School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Pedley Elementary School
Address	5871 Hudson Street Jurupa Valley, CA 92509-5012
County-District-School (CDS) Code	33 67090 6032205
Principal	Corrine Ortiz
District Name	Jurupa Unified School District
SPSA Revision Date	May 2022
Schoolsite Council (SSC) Approval Date	May 13, 2022

Local Board Approval Date	June 13, 2022

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Welcome to Pedley Elementary School. Pedley staff works as a community to provide the most optimal education possible for our students.

Pedley Elementary is a TK-6, Title I Schoolwide school with an enrollment of 742 students. Pedley Elementary School offers a variety of programs to foster student learning including AVID (Advancement Via Individual Determination), Dual Immersion (biliteracy in Spanish), Special Education Program including a Resource Specialist Program (RSP) and Functional Skills Program, and the GATE (Gifted and Talented Education) program. A variety of interventions, strategies, and supports are utilized to help each student reach his or her personal best. Additional programs include Extended Learning Opportunities (ELO), Learning Exceeds All Possibilities (LEAP) Summer Program, Band for grades 4 - 6 and our Peer Mediator Group for grades 4 - 6.
Ongoing student monitoring via baseline assessments, teacher observations, small group support, reading intervention, and various forms of formal and informal assessments. This coupled with effective, equitable teaching strategies and responses helps teachers determine individual student needs such as which students need extra support and who would benefit from enrichment opportunities.

Pedley Mission
Pedley Elementary school provides a caring, supportive, and respectful educational environment where learning is active, cooperative, personalized and relevant to the continuing challenges of a diverse community.

Pedley Vision
Pedley is a community that puts academic success and student safety in the highest regard, where teachers and staff members work together to meet the unique needs of individual students, where we show respect to one another, where learning is fun, yet challenging, where student creativity and talents are fostered, where a strong academic program including social emotional learning and physical well being help promote strong minds and healthy bodies, where integrated technology enhances learning, where cultural diversity is embraced, where students are encouraged to take ownership for their learning through reflection and goal setting, where students prepare daily for college and career readiness, where high expectations are the norm, and where students feel valued, cared for, and appreciated.

Our vision becomes reality when it is experienced and supported by the entire Pedley community. Our goal is to have all students reach their maximum potential. We use and reuse a variety of formal and informal assessments to monitor student progress over time, keeping growth mindset (the idea that we learn from our mistakes and there are always opportunities for improvement) at the forefront. These include teacher anecdotal notes, running records for reading, observational data, NWEA benchmark assessments in reading and math three times a year, and standards based assessments through our Units of Study curriculum. Teacher teams analyze assessment data during weekly grade level team meetings. Data is used for standards-based instructional planning, teacher and student reflection, and goal setting.

School Profile

Describe The students and community and how school serves them.

The Story

Pedley Elementary School was constructed in 1953 and is one of seventeen elementary schools in the Jurupa Unified School District. The District is a unified TK-12 district encompassing 44 square miles. Pedley is located in the city of Jurupa Valley, California and within the Riverside Country.
Currently, Pedley services 742 students spanning grades TK - 6. The school year is 180 traditional days and has been restricted to include 37 minimum days in order to support teacher collaboration. Approximately 81% of the students come from low socioeconomic backgrounds.

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

Pedley Elementary School offers a variety of instructional programs to support learners. All Pedley teachers are highly trained, fully credentialed, and meet all NCLB requirements. Daily instruction focuses on the California State Standards using a high quality curriculum and instructional design that incorporates goal setting, reflection, and feedback around a student centered formative assessment process. Students should be able to answer the questions: What am I learning? Why am I learning it? How do I know that I have learned it?

Some of the programs that Pedley offers to advance student achievement include AVID (Advancement Via Individual Determination), GATE (Gifted and Talented Education), Functional Skills, Dual Immersion, Extended Learning Opportunities, Band, and Literacy and Math Support.

AVID
We are part of AVID Elementary and in our 5th year. Through AVID strategies, students benefit from being college and career ready by learning organizational techniques and note-taking skills. Teachers monitor the level of student engagement and work to incorporate AVID strategies in content area lessons.

GATE
Our Gifted and Talented program offers unique educational opportunities for qualifying students. Students who have high academic achievement scores for two consecutive years or more can qualify for the GATE program. Students are tested for GATE beginning in second grade. Parent meetings and enrichment programs once a month are provided for students at Pedley who are in the GATE program.

Functional Skills
Our mild to moderate functional skills program is for special education students in grades K-6 who qualify per their IEP. Students work on independent living skills and autonomy while simultaneously working on their individual educational goals.

Dual Immersion
Dual Immersion is a unique educational program designed to develop bilingualism and biliteracy in English and in Spanish. This is a voluntary program. Pedley is one of three elementary schools that offers 90/10 model of Dual Immersion (90% Spanish and 10% English in Kindergarten and increasing by 10% in English each year until they are 50% in both English and Spanish by fourth grade). In 2021-22 we added one 5th grade Dual Immersion class, and in 2022 - 2023 we will complete our program bu adding 6th grade. Research shows that when Dual Immersion programs are fully implemented according to the program design, English learners in 90:10 models score as well as or better than their peers in other programs in English tests. (Lindholm-Leary, (2001) Dual Language Education, Multilingual Matters LTD)

Literacy and Math Support
Pedley has three full time teachers designated to offer small group intervention support for intensive learners in literacy and math in English and Spanish. Services are based on assessment data and provided as push-in (in class) support sessions. Progress monitoring is ongoing to determine what skills and concepts students need support with and to ensure that the interventions are effective.

Extended Learning Opportunities (ELO)
Students in various grade levels are invited to participate in our after school enrichment classes to support social emotional learning, student engagement, science, reading, math, and other topics.

Band
Students in grades 4 - 6 are invited to learn to play an instrument. Band classes are offered once a week for all band students. Our band students perform 2 band concerts each school year for students and families.

SPSA Highlights

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

Pedley Elementary school has many things to be proud of this school year and as we move into next school year. After experiencing distance learning for a school year and then preparing to have students on campus again, teachers have been incorporating Social Emotional Learning lessons into their daily instructional program. This year, we will be trained on how to use the Second Step program to further develop our SEL response techniques and practices. Teachers have been very creative in determining how to best meet the needs of our students who experienced learning loss during virtual learning. In 2021 - 2022, we offered three sessions of Extended Learning Opportunities, ELO, the first focusing on SEL and reacclimation to school while the final two sessions focused on academics. We will continue to offer targeted ELO programs this year based on student need according to data. Literacy Teachers rotated to different classrooms to support teachers during Guided Reading time by meeting with small groups. The Literacy Support Teachers work in classroom alongside classroom teacher and a Bilingual Language Tutor to create an atmosphere of reading, increasing immediate responses and strategies for students and to reduce the number of students working independently. This schedule will be implemented again this year. In the middle of the 2021- 2022 school year, we added a Math Intervention Teacher to the team and he has been working to develop a program to support our intensive learners in the area of math. Now that we have a complete year of NWEA Map Growth assessment data in the areas of reading and math, we can use this data to determine where the greatest need is for reading and math intervention this year. We have continued to incorporate more inclusive practices, using a push-in model for support services. Our General Ed. Teachers will work closely with our Special Education Resource Specialist-RSP Teacher to discuss best practices and to review IEP goals. Our goal is to continue to improve on our Multi Tiered Systems of Support-MTSS as a school and to provide trainings as necessary. This year we will continue to provide site-based optional professional development workshops on Wednesdays based on teacher need. We will be adding 6th grade to our Dual Immersion program this year, which will complete our program. Pedley will continue to provide equitable opportunities including activities and events that promote cultural awareness and appreciation. To further support positive behavior and a productive environment, we will continue our SWAG Roadrunner Behavior Plan (Safety, Working Together, Act Responsibly, Give and Get Respect) and we will work with educational partners to refine this plan to ensure students feel safe and have a sense of belonging, so they can work to the best of their ability.

Review of Performance – Comprehensive Needs Assessment

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

Greatest Progress

During a staff meeting, certificated and classified educational partners were surveyed using a Jamboard activity to determine strengths and needs as a school and as a grade level. Staff, students, and parents have also taken the Panorama and LCAP surveys this school year. Parents have had opportunities to share ideas via parent meetings including School Site Council, English Language Advisory Committee, the Annual Title One Meeting, PTO, and Coffee with the Principal,. Our greatest area of progress this year has been with our Social and Emotional Focus. Post pandemic, we have discovered the need for students to have opportunities to recognize emotions, to have empathy for others and to learn how to deal with their emotions. We were fortunate to get a Behavior Therapist at Pedley during the 2021 - 2022 school year. We have worked with our PICO department to provide our families and students access to services based on needs. Through this process, we have been able to connect our students to individual or group counseling with our behavior therapist. As student needs became

more clearly defined, we were able to address those needs by planning with our behavior therapist to offer bullying presentations for our 4th - 6th grade students. With students getting reacclimated to school this year, it was clear that we had great needs in the area of establishing a safe and orderly environment where students can perform at their highest potential. We needed a system in place to promote positive behavior and provide expectations for students. We implemented our SWAG (Stay Safe, Work Together, Act Responsibly, and Give and Get Respect) Behavior Matrix mid year last year and developed a calendar of events to celebrate students who are following the expectations. We are continuing to modify and refine our SWAG implementation. We have had a significant increase in Chronic Absenteeism due to the COVID pandemic. Although we are in the orange indicator, we have worked with our Translator Clerk Typist to refine our SART meeting process in an effort to improve attendance. We plan on continuing our monitoring of attendance with our 10% Chronic Absence Rate letters, meeting with parents, and connecting families to services as needed. We are excited to return to providing incentives for students and classrooms for attendance. Another strength has been resiliency amongst our staff, students and families this year.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Based on our most recent CAASPP data, 18-19 school year, and through conversations and surveys of educational partners, our greatest need continues to be Math. The 2019 Dashboard shows that we are in the orange indicator, with 52.55% of students not meeting targets on state assessments. District NWEA MAP Growth assessments in math this year also demonstrate a great need in the area of math over literacy. This year, our Balanced Math Facilitators offered optional professional development opportunities for teachers. We also added a Math Support Teacher this year to provide targeted, small group intervention for intensive math students. Our spring ELO program centered around the area of math. Teachers gave pre and post assessments to determine if their ELO program was successful. We will be analyzing baseline data from this year's CAASPP assessment results to determine best practices and responses for this year.
One of our greatest strengths, the implementation of our SWAG Behavior Matrix, continues to be one of our greatest needs. Our students have shown that they need support with dealing with conflict, disagreeing appropriately, and working with others. So, one of our greatest needs right now is to re-establish routines and to provide emotional support for students and families. We are continuing to offer a summer school called LEAP-Learning Engages All Possibilities. The focus will be academic based, but with a focus on SEL activities for students. It will be important to analyze survey data to refine our practices and to establish a clear method of supporting our students and families with SEL needs.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these performance gaps?

Performance Gaps

In ELA, we maintained our levels but declined by 13.2 points with 270 students. We are in the Orange Indicator for ELA with 50.6 below the standard according to the 2019 California Dashboard detailed report. Our SED students are 75.7 below standard with a total of 47 students who increased by 7.8 points. According to a detailed report, our SPED and White students show the greatest growth at 7.8 points and 15.9 respectively. Our English Learners showed the greatest decline of 18.9 points last year. We have 48.8% of our students who are English Learners. (Dashboard Data). On the ELPAC, our students are not making adequate progress with only 4% of them scoring at a level 4 and 33.09% scoring at a level 1. The data reflects that of the four domains: listening, speaking, reading and writing, writing is are greatest area of need for our ELs.

