office communication, and parent resources will be provided in both English and Spanish to meet the needs of our Spanish-speaking population. Translators will be provided for parent meetings.</p> <p>D. Parents will be actively sought to become parent volunteers on campus.</p>	All Students	<p>500</p> <p>LCFF Suppl/Conc -- 0707</p> <p>2000-2999: Classified</p> <p>Personnel Salaries</p> <p>Clerical - Overtime</p>
<b>3.4</b>	<p><b>Community Involvement and Student Transition</b></p> <p>Peralta believes in a collaborative partnership among teachers, parents, students, family members, and the community. To promote parent involvement, Peralta employs the following:</p>	All Students	<p>1163</p> <p>Title I Parent Involvement --</p> <p>3010 1902</p> <p>4000-4999: Books And Supplies</p> <p>Materials &amp; Supplies</p>

	<p>A. Regular, two-way communication between the school and home fosters a clearer vision for each student and promotes higher student achievement. Peralta staff members assist in facilitating written communication in both English and Spanish.</p> <p>B. Parent/Student/Teacher Compact is reviewed each year and will be reviewed virtually in the event of distance learning.</p> <p>C. Parents are invited and encouraged to attend Parent-Teacher conferences with translators assigned as needed. These are also offered virtually when requested. Home visits are provided if necessary.</p> <p>D. Parents are encouraged to be a part of SSC, ELAC, and/or PTA.</p> <p>E. Parents are provided the opportunity to participate in parenting classes or community events that will assist their children in learning the standards. Parents will be provided resources and incentives for attending events that will support them in assisting their children in their learning.</p> <p>F. In preparation for the beginning and end of the academic school year, Peralta students and parents will be given the opportunity to acquaint themselves with school registrations and general procedures.</p> <p>G. Parents are invited to attend grade-level and parent workshops to learn how to provide their child with academic support at home. Supplies and incentives will be provided to parents who attend training and workshops.</p> <p>H. Transitional Kindergarten parents, Kindergarten parents, and students will be given the opportunity to attend Back to School Night / Readiness Orientation to familiarize themselves with the Kindergarten program.</p> <p>I. Kindergarten families will be invited to attend Pastries with Parents to learn additional information about the kindergarten curriculum and to better familiarize themselves with the teachers and classroom.</p> <p>J. Sixth-grade students will attend an assembly in person or virtually that will introduce them to the middle school environment.</p> <p>K. PALs program will begin at Peralta to increase student leadership and connection.</p> <p>L. Students with disabilities will attend a field trip to their prospective middle school to support the transition to middle school.</p>		<p>100 Title I Basic -- 3010 5000-5999: Services And Other Operating Expenditures Postage</p>
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<p><b>3.5</b></p>	<p>Involvement of staff, parents and community</p> <p>A. Teachers will hold meetings in-person or virtually with parents to explain standards, homework, assessments, progress, etc., to enhance student achievement. Translation will be provided. Parents will be encouraged to attend parent meetings and school functions. All parents will sign a school-parent compact. Parents will be encouraged to attend Back to School Night. Parents will receive copies of individual student assessment results. Teachers will review state and district assessment results. School-wide data will be shared with and interpreted for the SSC and ELAC. Parents are invited to special activities and encouraged to volunteer on campus. Communication goes out to parents via school flyers, Parent Square, Class Dojo, and wording on the marquee.</p> <p>B. At Peralta, we recognize we serve our students and their families. Our parent involvement opportunities include traditional parent participation in the School Site Council, English Learner Advisory Committee, and Parent-Teacher Association, as well as attendance at events such as Back-to-School Night and Parent/Teacher Conferences. We endeavor to go further than these typical involvement opportunities. We include Read Across America Day and Peralta Family Picnics. We plan to build upon these opportunities in the coming year. Peralta will include opportunities for parents to attend in-service training and classes regarding behavior and chronic absenteeism. Incentives will be provided to encourage participation and engagement.</p>	<p>All Students</p>	<p>200 Title I Parent Involvement -- 3010 1902 1000-1999: Certificated Personnel Salaries Hourly, Other Certificated</p> <p>100 Title I Parent Involvement -- 3010 1902 5000-5999: Services And Other Operating Expenditures Printing</p> <p>100 Title I Parent Involvement -- 3010 1902 2000-2999: Classified Personnel Salaries Translation Services</p>
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## 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.

Throughout the school year, Peralta's parents and community members have been given the opportunity to be involved in school events and daily routines. Parents are invited to attend PTA-sponsored events and parent meetings such as ELAC, SSC, and the GATE parent involvement committee and become parent volunteers. We increased our number of volunteers on campus this year and have five now that have surpassed 25 hours of volunteer hours. Parents attended events in great numbers and have provided feedback and input in a variety of ways. They have supported revising the school-wide plan and shared concerns and praises for things happening on campus. Parents loved having more school wide events and were thankful for the Panda Picnics and the Winter Festival.