In Math, according to 2019 Dashboard data, we declined 12 points and we are in the Orange Indicator with 75.3 points below standard. Our English Learners declined by 8.6 points. We have 88 students in the English Learner group. Our Hispanic group also declined 11.6 points and are 77.7 points below standard with 252 students. Our SED declined 16.9 points with 113.6 points below standard and 46 students. Students in this category need basic reading skills and foundational math practices. Teachers incorporated Math Fun and Math Review strategies. Grade level teams will collaborate with our Math Support Teacher to

analyze NWEA and grade level assessment dat to determine how to best support our intensive learners and students who are on the cusp of making larger strides.

Our suspensions decreased by 0.3% and we are in the green Indicator. Our suspension rate has improved in the data with SWD having the greatest need of interventions. This year, placement of student classroom, counseling groups with our behavior therapist, the implementation of our Peer Mediator Group, and other means of corrective action are being identified by our leadership team, administrative team, school psychologist, and our BSEL team.

Chronic absenteeism has continued to increase due to COVID. We are in the orange indicator. We will be incentivizing attendance this year to help motivate students to attend school regularly.

Purpose and Description

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

Schoolwide Program

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

As a Title I school, we do a Comprehensive Needs Assessment annually and develop our SPSA with educational partner involvement. We include strategies that support best practices for teaching the state standards and addressing the needs of all children, paying close attention to those who are at risk of not meeting these standards. We offer equitable opportunities to various activities, strategies, and interventions that are evidence-based and outlined as part of our SPSA. Our SPSA implementation is monitored and evaluated by our Leadership team, SSC/ELAC, SBCP meetings, principal meetings, and annual Budget/Program meetings. The SPSA is revised to ensure continuous improvement based on data analysis of student learning needs as part of the school's ongoing practices and identification of support strategies. Title I funding supplements do not supplant services that students would otherwise receive if not participating in a Title I program. Relative to LCAP alignment, our plan is directly coordinated with district LCAP goals, associated services, and planning requirements. Due to COVID-19 our plan has also been revised to include post pandemic needs, including learning loss during distance learning.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

As part of the planning process for the SPSA/Annual Review our school School Site Council, English Learner Advisory Committee, Cultural Heritage, Dual Immersion, BSEL, GATE, SPED, PTO, ESSER Committee, and Leadership teams have helped to review the specific needs of the site. We have also analyzed site based surveys from classified and certificated educational partners as well as district survey data from staff, parents, and students. The principal has also received support from our district School Based Coordinated Program meetings.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	141	140	119
Grade 1	117	101	120
Grade 2	107	103	99
Grade3	84	96	110
Grade 4	47	88	95
Grade 5	79	54	80
Grade 6	75	71	58
Total Enrollment	650	653	681

Conclusions based on this data:

1. Over the past three years our school is showing growth in enrollment. We have added a grade level each year to our Dual Immersion Program. 2022-2023 school year will be the last year for growth due to the Dual Immersion Program since the program will expand to 6th grade during this school year.
2. We have 92% Hispanic and 5% White as our highest enrollment subgroups.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	317	258	267	48.8%	39.5%	39.2%
Fluent English Proficient (FEP)	71	107	105	10.9%	16.4%	15.4%
Reclassified Fluent English Proficient (RFEP)	9	49	9	3.7%	15.5%	3.5%

Conclusions based on this data:

1. Based on the data above, we have 39.2% English Learners in total, 15.4% Fluent English Proficient and a 3.5% Reclassified Fluent English Proficient. Our number of reclassified students is 9, which is a significant decrease this year, post the COVID 19 pandemic.
2. We have had a similar percentage of ELs from 19 - 20 to 20 - 21 despite a continued increase in enrollment.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	47	79	109	47	79	0	47	79	0	100	100	0.0
Grade 4	64	41	90	64	41	0	64	41	0	100	100	0.0
Grade 5	75	66	73	74	66	0	74	66	0	98.7	100	0.0
Grade 6	66	71	47	64	69	0	64	69	0	97	97.2	0.0
All Grades	252	257	319	249	255	0	249	255	0	98.8	99.2	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2385.0	2354.5		8.51	1.27		21.28	12.66		25.53	31.65		44.68	54.43	
Grade 4	2438.2	2415.8		10.94	9.76		21.88	21.95		29.69	17.07		37.50	51.22	
Grade 5	2475.5	2470.2		12.16	10.61		25.68	25.76		22.97	21.21		39.19	42.42	
Grade 6	2480.2	2491.1		7.81	5.80		23.44	28.99		20.31	34.78		48.44	30.43	
All Grades	N/A	N/A	N/A	10.04	6.27		23.29	21.96		24.50	27.45		42.17	44.31	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	6.38	3.80		51.06	41.77		42.55	54.43	
Grade 4	14.06	9.76		50.00	48.78		35.94	41.46	
Grade 5	18.92	10.61		43.24	51.52		37.84	37.88	
Grade 6	12.50	10.14		35.94	43.48		51.56	46.38	
All Grades	13.65	8.24		44.58	45.88		41.77	45.88	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.77	1.27		34.04	45.57		53.19	53.16	
Grade 4	6.25	4.88		40.63	51.22		53.13	43.90	
Grade 5	22.97	15.15		40.54	51.52		36.49	33.33	
Grade 6	14.06	10.14		34.38	57.97		51.56	31.88	
All Grades	14.46	7.84		37.75	51.37		47.79	40.78	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.64	2.53		65.96	62.03		23.40	35.44	
Grade 4	14.06	14.63		71.88	53.66		14.06	31.71	
Grade 5	12.16	13.64		59.46	60.61		28.38	25.76	
Grade 6	9.38	11.59		59.38	63.77		31.25	24.64	
All Grades	11.65	9.80		63.86	60.78		24.50	29.41	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	17.02	2.53		46.81	39.24		36.17	58.23	
Grade 4	18.75	9.76		54.69	48.78		26.56	41.46	
Grade 5	18.92	18.18		50.00	45.45		31.08	36.36	
Grade 6	18.75	13.04		50.00	57.97		31.25	28.99	
All Grades	18.47	10.59		50.60	47.45		30.92	41.96	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. We have seen a steady maintaining of data in 2016-17, 2017-18 and 2018-19 school years in the area of reading with a 45.88% of students at or near the standard and 8.24 % above the standard. The at or near group is growing and our above standard group has declined. Our greatest focus area is reading but overall our students do best in listening and speaking. Due to the COVID Pandemic, data was not available for 2019 - 20 nor 2020- 21.

2. Key Data SBAC Achievement Report Results: (results taken from CAASPP/summary report/student group)

   2018-19
   Pedley Elementary is a TK-6, Title 1 School wide school with an enrollment of 650 students. To be numerically significant, a subgroup must have 100

points or be 15% of total enrollment with at least 50 pupils with valid test scores. (DataQuest Annual Enrollment Data Report)

English Language Arts SBAC results for Achievement Level:

- The 2018 overall standard met and standard exceeded was 28.23% ELA for the school.

2018-19

Hispanic 27.31%
SED 23.83%
English Learner 31.64%
RFEP 54.69%

2019-20 and 2020-21
Due to COVID-19 testing was not completed.

3.

An overall achievement for all students shows growth in most grade levels between 2 to 18% growth. Also, there is an overall decrease in the % of students not meeting standards. When looking at the trend in demonstrating understanding of literary and nonfiction texts, it is evident that our 5th and 6th grade students are doing progressively well and our 3rd and 4th grade students are struggling more in this area. All other areas are consistent in an upward growth trend. Our 6th graders need to focus on research and inquiry in the percent of students below standard. The area of strength is demonstrating communication skills in listening. Our 4th grade has a minor decrease in the area of writing but overall reflects an upward movement trend in all areas. Data for 3rd grade shows a need in all areas. This data is meeting our overall goal of students reading by 3rd grade.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	47	79	109	47	79	0	47	79	0	100	100	0.0
Grade 4	64	41	90	64	41	0	64	41	0	100	100	0.0
Grade 5	75	66	73	74	66	0	74	66	0	98.7	100	0.0
Grade 6	66	71	47	65	69	0	65	69	0	98.5	97.2	0.0
All Grades	252	257	319	250	255	0	250	255	0	99.2	99.2	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2390.8	2349.4		6.38	0.00		25.53	7.59		25.53	21.52		42.55	70.89	
Grade 4	2443.0	2419.1		3.13	2.44		23.44	14.63		40.63	43.90		32.81	39.02	
Grade 5	2467.2	2455.6		9.46	3.03		6.76	18.18		39.19	30.30		44.59	48.48	
Grade 6	2439.3	2475.4		3.08	7.25		6.15	10.14		32.31	39.13		58.46	43.48	
All Grades	N/A	N/A	N/A	5.60	3.14		14.40	12.16		35.20	32.16		44.80	52.55	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	19.15	0.00		31.91	25.32		48.94	74.68	
Grade 4	9.38	9.76		48.44	31.71		42.19	58.54	
Grade 5	12.16	9.09		29.73	30.30		58.11	60.61	
Grade 6	3.08	10.14		23.08	34.78		73.85	55.07	
All Grades	10.40	6.67		33.20	30.20		56.40	63.14	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.64	5.06		38.30	26.58		51.06	68.35	
Grade 4	7.81	4.88		45.31	34.15		46.88	60.98	
Grade 5	10.81	6.06		47.30	42.42		41.89	51.52	
Grade 6	3.08	10.14		27.69	34.78		69.23	55.07	
All Grades	8.00	6.67		40.00	34.12		52.00	59.22	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	6.38	2.53		61.70	37.97		31.91	59.49	
Grade 4	10.94	7.32		43.75	48.78		45.31	43.90	
Grade 5	13.51	4.55		45.95	46.97		40.54	48.48	
Grade 6	4.62	11.59		40.00	39.13		55.38	49.28	
All Grades	9.20	6.27		46.80	42.35		44.00	51.37	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. We have seen a steady maintaining of data in 2016-17, 2017-18 and 2018-19 school years in the area of math with a 42.35% of students at or near the standard and 6.27 % above the standard. The at or near and above standard group has declined. Math has shown itself to be our greater area of need. Due to the COVID Pandemic, data was not available for 2019 - 20 nor 2020- 21.

2. 2018-19
Pedley Elementary is a TK-6, Title 1 School wide school with an enrollment of 650 students. To be numerically significant, a subgroup must have 100 points or be 15% of total enrollment with at least 50 pupils with valid test scores. (DataQuest Annual Enrollment Data)

Mathematics SBAC results for Achievement Level: (CAASPP Data by Student Group)

- The 2018 overall standard met and standard exceeded was 15.3% for math in the school.

2018-19

Hispanic 14.28%
SED 9.09% nearly met
English Learner 27.85%
RFEP 31.25%

2019-20 and 2020-21
Due to COVID-19 data was not completed.

3. In Mathematics, Grade 3 had the highest number of students no meeting the standards (70.89%). Our 6th Graders have greatly improved and our students not meeting the standard is 43.48%. Concepts and Procedures was the highest claim of all grade levels in not meeting standards. Our 3rd graders struggled the most in Concepts and Procedures. Primary grades are focused on the foundational skills of basic mathematics using multiple conceptual procedures to apply mathematics to real-life situations and problem solving. We will continue to look into the Balanced Math-mathematical understandings of the Poster Method and Problem Solving approaches. We will also plan on strategies that are specific to Concepts and Procedures and Problem Solving.

School and Student Performance Data

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1419.9	1426.3	1387.0	1430.5	1447.4	1402.8	1395.1	1376.8	1349.9	71	71	56
1	1466.7	1432.7	1417.5	1471.0	1453.2	1442.3	1461.8	1411.7	1392.2	53	57	49
2	1464.3	1452.7	1435.5	1464.2	1464.7	1444.2	1464.0	1440.1	1426.3	29	35	45
3	1489.4	1473.9	1454.9	1480.0	1465.4	1452.3	1498.4	1482.0	1457.1	24	18	56
4	1490.2	1497.7	1479.7	1481.1	1498.3	1483.1	1499.0	1496.7	1475.8	29	20	30
5	1514.2	1507.3	1444.8	1501.0	1502.4	1443.3	1527.1	1511.7	1445.8	32	30	21
6	1515.9	1513.3	1415.5	1499.9	1502.2	1418.8	1531.5	1523.7	1411.9	24	27	19
All Grades										262	258	276

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	30.99	12.68	3.57	29.58	32.39	14.29	19.72	40.85	50.00	19.72	14.08	32.14	71	71	56
1	47.17	0.00	0.00	24.53	24.56	22.45	*	49.12	36.73	*	26.32	40.82	53	57	49
2	*	0.00	0.00	55.17	45.71	17.78	*	40.00	48.89	*	14.29	33.33	29	35	45
3	*	11.11	3.64	54.17	22.22	18.18	*	44.44	49.09	*	22.22	29.09	24	18	55
4	*	20.00	3.33	44.83	25.00	23.33	*	35.00	50.00	*	20.00	23.33	29	20	30
5	34.38	13.33	9.52	40.63	36.67	14.29	*	33.33	42.86	*	16.67	33.33	32	30	21
6	*	7.41	21.05	54.17	51.85	10.53	*	25.93	26.32	*	14.81	42.11	24	27	19
All Grades	28.24	8.14	4.00	38.93	33.72	17.82	15.27	39.92	45.09	17.56	18.22	33.09	262	258	275

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	40.85	26.76	8.93	26.76	32.39	32.14	*	28.17	28.57	21.13	12.68	30.36	71	71	56
1	58.49	15.79	8.16	22.64	31.58	32.65	*	40.35	44.90	*	12.28	14.29	53	57	49
2	41.38	20.00	6.67	37.93	48.57	37.78	*	20.00	40.00	*	11.43	15.56	29	35	45
3	*	11.11	9.09	66.67	27.78	41.82	*	33.33	23.64	*	27.78	25.45	24	18	55
4	*	20.00	10.00	51.72	60.00	60.00	*	0.00	20.00	*	20.00	10.00	29	20	30
5	53.13	23.33	14.29	*	60.00	42.86	*	0.00	19.05	*	16.67	23.81	32	30	21
6	*	37.04	26.32	*	37.04	21.05	*	11.11	15.79	*	14.81	36.84	24	27	19
All Grades	41.22	22.48	10.18	34.35	39.92	38.18	9.16	22.87	29.82	15.27	14.73	21.82	262	258	275

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	16.90	2.82	1.79	19.72	21.13	7.14	40.85	52.11	39.29	22.54	23.94	51.79	71	71	56
1	30.19	0.00	0.00	28.30	14.04	18.37	*	24.56	16.33	22.64	61.40	65.31	53	57	49
2	*	0.00	0.00	44.83	25.71	11.11	*	31.43	33.33	*	42.86	55.56	29	35	45
3	*	5.56	1.82	*	11.11	9.09	45.83	61.11	41.82	*	22.22	47.27	24	18	55
4	*	15.00	0.00	*	20.00	3.33	44.83	25.00	46.67	*	40.00	50.00	29	20	30
5	34.38	0.00	0.00	34.38	23.33	9.52	*	53.33	42.86	*	23.33	47.62	32	30	21
6	*	3.70	0.00	*	22.22	21.05	*	55.56	15.79	*	18.52	63.16	24	27	19
All Grades	19.85	2.71	0.73	29.01	19.77	10.91	29.01	42.25	34.18	22.14	35.27	54.18	262	258	275

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	64.79	25.35	14.29	25.35	64.79	62.50	*	9.86	23.21	71	71	56
1	73.58	40.35	16.33	*	54.39	73.47	*	5.26	10.20	53	57	49
2	41.38	31.43	11.11	51.72	60.00	64.44	*	8.57	24.44	29	35	45
3	*	16.67	21.82	54.17	55.56	50.91	*	27.78	27.27	24	18	55
4	*	25.00	33.33	55.17	50.00	53.33	*	25.00	13.33	29	20	30
5	43.75	10.00	19.05	40.63	73.33	57.14	*	16.67	23.81	32	30	21
6	*	18.52	21.05	70.83	59.26	36.84	*	22.22	42.11	24	27	19
All Grades	50.76	26.36	18.55	38.55	60.47	59.27	10.69	13.18	22.18	262	258	275

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	25.35	29.58	7.14	47.89	54.93	53.57	26.76	15.49	39.29	71	71	56
1	52.83	8.77	2.04	33.96	71.93	81.63	*	19.30	16.33	53	57	49
2	51.72	14.29	8.89	37.93	74.29	73.33	*	11.43	17.78	29	35	45
3	*	22.22	12.73	54.17	55.56	61.82	*	22.22	25.45	24	18	55
4	*	40.00	26.67	48.28	40.00	63.33	*	20.00	10.00	29	20	30
5	59.38	60.00	28.57	*	23.33	47.62	*	16.67	23.81	32	30	21
6	58.33	44.44	31.58	*	37.04	36.84	*	18.52	31.58	24	27	19
All Grades	42.37	28.29	13.09	40.46	54.65	62.91	17.18	17.05	24.00	262	258	275

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	18.31	2.82	0.00	61.97	78.87	71.43	19.72	18.31	28.57	71	71	56
1	45.28	8.77	2.04	26.42	22.81	32.65	28.30	68.42	65.31	53	57	49
2	*	0.00	4.44	48.28	51.43	51.11	*	48.57	44.44	29	35	45
3		5.56	1.82	62.50	61.11	34.55	*	33.33	63.64	24	18	55
4	*	5.00	0.00	55.17	45.00	43.33	*	50.00	56.67	29	20	30
5	*	6.67	9.52	50.00	66.67	33.33	*	26.67	57.14	32	30	21
6	*	3.70	10.53	*	29.63	15.79	54.17	66.67	73.68	24	27	19
All Grades	21.37	4.65	2.91	48.85	52.33	44.00	29.77	43.02	53.09	262	258	275

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	30.99	15.49	5.36	45.07	50.70	33.93	23.94	33.80	60.71	71	71	56
1	28.30	0.00	2.04	54.72	54.39	42.86	*	45.61	55.10	53	57	49
2	*	0.00	2.22	72.41	65.71	28.89	*	34.29	68.89	29	35	45
3	*	5.56	5.45	*	72.22	60.00	*	22.22	34.55	24	18	55
4	*	25.00	0.00	65.52	45.00	60.00	*	30.00	40.00	29	20	30
5	37.50	3.33	0.00	53.13	73.33	71.43	*	23.33	28.57	32	30	21
6	*	29.63	5.26	50.00	55.56	57.89	*	14.81	36.84	24	27	19
All Grades	29.39	10.08	3.27	53.44	57.75	47.27	17.18	32.17	49.45	262	258	275

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. We have a total of 267 English Learners at Pedley (39.2%). Based on the Summative ELPAC scores, the total number of students in level 3 and 4 is 21.82% which is a significant decrease from prior years. Our area of strength is in listening and speaking and our areas of need are in reading and writing.
2. Our highest concentration of English Learners are in grades K-3. However, more of our students are level 3 and 4 with Level 3 being the highest group.
3. In analyzing our Writing Domain, it was realized that we need to focus on our K-2 grade span. Grades 3 - 6 have a high percent of students in the somewhat/moderate developed.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
681	**80.3**	**39.2**	**0.7**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	267	39.2
Foster Youth	5	0.7
Homeless		
Socioeconomically Disadvantaged	547	80.3
Students with Disabilities	75	11.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	1.2
American Indian or Alaska Native	2	0.3
Asian	1	0.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Filipino		
Hispanic	629	92.4
Two or More Races	5	0.7
Native Hawaiian or Pacific Islander		
White	26	3.8

Conclusions based on this data:

1. Our highest percentage is 92.4% of Hispanic student group with our second highest of 80.3% of our students being SED.

2. 11% of our student population are students with disabilities.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. CDE Dashboard ELA & Math Indicator: Latest data (2019)
Students scored in the yellow band, indicating a need for improvement in these areas.

CDE Dashboard Suspension: Latest data (2019)
Green indicator - suspension rates declined

Chronic Absenteeism Data: Latest data (2019)
Orange indicator - attendance declined due to COVID pandemic

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	4	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
50.6 points below standard	64.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -13.2 points	Declined Significantly -18.9 points	
270	140	1

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
0 Students	54.4 points below standard	75.7 points below standard
	Declined -10.6 points	Increased ++7.8 points
	228	47

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 53.3 points below standard Declined -12.7 points 253	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color 0 Students	No Performance Color 25.6 points above standard Increased Significantly 11

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
89.3 points below standard Declined -5.6 points 88	22.7 points below standard Declined Significantly -36 points 52	43.8 points below standard Declined Significantly -15.1 points 111

Conclusions based on this data:

1. CDE Dashboard ELA Indicator: Latest data
Overall, students scored in the orange band, demonstrating a decline in progress (-13.2 points) in ELA.

2. English Learners, Socio-economically disadvantaged, and Hispanic subgroups all showed a decline in progress. ELs showed the most significant decline (-18.9 points)

3. Students with disabilities demonstrated an increase of 7.8 points in ELA.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students

Orange

75.3 points below standard

Declined -12 points

269

English Learners

Orange

82.7 points below standard

Declined Significantly -15.8 points

140

Foster Youth

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

1

Homeless

Socioeconomically Disadvantaged

Orange

78.9 points below standard

Declined -10.1 points

228

Students with Disabilities

Red

113.6 points below standard

Declined Significantly -16.9 points

46

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 77.7 points below standard Declined -11.6 points 252	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		No Performance Color 17 points below standard Increased Significantly 11

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
106.1 points below standard Declined -8.6 points 88	43 points below standard Declined Significantly -23.6 points 52	74.4 points below standard Declined -13 points 110

Conclusions based on this data:

1. CDE Dashboard ELA Indicator: Latest data
Overall, students scored in the orange band, demonstrating a decline in progress (-12 points) in Math.

2. English Learners, Socio-economically disadvantaged, Students with disabilities and Hispanic subgroups all showed a decline in progress in the area of math.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
27.9 making progress towards English language proficiency
Number of EL Students: 179
Performance Level: VeryLow

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.