Parents are communicated with regularly. The digital marquee keeps parents and the community updated, and online tools such as class and school Dojo, Parent Square, and the website provide detailed information for parents. This school year, there has been a multitude of events, such as bingo nights, dances, festivals, picnics, and a jog-a-thon, where many parents attend and support their children and the school in general. This school year we allowed parents to run the jog-a-thon laps with their children and it was a great time for all involved. We continue to open our doors to

parents and want to keep moving forward to make Peralta the center of our community by making everyone feel welcomed and supported.

Our new school garden has allowed us to reach out to families that have garden and farming experience. Two volunteers come regularly to teach gardening lessons to students and we have already begun to harvest vegetables which students have been able to enjoy. Many parents and community organizations have donated items to the garden and we have enjoyed seeing the fruits of labor from our little garden.

Peralta's parents are given information in a variety of formats and communicated with in person as well. We speak with parents about academics, attendance, behaviors, and how they can become integral to the Peralta family. We want parents on campus and partnering with us to promote student success. Building strong relationships with parents means we can accomplish more for students working as a team. We participated in an annual Title I night, back-to-school night, parent/teacher conferences, family nights, and concerts. Parents also attend IEP meetings both in person and virtually. Any chance we get to talk with a parent, we remind them of the impact of student attendance on academic achievement.

The Community Schools program will be an asset to getting more parents involved in school events.

When students have concerns at Peralta, parents are invited to attend the student solution team meetings, where we discuss behavior, academics, and attendance. The team shares strategies and insights and creates an individual plan for student success. Whatever the student's concern may be, we address it and provide strategies for the teacher, the student, and the parent to support student success.

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

Many of the action steps in this goal were impacted by higher negotiated salaries.

We also did not spend the budgeted amount for postage as we used a digital platform to share information. We will continue to set money aside for postage, but it may not be used.

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

We will still be focusing on college and career readiness skills to support students in life beyond Peralta Elementary School.

Peralta Elementary School will add the PALs program for students next year. The program will support student leadership on campus and increase student connection.

Students with disabilities will attend a field trip to their perspective middle school to acclimate to the climate and campus and support a smooth transition to middle school.

# 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	\$120,740.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$564,399.00
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	\$116,603.00
Title I Parent Involvement -- 3010 1902	\$1,563.00
Title III LEP -- 4203	\$2,574.00

Subtotal of additional federal funds included for this school: \$120,740.00

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	\$320,987.00
LCFF Suppl/Conc -- 0707	\$122,672.00

Subtotal of state or local funds included for this school: \$443,659.00

Total of federal, state, and/or local funds for this school: \$564,399.00

# 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	116,603	0.00
Title I Parent Involvement -- 3010 1902	1,563	0.00
Title III LEP -- 4203	2,574	0.00
LCFF Suppl/Conc -- 0707	122,672	0.00
LCFF District -- 500 0707	320,987	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	320,987.00
LCFF Suppl/Conc -- 0707	122,672.00
Title I Basic -- 3010	116,603.00
Title I Parent Involvement -- 3010 1902	1,563.00
Title III LEP -- 4203	2,574.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	295,973.00
2000-2999: Classified Personnel Salaries	214,485.00
4000-4999: Books And Supplies	48,994.00
5000-5999: Services And Other Operating Expenditures	4,947.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	173,263.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	147,724.00

1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	21,238.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	54,390.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	44,744.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	2,300.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	101,172.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	12,271.00
4000-4999: Books And Supplies	Title I Basic -- 3010	613.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	2,547.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement -- 3010 1902	200.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	100.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	1,163.00
5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement -- 3010 1902	100.00
1000-1999: Certificated Personnel Salaries	Title III LEP -- 4203	100.00
4000-4999: Books And Supplies	Title III LEP -- 4203	2,474.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	458,248.00
Goal 2	100,263.00
Goal 3	5,888.00

# School Site Council Membership

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

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

Name of Members	Role
Melinda Schlosser	Principal
Krystina DeCaro	Classroom Teacher
Victoria Villegas	Classroom Teacher
Megan Lara	Classroom Teacher
Sandra Franco Valencia	Other School Staff
Nayeli Valdez	Parent or Community Member
Rebecca Hernandez	Parent or Community Member
Jennifer Humlick	Parent or Community Member
Rosa Medina	Parent or Community Member
Frances Chard	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**



Gifted and Talented Education Program Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 15, 2025.

Attested:



Principal, Melinda Schlosser on 5/15/25



SSC Chairperson, Krystina DeCaro on 5/15/25

# 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

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

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](mailto: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](mailto: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 as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- Specific,
- Measurable,
- Achievable,
- Realistic, and
- Time-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](mailto: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 (*Sections: 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 (*Sections: 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 (*Sections: 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/>

Updated by the California Department of Education, October 2023