2019 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
31.8	40.2	2.2	25.6

Conclusions based on this data:

1. CDE Dashboard English Learner Indicator: Latest data
Our EL performance level is at the Very Low range, with only 27.9% of our students making progress towards English Language Proficiency.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
1	3	0	0	0

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
9.7	8	Less than 11 Students - Data Not Displayed for Privacy
Increased +2	Increased +2.1	2
668	324	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	10.8	22.5
0	Increased +2.7	Increased +4.6
	538	89

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
3	1	2	0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
9.4	27.3	Less than 11 Students - Data Not Displayed for Privacy	11.5
Increased +1.8	Increased +27.3	0	Declined -3.8
625	11		26

Conclusions based on this data:

1. Our English Learner and SED population of students increased slightly. We are continuing to meet with families to monitor attendance.
2. There was an increase in overall chronic absenteeism.
3. Students with disabilities have the highest increase in chronic absenteeism.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	1	2	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Green

1.3

Declined -0.3

685

English Learners

Green

0.6

Declined -0.8

330

Foster Youth

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

3

Homeless

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

1

Socioeconomically Disadvantaged

Yellow

1.6

Maintained -0.2

550

Students with Disabilities

Orange

3.2

Maintained -0.2

94

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	
Less than 11 Students - Data Not	Less than 11 Students - Data Not	Less than 11 Students - Data Not	
3	1	4	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color		No Performance Color
1.3	0		3.4
Declined -0.3	Declined -7.7		Increased +3.4
637	11		29

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.6	1.3

Conclusions based on this data:

1. CDE Dashboard Suspension:
Due to the COVID pandemic, suspension rates have significantly declined.

Goals, Strategies, & Proposed Expenditures

Goal 1.0

College and Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	P2

Identified Need from the Annual Evaluation and Needs Assessment:

We identified our needs based on teacher, parent feedback and analysis of our programs based on data. We also reviewed our action plan, services and expenditures and have determined that we will make these following adjustments and changes:

1. As a school there is a need to provide books and supplies to enhance our instructional programs, including support for early literacy, guided reading, math intervention, and SEL ensuring equitable access to resources for our Dual Immersion students. Books and supplies are needed in the classroom and in the library/maker space area. (Goal 1.1 c, d, k, s, t)
2. There is a great need for teacher collaboration to analyze benchmark and grade level assessment data and share effective strategies on how to best respond to the data. Teacher teams need time for standards based instructional planning, co-teaching opportunities, teacher team observations, sharing of resources, and goal setting (using formative assessment data). (Goal 1.1 a, b, e, f) (Goal 1.3 d)
3. Process of building empowered learners by providing opportunities for goal setting and reflection with timely and specific feedback from teachers to support a growth mindset. Professional development opportunities are needed to support this goal. (Goal 1.2 b) (Goal 1.5 a, b, c)
4. There is a need to analyze our instructional programs, especially in the area of Math. One subgroup that also needs additional support is our English Learners. Time and space for productive conversations and timely progress monitoring are necessary to support this effort. Teachers need planning time and opportunities to analyze their instructional program as well as our systems of support (available interventions) to determine how to best support our most intensive learners. Professional development is needed to support this goal. (Goal 1.2 a, d, e, g, h, k, l)

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P1: Teachers are appropriately assigned and fully credentialed in the subject area:	All teachers are fully credentialed.	All teachers will be fully credentialed.
P1: Pupils have sufficient access to standards-aligned instructional materials:	Teachers used district adopted and purchased materials for ELA/ELD and Math. Williams	Teachers will use district adopted and purchased materials for ELA/ELD and Math. Williams

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Inspection demonstrated 100% of our TK-6 grade students and teachers have the materials necessary during the 2020 - 2021 school year.	Inspection will demonstrate100% of our TK-6 grade students and teachers have the materials necessary during the 2022 - 2023 school year.
P2: Implementation of state board adopted content and performance standards with all students	Full implementation of the state board adopted content and performance standards with all students. Teachers continued to use the Units of Study curriculum and aligned textbook resources to the UoS pacing guides.	Full implementation of the state board adopted content and performance standards with all students. Teachers will continue to use the Units of Study curriculum and align textbook resources to the UoS pacing guides.
P2: English learners will access CCSS and ELD standards in both academic content and English language proficiency.	100% of teachers completed their TELP EL Proficiency data and have taken time to progress monitor as necessary, depending on the number of ELs in their classes. All ELs receive 30 minutes of designated ELD instruction (20 minutes for Kinder) and additional integrated ELD instruction throughout the instructional day. All EL students completed the ELPAC assessments in 2020-2021 demonstrating 4% proficient-Level 4, 17.82% moderately developed- Level 3, 33.09% minimally developed- Level 2, and 45.09% somewhat developed - Level 1. There was not comparison data from 2019 - 2020 due the COVID pandemic. These results show a decrease rather than an increase as expected, which may be a result of students attending school virtually, which significantly limited their opportunities to read, write, listen and speak like they would during in-person instruction.	100% of teachers will complete TELP EL Proficiency data and take time to progress monitor as necessary, depending on the number of ELs in their classes. All ELs will receive 30 minutes of designated ELD instruction (20 minutes for Kinder) and additional integrated ELD instruction throughout the instructional day. All EL students will complete the ELPAC assessment and demonstrate a 1% increase in the proficient-Level 4, and a 1% increase in the moderately developed-Level 3.
P4: Statewide assessments-- California Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	(2018-19 CAASPP Data) (2019-20 No Data due to COVID-19) (2020-21 Alternative Data was used) Alternative ELA data was gathered using Istation assessments in the spring of 2021. Valid comparisons with 2018 - 2019 could not be made since different assessments were used. School overall demonstrated 9% exceeding, 17% meeting, 30% nearly meeting, and 43% not meeting the benchmark. Overall, students performed significantly lower overall during virtual instruction prompted by the COVID pandemic, so	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	the expected outcome of an increase of 1% was not reflected.	
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	Maintain use of 2019 CAASPP Data Dashboard Actual: School 20%; LI 18%; EL 7% Decrease from baseline in Math overall, low income and English Learner students. We are -66.5 points DFS. Our reclassified students performed +70.6 scale score points above non-reclassified students. (2018-19 CAASPP Data) (2019-20 No Data due to COVID-19) (2020-21 Alternative Data in process)	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	2020-21 data *% Proficient on the Summative ELPAC *Level 1 (Minimally Developed) 45.09% *Level 2 (Somewhat Developed) 33.09% *Level 3 (Moderately Developed) 17.82% *Level 4 (Well Developed) 4% There was a decrease in all levels on ELPAC data from the previous year which may be a result of students attending school virtually, which significantly limited their opportunities to read, write, listen and speak like they would during in-person instruction. (2019-20 No Data due to COVID-19) (2020-21 Data is currently being gathered)	2021 - 22 data will reflect a 1% increase in Levels 3 & 4 on the Summative ELPAC *Level 1 (Minimally Developed) *Level 2 (Somewhat Developed) *Level 3 (Moderately Developed) *Level 4 (Well Developed)
P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest	A total of 9 students (3.5%) reclassified during the 2020 - 2021 school year, which is less than the expected outcome of an increase of 1%. This is likely a result of EL students attending school virtually, which significantly limited their opportunities to read, write, listen and speak English like they would during in-person instruction.	2021 - 2022 data will reflect an increase of 1% of the total number of students who will be reclassified.
P8: Other student outcomes - NWEA Map Growth ELA Data	Based on Spring 2022 MAP Growth ELA data, by grade level, students scored as follows: Key: L = Low, LA = Low Average, A = Average, HA = High Average, and H = High	Expected outcomes will be based on data from the 2023 Spring Benchmark 3 NWEA MAP Growth ELA assessment. We expect to see a 3% increase in the following levels: Average (A), High Average (HA) and High (H) and a minimum of a 3%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	*Kinder: 46% L, 23% LA, 17% A, 13% HA, 2% H *First: 58% L, 28%, LA, 6% A, 8% HA, 0% H *Second: 41% L, 22% LA, 22% A, 8% HA, 6% H *Third: 72% L, 11% LA, 11% A, 3% HA, 3% H *Fourth: 60% L, 21% LA, 12% A, 7% HA, 0% H *Fifth: 53% L, 25% LA, 10% A, 10% HA, 1% H *Sixth: 50% L, 15% LA, 22% A, 11% HA, 3% H	decrease in the following levels: Low (L) and Low Average (LA).
P8: Other student outcomes – NWEA MAP Growth Math Data	Based on Spring 2022 MAP Growth Math data, by grade level, students scored as follows: Key: L = Low, LA = Low Average, A = Average, HA = High Average, and H = High *Kinder: 45% L, 24% LA, 20% A, 9% HA, 1% H *First: 52% L, 24%, LA, 10% A, 13% HA, 1% H *Second: 48% L, 19% LA, 19% A, 9% HA, 5% H *Third: 72% L, 13% LA, 9% A, 3% HA, 2% H *Fourth: 70% L, 15% LA, 12% A, 2% HA, 1% H *Fifth: 63% L, 28% LA, 7% A, 3% HA, 0% H *Sixth: 56% L, 28% LA, 11% A, 4% HA, 1% H	Expected outcomes will be based on data from the 2023 Spring Benchmark 3 NWEA MAP Growth Math assessment. We expect to see a 3% increase in the following levels: Average (A), High Average (HA) and High (H) and a minimum of a 3% decrease in the following levels: Low (L) and Low Average (LA).
P8: HMH Reading Inventory for ELA	Due to CAASPP flexibility, a local assessment was used instead of the HMH Reading Inventory assessment: ISIP - Istation Indicators of Progress. The Reading Inventory results as CAASPP level equivalents are as follows: Not Met: 43%% Nearly Met: 30%% Met: 17% Exceeded: 9% Source: HMH Reading Inventory Assessment, Spring 2021 Social Economically Disadvantaged students scored similarly in all categories (increase in Met and Exceeded): Not Met: 42% Nearly Met: 29% Met: 18% Exceeded:11%	Due to suspension of both the HMH Reading Inventory and ISIP (istation Reading) assessments, new data will be reported with the 2022-23 baselines.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	EL students scored significantly lower (21% more students scoring in the Not Met category) Not Met: 64% Nearly Met: 29% Met: 0% Exceeded: 0% 100% of Foster Youth students scored in the Met category.	
P8: Other Student Outcomes - MDTP for Math	Due to CAASPP flexibility, a local assessment was used. The MDTP results as CAASPP level equivalents are as follows: Not Met: 52% Nearly Met: 30% Met: 11% Exceeded: 7% Source: MDTP Assessment, Spring 2021 Social Economically Disadvantaged students scored similarly in all categories (1% increase in total number of Met and Exceeded): Not Met: 55% Nearly Met: 26% Met: 11% Exceeded:8% EL students scored significantly lower (33% more students scoring in the Not Met category) Not Met: 85% Nearly Met: 15% Met: 0% Exceeded: 0% 100% of Foster Youth students scored in the Nearly Met category.	Due to suspension of both the MDTP Math assessment and ISIP (istation Reading) assessments, new data will be reported with the 2022-23 baselines.
P4: Percentage of teachers who have been AVID trained and demonstrate College Readiness strategies	We will have 36 teachers and 26 have been AVID trained through SI or Path (72%). There is an AVID committee to support the staff on AVID Weekly.	Expected outcome is to have 85% of teachers AVID Trained by the end of the 2023 school year.

Planned Strategies/Activities

Action 1.1

1.1 INCREASE STUDENT ACHIEVEMENT: INSTRUCTION AND PLANNING

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
a. Support full implementation of UOS CCSS curriculum units and the use of research based instructional strategies to support for ELA/ELD, Math and Science curriculum. b. Assist teachers in monitoring and implementing Units of Study and pacing guides by providing PD and site support. c. Provide the necessary materials and supplies for ELA, Writing, Math, STEM and NGSS unit implementation and to support an environment that is conducive to learning. d. Provide the necessary supplemental materials to supplant CCSS including more complex texts, additional guided reading materials, math intervention materials, STEM resources, manipulatives, and organizers for materials. e. Provide teacher preparation and collaboration time to support CCSS implementation including designated and integrated ELD, state and local assessment data analysis, and instructional planning as evidenced by agendas, team notes, and discussions with grade level teams and leadership team meetings. Includes hourly pay and teacher subs. f. Provide opportunities for grade level teams to collaborate 3 times a year for data analysis of the priority standards, instructional planning based on data, and to share best strategies. Includes sub/hourly pay. g. Continue to expand the instructional monitoring system via instructional walkthroughs and administrative support h. Continue to support schoolwide AVID strategies and supports. Include AVID planning days with the Leadership Team to work on AVID implementation and goals. i. Purchase necessary supplies for AVID implementation. j. EL students are provided 30 minutes of designated ELD daily and integrated ELD instruction is offered throughout the day. EL students may also receive small group or individual instructional support from a Bilingual Tutor. k. Provide necessary supplemental materials to support ELD instruction, including vocabulary development.	X All Students X Other student group(s) English Learners,	1110 Hourly Cert 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $1,000 1130 Teacher Subs 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $23,000.00 2403 Salary, EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $66,539 1100 Salary, Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 $71,649 1100 Salary, Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $143,283 1100 Salary, Literacy Support Teacher 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $71,649 2413 Overtime, Sec 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $3,000

l. Instruct Dual Immersion students utilizing the 90% Spanish/10% English model of Dual Immersion (90/10 - Kinder, 80/20 - First Grade, 70/30 - Second Grade, 60/40 - Third Grade, and 50/50 for Fourth - Sixth Grade). m. Provide support for dual immersion teachers who have been trained or will be trained in Project GLAD and/or CABE training. n. Provide necessary supplemental materials and resources to support the dual language program. o. Focused staff meetings twice a month to share data and as a means to support school and district initiatives p. Purchase necessary materials and resources to expand our BSEL site plan and SEL instruction in classrooms. q. Purchase technology equipment and programs to enhance student learning and achievement. Provide each student with a Chromebook (1:1) and loaner Chromebooks as needed r. Purchase of online resources/programs to support differentiated instruction in the areas of reading and math. s. Provide teacher support with the use of available digital resources, eBooks, including Maker Space implementation strategies t. Increase library books/eBooks inventory in core content areas in English and Spanish, including SEL and cultural diversity resources. Purchase additional library books to support our growing dual immersion program to ensure equitable access to materials in Spanish. u. Purchase materials and supplies that foster creativity including resources for STEAM, and our new Maker Space area. Include sensory materials. v. Provide support to teachers serving on district and site based committees: Textbook Adoption, NGSS, UoS, ELF, Technology, Testing Coordinator, BSEL, Leadership Team, etc. Planning time including hourly pay. w. Provide additional planning/observation time for new teachers. Includes substitute hourly pay. x. Provide new teachers with funds to purchase classroom materials. y. Provide release days for teachers to observe other teachers (share best practices and/or new strategies), to team teach, or to plan for optional PD sessions for teachers.		2100 Salary, Bilingual Language Tutor (1.0) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 $4,718 4210 Library Books 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $3,000 4300 Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $57,355.00 4310 Technology Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $3,000

Action 1.2

1.2 INTERVENTIONS AND ENRICHMENT

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source

a. Three intervention teachers will support primary instruction in reading (2) and math (1) via push-in support to provide small group instruction. They will also analyze data, work with grade level teams to establish small groups, and support teaching and learning for all students. b. Teachers will continue to develop SMART goals with clear learning intentions and success criteria for CCSS. Administrators will monitor through grade level minutes, data analysis, and ongoing collaboration with grade level teams. c. Teachers and principal will keep parents informed on student progress. d. Develop an Extended Learning Opportunities program for grades 1 - 6 to provide intensive and enrichment opportunities for students after school based on data analysis. Includes Certificated and Classified hourly pay. e. Kinder Academy will be offered to TK and Kinder students to practice necessary skills and concepts in a small group setting after school. f. Technology and software programs will be researched, selected, purchased, and implemented as supplemental support for intensive and high achieving students in English and Spanish. g. Bilingual Language Tutors (5) will provide primary language support for English Learners with the greatest need. h. EL Facilitator will help monitor ELPAC, CAASPP, and other assessment data of English Learners to determine how to best support ELs, I-FEP, and R-FEP students i. Provide opportunities for GATE students to attend enrichment classes after school. j. Provide release time for teachers to assess students to determine which students qualify for the GATE program. k. Literacy Support Teachers will continue to implement Early Literacy strategies and intervention using Guided Reading instruction based on the analysis of NWEA data, teacher feedback, and common grade level assessments. l. Math Support Teacher will support small group instruction in classrooms based on NWEA data, teacher feedback, and common grade level assessments. m. English and Spanish materials and resources will be purchased to support small group intervention support in reading and math. n. Teachers will have the option to continue using Balanced Math strategies Mental Math, Math Review and Math Fun and the school will provide needed materials to support implementation. o. Offer Communication Enhancement Program services (CEP) within the school day to students who have communication challenges via the Student Study/Success Team process. Students will also receive home activities for additional reinforcement. p. Continue to monitor interventions for behavior and academics for identified students and schedule SST meetings as needed with the SST team of	X All Students Other student X group(s) English Learners and GATE students	1110 Hourly Cert 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $2,000 1130 Teacher Subs 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $2,000 4300 Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $5,000 5850 Software 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $10,000

teachers and staff to document strategies, interventions, and actions. Sub hourly pay for SST meetings. q. Provide extra hourly pay as needed to offer additional support in classrooms via classified staff to work with students in small groups, to assist with grade level 1:1 assessments, and to support with ELO and/or Kinder Academy.		

Action 1.3

1.3 ASSESSMENT AND DATA COLLECTION

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
a. Monitor CAASPP, CAA, and ELPAC data, including the 5th grade California state test in Science. b. Monitor district mandated assessments including MAP Reading Fluency and MAP Growth assessments in Reading and Math (NWEA), given 3 times per year. Assign skills assessments to progress monitor as needed for students. c. Monitor the use of additional formal and informal assessments selected by grade level teams including curriculum embedded, Units of Study, teacher created assessments, and observational data. d. Provide opportunities for teachers to monitor all assessment data with the purpose of making timely and effective instructional decisions that will improve overall instruction and student learning. e. Online integration of formative assessments f. Provide data analysis review and support g. Online resources to support students and differentiate instruction based on assessment data will be used including RAZ Plus, NewsELA, etc.	X All Students X Other student group(s) English Learners	1130 Subs 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $2,000 2100 Salary, Bilingual Language Tutors (1.125 FTE) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $26,598 2100 Salary, Bilingual Language Tutor (1.125 FTE) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $14,416 5725 Printing 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $1,200.00 5640 Maint. Contract 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $2,000.00 4310 Technology Supplies

		4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1,000.00 1110 hourly, Tchr. 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $1,000.00

Action 1.4

1.4 MAINTAIN HARDWARE, MATERIALS AND SUPPLIES

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
a. Provide working copy machines b. Provide service and all necessary supplies for copy machines c. Provide lamination supplies d. Provide service on lamination equipment e. Provide ink cartridges for classroom printers f. Provide warehouse supplies to support instruction h. Provide necessary furniture items to improve classroom instruction and student collaboration	X All Students	5640 Maint Contract 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $3,471.00 5850 Software Licences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $3,000.00

Action 1.5

1.5 PROFESSIONAL DEVELOPMENT

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
a. Teachers will participate in trainings that will focus on improving classroom instruction and promote college and career readiness. b. Teachers will have opportunities to attend optional and required professional development workshops and trainings that support student achievement including Project GLAD, CABE, NWEA, NGSS, AVID,	X All Students	4300 Supplemental Support/Materials 4000-4999: Books And Supplies Title I Basic -- 3010 $7629

Technology, Math, Classroom Management, Guided Reading, Best Practices for Reading Instruction, Equity in the classroom, and Social Emotional Learning. Dual Immersion teachers will have opportunities to attend professional development workshops on best strategies for teaching multilingual learners. c. Provide opportunities for teachers to attend AVID training sessions on and off campus, including AVID Summer Institute in an attempt to ensure all teachers are AVID certified teachers. d. Teachers and administrator will share effective strategies and collaborate to produce a cohesive plan for the implementation of strategies at the site by grade level e. The Leadership team will continue working on and sharing strategies to improve collaboration with their grade level teams. f. Provide collaboration days for teachers to share and plan for the implementation of strategies learned during professional development workshops and trainings. This includes contracts and staff substitute/hourly pay. g. BLTs will attend training for ELPAC and Project GLAD. h. Teachers will be ELPAC trained. i. Additional optional mini- PD opportunities will be offered on site to support staff including Bilingual Tutors, Instructional Aides, Student Attendant Aides, and Activity Supervisors. Hourly pay will be provided if staff members work outside their contract hours. Refreshments will be provided for trainings offered on site. j. Teachers will participate in technology training for new technology purchases that will enhance lesson design and increase student achievement.		4300 Supplemental Support/Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1371 5200 Travel and Conferences 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $5,000 5200 Conferences 5000-5999: Services And Other Operating Expenditures Title III LEP -- 4203 $3,000

Action 1.6

1.6 PROVIDE STUDENT INCENTIVES

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
a. Students will be given incentives to promote academic achievement and attendance. These include awards/certificates for Perfect Attendance, Improved Attendance, AVID, Science Fair, EL Reclassification, Personal Success, Scholar Awards, and a Principal's Award (effort, academics and behavior). b. Additional awards, incentives, and prizes will be purchased to recognize students who promote positive behavior by following school expectations as	X All Students X Other student group(s) English Learners	4300 Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $500 5200 Conf 5000-5999: Services And Other Operating Expenditures

shared on our Roadrunner SWAG Behavior Matrix. SWAG incentive parties will be held each month. SWAG raffles will take place bi-monthly, and a Roadrunner SWAG award will be given to one student in each class at each Trimester Awards Assembly. c. Additional incentives and awards will be given to students who participate in intramural sports, skills day, and the 100 Mile Club. d. Incentives will be purchased for students who attend the after school ELO program and Kinder Academy.		LCFF Suppl/Conc -- 0707 $680.00

Action 1.7

1.7 TECHNOLOGY

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
a. Teachers will complete digital citizenship lessons with their students each year so Pedley can continue to be a Common Sense School. d. Teachers will receive training from teacher technology coordinators as needed on best practices in all content areas including Literacy, Math, Science, and SEL. Teachers will also receive support with our new learning management system, Canvas. d. Teachers will continue to use online management systems to administer district and state assessments: NWEA, CAASPP, ELPAC f. Teachers and staff members will use various online programs such as Seesaw (grades K-3), RAZ Plus, NewsELA, NWEA, and Second Step to support classroom instruction. They will continue to receive specialized training and support with these programs. g. Teachers and staff members will receive training and support with new technology such as SMART boards, new online programs, voice amplifiers, etc.	X All Students	4410 Technology Non-Capitalized 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $10,000.00

Goals, Strategies, & Proposed Expenditures

Goal 2.0

Safe, Orderly and Inviting Learning Environment

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
Local Priorities:	P1

Identified Need from the Annual Evaluation and Needs Assessment:

We identified our needs based on district surveys of staff, parent, and students. We also analyzed site behavior data and reports, incorporating observations and ongoing feedback from educational partners. It became clear that we needed to develop new goals in this area since the needs have changed, post-pandemic. We will make the following adjustments and changes:

1. As part of our continued improvement of the culture and environment of our schools, we want to expand support for brain-researched strategies and student supports for Social and Emotional Learning (SEL) through a Multi-Tiered System of Supports (MTSS). This process will range from developing students' skills needed for school and life to include, establishing and maintaining positive relationships, making responsible decisions, understanding and managing emotions, and setting and achieving positive goals. Professional development opportunities for staff and parents will lead to practical application for our students. (Goal 2.2 a, s, t)
2. There is a need for our BSEL team, teacher teams, and classified members to analyze and refine our discipline data and align our schoolwide expectations (SWAG Behavior Matrix and incentives) accordingly. We need to focus on playground expectations and build in additional leadership opportunities for our students. We plan to purchase resources and materials to support these efforts. (Goal 2.2 a, d, g, l, n, o, p)
3. Library books and classroom resources have been purchased to assist with empathy, bullying and social and emotional needs. (Goal 2.2 d)
4. Our school site continues to grow, so there is a need to look at systems in place for student safety, including student supervision, our school map (location of classrooms, restrooms, etc.), and the bell schedule. (Goal 2.2a)
5. Chronic absenteeism is increasing. There is a need to reestablish incentives for students for positive attendance and to continue to meet with parents regarding the importance of good attendance, sharing available resources (PICO department) as necessary. (Goal 2.3 b, d, f)

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P1: School facilities are maintained in good repair:	All school facility reports indicate 100% Good or Better on FIT reports (2021-22 FIT Reports)	All school facility will be maintained as expected.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5: School Attendance Rates (Semester 1 Q SIS)	Attendance rates have continued to decline, demonstrating 90.53% during the 2021 - 2022 school year. This is a result of the COVID pandemic and the protocols associated.	Expected outcomes are that attendance rates will improve, demonstrating a1% increase during the 2022 - 2023 school year.
P5: Chronic absenteeism rates:	2020 - 2021 District 15.7% School 18.2%; SED - 19.9%; EL - 20.2%; SWD - 23.5% Based on the California Dashboard we have a higher absenteeism rate than our district (15.7%), county (17.3%), and state (14.3%). Due to COVID-19 Chronic Absenteeism has increased significantly. SART and SARB meetings will continue.	We continue to monitor students who have 10% or more absences, schedule SART and SARB meetings. The expected outcome is that the absenteeism rate will decrease by 5%.
P6: Pupil suspension rate	2020 - 2021 District 33.3% School 0.0% Based on the California Dashboard, we had a lower percentage of suspensions than the district (33.3%), county (6.8%) and state (13.8%). The decrease was due to the COVID pandemic and students attending school virtually the entire school year. Since the return to school in 2021 - 2022, we have started student groups at lunch (Book Club, Pedley Clean Up Crew, Peer Mediators) in an attempt to promote positive behavior and a positive school experience. Our leadership team has also been analyzing recent suspensions. Intramural sports leagues during recess have continued for grades 4 - 6. This has helped keep our suspension rate low.	We have been work with our BSEL Coordinator, Behavior Therapist, and School Psychologist to help support SEL needs to continue to keep our suspension rates low. The expected outcome is that we remain below the pre-pandemic district suspension rate of 3.44%.
P6: Pupil expulsion rate	Based on the California Dashboard, there was a lower percentage of expulsions at all levels. The decrease was due to many students attending virtually during the 2020 - 2021 school year. School - 0.0% District - 0.0% County - 0.0% State - 0.0%	The expected outcome is that we will continue to have a 0.0% expulsion rate for next year by promoting positive behavior and offering a strong instructional program, all of which will prepare students for middle school and high school.
P6: Survey of pupils, parents, teachers on sense of safety	Based on the Panorama data in Fall of 2021, we have the following results:	The expected outcome is that our 3rd - 5th grade students who will take the LCAP Student Survey

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Academics (based on detailed data, our greatest need is in the area of mathematics) : Critical - 16% At Risk - 21% On Track - 29% Excelling - 30% Attendance Critical - 10% At Risk - 23% On Track - 31% Excelling - 36%s Behavior Critical - 1% At Risk - 1% On Track - 6% Excelling - 93% Social Emotional Learning Critical - 5% At Risk - 5% On Track - 18% Excelling - 13% (420 students/719 did not respond) Spring of 2021 - 2022 LCAP survey: 241 3rd - 5th grade students took the LCAP Student Survey during Spring 2022: "Overall, how much do you feel like you belong at your school?" 66% responded favorably.	during Spring 2023 will demonstrate an increase of 1% on the following question: "Overall, how much do you feel like you belong at your school?" The expected outcome is that our Pedley family members who take the LCAP Family Survey during Spring 2023 will demonstrate an increase of 1% on the following question: "Overall, how well do you feel like this school or district is doing in the following area: Student Achievement?" The expected outcome is that teachers and staff members who take the LCAP Student Survey during Spring 2023 will demonstrate an increase of 1% on the following question: "Overall, how confident are you that you can help your school's most challenging students to learn?"

Planned Strategies/Activities

Action 2.1
2.1 HEALTH SERVICES

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
a. School attendance will increase by having the district nurse and site health clerk aide (HCA) help students with their health needs and educate them on how they can stay healthy. b. Health Clerk Aide (HCA) to support health services and parent communication. c. Health Clerk Aide (HCA) will provide an incentive for all 6th-grade students to have TDAP immunization completed. d. Health Clerk Aide (HCA) will assist with COVID protocol implementation e. Family Life Presentation will be given to 5th grade classes by the district nurses annually f. Vision and hearing screening will performed for grades TK, K, 2, 5, Special Education students and students who are referred for a Student Study Team (SST).	X All Students X Other student group(s) SPED	2200 Salary, Health Clerk Aide (HCA) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $28,091

Action 2.2

2.2 STUDENT SAFETY AND CLIMATE

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
a. Schedule ongoing SEL training and coaching support for staff and parents, including Second Step and CPI Training. Include opportunities for staff to attend professional development on restorative practices and positive behavior strategies and techniques. b. Purchase and order SEL support materials and student incentives c. Continue “Caught with Roadrunner SWAG” tickets for students following behavior expectations aligned to our Roadrunner SWAG Behavior Matrix d. Purchase materials that will contribute to establishing a welcoming environment for students, families, and staff including books and resources to support cultural diversity, creating an opportunity for students to see themselves reflected in the stories they read (mirrors) and to provide opportunities for them to explore and appreciate cultural differences (windows). e. Schedule Saturday School Program f. Work orders for campus repairs will be submitted in a timely manner and the administration will meet regularly with head custodian	X All Students	4300 SEL 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $2,500.00 5200 Safe Schools 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1031.00 4300 Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $2,300 2413 Overtime 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $3,000

g. Schedule BSEL coordinator meetings monthly to follow up on district meetings, to analyze site level data, and to develop a plan to increase positive behavior and a safe and welcoming environment. Provide release days for BSEL coordinator to support with SEL data analysis and a response plan i. Schedule college and career readiness days throughout the year j. Work with School Safety Team to improve and modify the school safety plan and to purchase and/or replenish safety supplies for the classroom. Provide training to all staff annually to review updates and changes to the Safety Plan and to generate ideas for improvement. k. Provide 100 mile club support (incentives, posters, t-shirts etc.) to promote physical health. l. Provide students with opportunities to connect with other students and build on inclusion practices through Buddy Reading, Read Across America rotations, Kindness Challenge Activities, Computer Buddies, School Spirit Days, Peer Mediation, etc. m. Provide district and site level student and staff surveys to determine perception about school safety and the climate in order to address the needs. n. Increase support for Tier 2 and Tier 3 Behavior Interventions (increase students' ability to better resolve conflict and become more socially and emotionally resilient). o. Provide opportunities for students to develop leadership skills through AVID, Book Club, Valet Club, Pedley Clean Up Crew, Student Council, and the Peer Mediation Program. p. Purchase necessary materials to maintain and support student clubs on campus. q. Use RAPTOR system for all parents who come on campus for parent meetings and/or to volunteer. r. A Volunteer Appreciation Breakfast will be held towards the end of the school year to show appreciation to parents. s. Provide parent workshops on social- emotional learning, anger management techniques and parenting tips. t. Provide student assemblies and workshops on SEL, effective decision making, anger management, bullying, etc. Seek out professional consulting services to provide assemblies for students. u. Provide additional supervision of students (Activity Supervisors) as necessary to ensure student safety. v. Purchase technology equipment as needed for campus safety.		5800 Professional Consulting Services 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $2,000 4300 SEL 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $13,756 4310 Technology Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $2,000

Action 2.3

2.3 STUDENT ATTENDANCE

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
a. School attendance will increase by having the Health Clerk Aide support students' health needs and educating them on how they can stay healthy. b. Incentives will be given for being arriving to school on time, daily and staying the duration of the school day. Rewards and/or certificates will be given to students who have high attendance rates. c. Continue to provide and improve Saturday School program for ADA Recovery. Enrichment materials will be purchased for Saturday School instruction. d. Discuss attendance at leadership meetings and at various parent meetings including SSC, ELAC, AVID parent meetings, and via social media platforms e. Continue to improve student behavior supports and the provision of an engaging instructional environment to increase student attendance. f. Monitor absence rates on a monthly basis and schedule SART parent/student meetings each trimester.	X All Students	4300 Attendance Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $500.00 4300 Saturday School Incentives and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $500.00

Goals, Strategies, & Proposed Expenditures

Goal 3.0

Parent, Student and Community Engagement

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
Local Priorities:	P3 and P6

Identified Need from the Annual Evaluation and Needs Assessment:

As a result of identifying our needs based on previous professional development, analysis of effectiveness and program implementation, changes in actions, services and expenditures included the following:

1. Continuing to provide training to staff on support for a Welcoming and Engaging Environment. (See Goal 3.1a)
2. Continuing and expanding staff, parent and student outreach opportunities through site trainings on AVID, Attendance, Dual Immersion, Math/Literacy Nights, and GATE. (See Goal 3.1b-j, n)
3. Expand communication and consistency through communication of district promise of Learning without Limits for staff, parents and students. Continuing to use school website, Parent Square, and new apps that become available to inform parents of school events, celebrations and needs. (See Goal 3.1 k, p)
4. Provide opportunities for parents to participate in their child's education through volunteer opportunities for school events, via parent meetings (SSC, ELAC, PTO) and keep them informed of their child's progress through ongoing communication, progress reports and parent conferences. (Goal 3.1 c, d, n)

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3: Percentage of parents that take advantage of parent engagement opportunities inclusive of Special Education and Unduplicated students	P3: There was a decrease in parent participation this year due to school events being cancelled and parents not being allowed on campus until the end of the year. LCAP Parent/Family Survey, Spring 2022: "For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?" 89% responded Favorably	The expected outcome is that there will be an increase in parent participation now that we can invite parents back on campus to volunteer and for special events. LCAP Parent/Family Survey, Spring 2023: We will see an increase of 1% on the following question: "For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?"

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3: Percentage of parents that acknowledge opportunities for involvement in school and district decision making	P3: The same survey was not administered so there is not applicable data for this area. LCAP Parent/Family Survey, Spring 2022: "How well do you feel this school or district is doing in the following area- classroom instruction?" - 81% responded favorably	Expected outcomes will be based on the LCAP 2023 survey data: We will see a 1% increase on the following question: "How well do you feel this school or district is doing in the following area- classroom instruction?"
P6: Surveys of pupils, parents, teachers on sense of school connectedness	P6: LCAP Teacher Survey, Spring 2022: "On most days, how enthusiastic are the students about being at school?" 69% responded favorably.	The expected outcome is that we will see an increase of 1% on the LCAP Teacher Survey, Spring 2023: "On most days, how enthusiastic are the students about being at school?".
P7: Ensuring all students have access to classes that prepare them for college and careers, regardless of what school they attend or where they live.	P7: Our school offers 3 times per year a clear focus on College and Career Readiness opportunities. The committee on site works with teachers to provide resources and engage students through rotations and activities.	There will be an increase of 2% of classes that are prepared for college and career. The site will provide resources and engage students through various activities.

Planned Strategies/Activities

Action 3.1

3.1 PARENT AND STUDENT ENGAGEMENT

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
a. Schedule professional development training to support a welcoming and engaging environment. b.Provide parent training and student outreach based on site-based parent and student needs (i.e. Behavior Management, Dual Immersion, Safety) c. Provide shared leadership opportunities for all parents via ELAC, SSC, PTO, and GATE parent meetings held throughout the year d. Provide additional Parent meetings including the Annual Title 1 Parent Meeting and Coffee with the Principal. Include Parent Nights to cover essential topics (Math Night, Literacy Night, etc.) d. Select, purchase, and order materials to support parents with supporting students at home.	X All Students	2910 Parent Meetings 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $800.00 1910 Hourly, Other Certificated 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 $1056.00 4300 Materials and Supplies 4000-4999: Books And Supplies

e. Provide parent access to technology and resources in the library to foster engaging opportunities. Purchase Maker Space materials for families to engage in. f. Continue involvement in the district's Seal of Biliteracy event. g. Solicit ideas from parents and families (district and site surveys, polls, and parent meeting feedback) to improve our Welcoming and Safe Environment initiative. h. Provide childcare for families so parents can attend meetings and support continued partnerships with the school i. Provide a parent orientation after school for incoming TK and Kindergarten families. Provide teachers with extra compensation for planning and meeting time. j. Continue to improve student and parent access to libraries through schedule modifications, digital resource access, MakerSpace implementation, eBook access, and open library time for parents to come with their children. k, Keep parents informed about student progress on academic and behavior expectations via parent conferences, progress reports, report cards, and regular communication through Parent Square or Class Dojo. m. Provide supports and resources for families that extend beyond the school day (PICO referrals). n. Provide home-school connection opportunities for parents (i.e., Literacy Night, Math Night, etc.) o. Meet regularly with the Think Together Coordinator to discuss ideas on how to bridge the instructional day program with the after school program. p. Communicate with parents using multiple social media platforms (i.e., Dojo, Parent Square, Instagram, and Facebook) regarding upcoming school events, school closures, and special announcements. Communication in the form of email, texting, and phone calls will be provided.		Title I Parent Involvement -- 3010 1902 $1,291.00 4300 Materials and Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 $817

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P1: Teachers are appropriately assigned and fully credentialed in the subject area:	P1: All teachers are fully credentialed outside of interns we have throughout the year.	P1: All teachers are fully credentialed.
P1: Pupils have sufficient access to standards-aligned instructional materials:	P1: Use purchased materials K-6 aligned to ELA/ELD and Math CCSS. Williams Inspection with 100% of our students and teachers having necessary materials. P2: Alignment of ELD textbook materials into UOS, baseline ELPAC and EL Profile Cards used to monitor.	P1: Teachers used district adopted and purchased materials for ELA/ELD and Math. Williams Inspection demonstrated 100% of our TK-6 grade students and teachers have the materials necessary during the 2020 - 2021 school year.
P2: Implementation of state board adopted content and performance standards with all students	P2: Implemented state board adopted content and performance standards with all students. Continue to use Units of Study to monitor alignment.	P2: Full implementation of the state board adopted content and performance standards with all students. Teachers continued to use the Units of Study curriculum and aligned textbook resources to the UoS pacing guides.
P2: English learners will access CSS and ELD standards in both academic content and English language proficiency.	P2: Teachers are current on completing their TELP's and are taken the days they need to progress monitor if they have large groups of English Learners. 2019-20 Due to COVID-19 no test data 2021-22 Testing for ELPAC was completed. This will provide baseline data and increase by 1% overall.	P2. 100% of teachers completed their TELP data and have taken time to progress monitor as necessary, depending on the number of ELs in their classes. All ELs receive 30 minutes of designated ELD instruction (20 minutes for Kinder) and additional integrated ELD instruction throughout the instructional day. All EL students completed the ELPAC assessments in 2020-2021 demonstrating 4% proficient-Level 4, 17.82% moderately developed- Level 3, 33.09% minimally developed- Level 2, and 45.09% somewhat developed - Level 1.

Metric/Indicator	Expected Outcomes	Actual Outcomes
		There was not comparison data from 2019 - 2020 due the COVID pandemic. These results show a decrease rather than an increase as expected, which may be a result of students attending school virtually, which significantly limited their opportunities to read, write, listen and speak like they would during in-person instruction.
P4: Statewide assessments---ELA % Standard Met/Exceeded	P2: Increase our ELA by 1% 2018-19 P4: School 40% ELA; 26%LI; 8%EL 2018-19 2019-20 Due to COVID-19 no data 2020-21 Due to COVID-19 Alternative Data will be gathered. This data will be the baseline and used to show an increase of 1%.	P2: Alternative ELA data was gathered using Istation assessments. Valid comparisons with 2018 - 2019 could not be made since different assessments were used. School overall demonstrated 9% exceeding, 17% meeting, 30% nearly meeting, and 43% not meeting the benchmark. Overall, students performed significantly lower overall during virtual instruction prompted by the COVID pandemic, so the expected outcome of an increase of 1% was not reflected.
P4: Statewide assessments---Math % Standard Met/Exceeded	Actual: School 20%; LI 18%; EL 7% 18-19 P4: 2019-20 Due to COVID-19 no data 2020-21 Due to COVID-19 Alternative Data will be gathered. This data will be the baseline and used to show an increase of 1%	P2: Alternative Math data was gathered using Istation assessments. Valid comparisons with 2018 - 2019 could not be made since different assessments were used. School overall demonstrated 7% exceeding, 11% meeting, 30% nearly meeting, and 52% not meeting the benchmark. Overall, students performed significantly lower overall during virtual instruction prompted by the COVID pandemic, so the expected outcome of an increase of 1% was not reflected.
P4: Percentage of teachers who have been AVID trained and demonstrate College Readiness strategies	P4: We have 31 teachers and 25 have been AVID trained through SI or Path. There is an AVID committee to support the staff on AVID Weekly.	P4: We have 35 teachers, and of these, 22 have been trained through Summer Institute, Path Foundations, or the AVID Virtual PD. Additional teachers will be trained during the 2021-2022 school year. The AVID coordinator provides support and resources for staff via emails, presentations at staff meetings and optional PD sessions.

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4: Percentage of English learner pupils who make progress toward English proficiency as measured by ELPAC	P4: 2019-2020 No Data due to COVID-19 2020-2021 All students will have a 1% increased within all levels on the ELPAC test scores.	P4: All EL students completed the ELPAC assessments in 2020-2021 demonstrating 4% proficient-Level 4, 17.82% moderately developed-Level 3, 33.09% minimally developed- Level 2, and 45.09% somewhat developed - Level 1. There was not comparison data from 2019 - 2020 due the COVID pandemic. These results show a decrease rather than an increase as expected, which may be a result of students attending school virtually, which significantly limited their opportunities to read, write, listen and speak like they would during in-person instruction.
P4: English learner reclassification rate	P4: School had 3 BELIEF Trainings, ELD Descriptor and Beginning of the year trainings to identify strategies per grade level. Review of strategies. 2021-2022 English Learners will have an increase of 1% for the reclassification rate percent of RFEP students.	P4: A total of 9 students (3.5%) reclassified during the 2020 - 2021 school year, which is less than the expected outcome of an increase of 1%. This is likely a result of EL students attending school virtually, which significantly limited their opportunities to read, write, listen and speak English like they would during in-person instruction.
P8: Other student outcomes - DIBELS/IDEL and iStation	School data will increase by 2%. EOY school testing for 2020-21 overall is listed by grade level: iStation assessment was used due to COVID-19 and virtual learning. The baseline data will be used for the next school year.	P4: EOY Istation testing was used as CAASPP baseline data during the 2020 - 2021 school year. Prior to this, DIBELS/IDEL data was used schoolwide, so comparison data (increase/decrease) could not be made. Results of EOY Istation results show: ELA: School overall demonstrated 9% exceeding, 17% meeting, 30% nearly meeting, and 43% not meeting the benchmark. Math: School overall demonstrated 7% exceeding, 11% meeting, 30% nearly meeting, and 52% not meeting the benchmark.
P8: Other student outcomes – SBAC Reading Claim #1	School data will increase by 2% in met or exceeded. 2020-21 CAASPP was not completed due to COVID-19	P8: 2020 - 2021 CAASPP was not completed due to the COVID pandemic.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Improve Reading, Math and Science Proficiency a. Full implementation of UOS CCSS curriculum units and effective instructional strategies; support for ELA/ELD, Math and Science curriculum b. Continue 6th year of AVID c. Provide opportunities for teachers to attend conferences to support CCSS d. Instructional coaches to support teaching and learning for all students e. Assist teachers in monitoring and implementing Units of Study and pacing guides by providing PD and site support. During school closures teachers will provide Distance Learning. f. Provide opportunities to collaborate by grade levels 3 times a year g. Provide release day for Admin Designee to support site with data analysis and SEL h. Provide materials necessary to implement ELA, writing strategies, Balanced Math, STEAM and NGSS units i. Provide computers in the classrooms j. Focused staff meetings monthly on our school initiatives k. Provide materials necessary to supplant California Standards and more complex texts, books and organizers for materials l. Provide Support for extra hours for office registration m. Provide Project GLAD and CABE training for teachers	a. Fully implemented UOS CCSS curriculum units and effective instructional strategies; support for ELA/ELD, Math and Science curriculum b. Continued with another year of AVID c. Teachers attended virtual workshops on an optional basis due to COVID pandemic. d. Intervention teachers continued to support teaching and learning for all students in the area of reading e. Assisted teachers in monitoring and implementing Units of Study and pacing guides. Staff meetings to support navigation of the DPF. f. Teachers/grade levels did not have collaboration days due to COVID pandemic. g. Release day was not provided for Admin Designee to support site with data analysis and SEL due to COVID pandemic (lack of subs) h. Limited materials were purchased to implement ELA, writing strategies, Balanced Math, STEAM and NGSS units i. Chromebooks were provided for students during virtual instruction (1:1 for all students, TK - 6 for at home use). j. Focused staff meetings were held monthly to focus our school initiatives	1110 Hourly Cert 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $0 1130 Teacher Subs 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $3,000.00 2403 Salary, EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $62,935 1100 Salary, CSR Intervention Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $121,391 1100 Salary, CSR Intervention Tchr (50%) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $68,647 2413 Overtime, Sec 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $1,753 2100 Salary, Bilingual Language Tutor (1.0)	1110 Hourly Cert 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $0 1130 Teacher Subs 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $1,223.00 2403 Salary, EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $62,935 1100 Salary, CSR Intervention Tchr 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $121,391 1100 Salary, CSR Intervention Tchr (50%) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $68,647 2413 Overtime Sec 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $7,803 2100 Salary Bilingual Tutor (1.0) 2000-2999: Classified Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
n. EL students will be identified for intervention opportunities during the school day using district benchmarks and used to form intervention groups. o. Provide BLT's to support English Learners and groups will be formed based on data analysis. BLT's will be available during Distance Learning. p. All EL students will receive 30 minutes of designated ELD and integrated ELD throughout the day EL Facilitator provides EL & Re designated support q. Monitoring growth and proficiency for ELPAC scores of EL's r. Instruct students utilizing the 90% Spanish/10% English model of Dual Immersion for Kindergartners. s. Instruct students utilizing the 80% Spanish/20% English model of Dual Immersion for First Grade students. t. Instruct students utilizing the 70% Spanish/30% English model of Dual Immersion for Second Grade students. u. Instruct students utilizing the 60% Spanish/40% English model of Dual Immersion for Third Grade students. v. Instruct students utilizing the 50% Spanish/50% English model of Dual Immersion for Fourth thru Sixth Grade students. w. Students who have gone through the Student Study/Success Team process and who are perceived to have communication challenges will receive enrichment through CEP within the school day and will receive home activities for additional reinforcement.	k. Provided materials necessary to supplant California Standards for instruction l. Did not provide extra hours for office registration since enrollment is now centralized at the Parent Center. m. Project GLAD and CABE training for teachers was not held last year due to COVID pandemic. n. EL students were identified for intervention opportunities during the school day using district benchmarks and used to form intervention groups. o. Provided BLTs to support English Learners and groups based on data analysis. p. All EL students received 30 minutes of designated ELD (20 minutes for Kinder) and integrated ELD throughout the day EL Facilitator provided EL & Reclassification support q. Monitored growth and proficiency for ELPAC scores of ELs r. Instructed students utilizing the 90% Spanish/10% English model of Dual Immersion for Kindergartners. s. Instructed students utilizing the 80% Spanish/20% English model of Dual Immersion for First Grade students. t. Instructed students utilizing the 70% Spanish/30% English model of Dual Immersion for Second Grade students. u. Instructed students utilizing the 60% Spanish/40% English model of Dual Immersion for Third Grade students. v. Instructed students utilizing the 50% Spanish/50% English model of Dual	2000-2999: Classified Personnel Salaries Title III District -- 500 4203 $13,259 4300 Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $67,434.00	Title III District -- 500 4203 $13,259 4300 Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $29,572.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
x. Kinder Teachers will have a parent orientation for incoming students after school. Provide teachers with planning and meeting extra hours. This may occur on another date due to school closures. y. Continue to provide and improve student and parent access to libraries, i.e., library staff schedule modifications, digital resource access, and additional books and eBooks, including pilot Maker Spaces implementation z. Continue and expand instructional monitoring system, i.e., instructional walkthroughs and Fishbowls, data dashboards, and administrative support z.a Provide teacher preparation and collaboration time to support CSS implementation including designated and integrated ELD, state and local assessment analysis, and instructional planning as evidenced by agendas, protocols, and coaches logs. z.b Improve parent and student access to the library through scheduled time and an increase in library books/eBooks inventory. z.c Due to school closures provide support for Distance Learning.	Immersion for Fourth & Fifth Grade students. w. Students who went through the Student Study/Success Team process and who were perceived to have communication challenges received enrichment through CEP within the school day and at home activities for additional reinforcement. x. Kinder Teachers did not have a parent orientation for incoming students after school due to the COVID pandemic. y. Students and parents had limited access to libraries due to school closures.(parents not allowed on campus) z. Did not expand instructional monitoring systems due to school closures. z.a Provided teacher collaboration time to support CSS implementation including designated and integrated ELD, state and local assessment analysis, and instructional planning as evidenced by team meeting agendas. z.b Did not improve parent and student access to the library due the COVID pandemic.		
1.2 INSTRUCTION AND COLLABORATION a. Utilize Step Up to Writing strategies. b. Provide a classroom setting conducive to learning. c. Provide AVID supplies for each student d. Continue to purchase additional titles for the library aligned to McGraw Hill	a. Some teachers utilized Step Up to Writing strategies. Some teacher teams used the Writing Planning materials available in UoS. b. Provides classroom settings conducive to learning. c. AVID supplies were provided for each student. Used in-house agendas this year.	1130 Teacher Subs 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $11,024.00	1130 Teacher Subs 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ELA Program, Units of Study and Dual Immersion and allow for library access e. Purchase Common Core Materials necessary to supplement McGraw Hill ELA and Math f. Purchase needed materials and supplies to foster Balanced Math and NGSS strategies and units g. Provide technology supplies for teachers and students h. Provide time monthly to collaborate i. CSR Intervention teachers will provide intensive intervention for early literacy. j. Provide collaboration days for data analysis, pacing, planning and organizing Professional Development (PD) includes contracts and staff substitute/hourly for research-based strategies through Center for Leadership and Learning, Core Collaborative, RCOE, UCR to support UoS Curriculum Design (1.1a), Balanced Math (PD and coaching), Early Literacy (1.4c), GATE certification, Project GLAD, Principal Coaching, Special Education collaboration, Growth Mindset, Technology, Equity Institute, and coaching model follow up. k. Continued development of Next Generation Science Standards (NGSS) UOS and implementation plan through the District Science Committee (DSC) l. Teacher preparation and collaboration time continued to support data analysis, intervention support, and lesson planning includes additional 15 minutes of preparation time, site-based additional substitute and hourly collaboration time	d. Did not purchase additional titles for the library and did not increase library access due to COVID pandemic and our library being under construction. e. Purchased materials necessary to supplement McGraw Hill ELA and Math (Dual Immersion guided reading books). f. Purchased needed materials and supplies to foster Balanced Math and NGSS strategies and units. g. Provided technology supplies for teachers and students (headsets for students and voice amplifiers for teachers) h. Teachers collaborated on Wednesday minimum days. i. Intervention teachers provided intensive intervention for early literacy. j. Collaboration days were not provided for data analysis, pacing, planning and organizing due to sub shortages (COVID pandemic). k. (NGSS) UOS and the District Science Committee (DSC) did not meet during 2021 - 2022 school year. l. Teacher preparation and collaboration time continued to support data analysis, intervention support, and lesson planning includes additional 15 minutes of preparation time, site-based additional substitute and hourly collaboration time to support CSS implementation, and data team leader stipends m. Extended Day Opportunities (ELO) program was offered during the winter of 2021 and spring 2022.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
to support CSS implementation, and data team leader stipends m. Develop and increase Extended Day Opportunities (ELO) program			
1.3 INTERVENTIONS a. CSR Intervention teachers support primary instruction and intensive language learners (Title I) b. Teachers will continue developing SMART goals after UOS assessments. The principal will monitor through grade level minutes and data analysis forms c. Teachers and principal will keep parents informed on progress d. Extended Learning Opportunities and Kinder Academy e. Technology and software aligned to technology plan (including PD for 1:1) f. Bilingual Language Tutors (3) provide primary language support for English Learners and support BLT's to attend training for ELPAC and Project GLAD g. Provide opportunities for GATE students to work on essential learning via after-school activities and provided release time for teacher to assess. h. Teachers will continue Early Literacy strategies and intervention using DIBELS and IDEL along with CSR Intervention teachers support i. Teachers will continue Balanced Math strategies Mental Math, Math Review and Math Fun and the school will provide needed materials to continue implementation	a. Intervention teachers supported primary instruction and intensive language learners (Title I) b. Teachers did not develop SMART goals after UOS assessments since assessments were optional this school year. The principal monitored assessment data through grade level minutes and data analysis forms to support teacher and students. c. Teachers and principal kept parents informed on progress d. Extended Learning Opportunities and Kinder Academy were offered e. Technology and software aligned to technology plan was purchased. f. Bilingual Language Tutors provided primary language support for ELs. GLAD training was not offered due to sub shortages. g. Identified GATE students attended enrichment classes after school monthly. h. Early Literacy strategies and intervention by Literacy Support Teachers continued and NWEA assessments were used for progress monitoring. i. Teachers continued using Balanced Math strategies.	1130 Subs 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $2,000 2100 Salary, Bilingual Language Tutor (1.125 FTE) 3000-3999: Employee Benefits LCFF Suppl/Conc -- 0707 $57,394 4300 Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $0 5725 Printing 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $1,200.00 2100 Salary, Bilingual Language Tutor (0.375 FTE) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $21,267 4210 eBooks Library 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1460.00 5640 Maint. Contract 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707	1130 Subs 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $0 2100 Salary, Bilingual Language Tutors (1.125 FTE) 3000-3999: Employee Benefits LCFF Suppl/Conc -- 0707 $57,394 4300 Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $0 5725 Printing 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $11,800 2100 Salary, Bilingual Tutor (.375 FTE) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $21,267 4210 eBooks Library 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $0 5640 Maint. Contract 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		$2,000.00	$0
		4310 Technology Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1,000.00	4310 Technology Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $0
		1110 hourly, Tchr. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1,000.00	1110 hourly, Tchr. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $0
1.4 ASSESSMENT AND DATA COLLECTION a. Monitor CAASPP, CAA, and ELPAC data. California state test in Science in 5th grade for NGSS b. Monitor the pre and post assessments in the Units of Study, DIBELS, IDEL and pacing guide schedule every 6-8 weeks. Use curriculum-embedded assessments. The purpose of these assessments is to provide timely data to teachers to make decisions that will improve instruction and students learning and assist them in monitoring progress. c. Online integration of formative assessments d. Provide Analysis and Data Review Support e. Teachers will use RAZ, Mobymax, Read Naturally, iStation, and BrainPop as resources for the classroom.	a. School was unable to monitor CAASPP and CAA data since the assessments were not given last year due to the COVID pandemic. EL students did take the ELPAC assessments. b. Pre and post assessments in the Units of Study were not monitored due to being optional. DIBELS and IDEL assessments were replaced with Istation assessments last year, and NWEA assessments during 2021 - 2022. Data was used as one measure to monitor progress and adjust instruction as necessary. c. Online formative assessments were given for ELA and Math (NWEA assessments). d. Provided Analysis and Data Review Support of NWEA Map Growth Assessment data e. Teachers used RAZ, Peardeck, Kami, and Seesaw (K-3) as online resources this year. JUSD discontinued contracts with other programs (Brain Pop, Read Naturally, Moby Max, Istation)	5640 Maint Contract 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $2,779.00	5640 Maint. Contract 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $0
		5850 Software Licences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $13,500.00	5850 Software Licences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.5 MAINTAIN HARDWARE, MATERIALS AND SUPPLIES a. Provide working copy machines b. Provide service and supplies for copy machines c. Provide lamination supplies d. Provide service on lamination equipment e. Provide ink cartridges for computer printers f. Provide warehouse supplies to support instruction g. Purchase additional McGraw Hill, Balanced Math and NGSS resource materials h. Provide additional tables and chairs to classrooms i. Purchase incentives j. Purchase technology and furniture to support collaboration k. Library Support	a. Provided working copy machines b. Provided service and supplies for copy machines c. Provided lamination supplies d. Provided service on lamination equipment e. Provided ink cartridges for computer printers f. Provided warehouse supplies to support instruction g. Did not purchase additional McGraw Hill, Balanced Math and NGSS resource materials. h. Did not provide additional tables and chairs to classrooms. i. Did not purchase incentives aligned to this Goal. j. Purchased technology resources to support collaboration and instruction. k. Library Support was not provided due to our library being under construction this year.	4300 Supplemental Support/Materials 4000-4999: Books And Supplies Title I Basic -- 3010 $0 4210 Library 4000-4999: Books And Supplies Title III LEP -- 4203 $7858.00	4300 Supplemental Support/Materials 4000-4999: Books And Supplies Title I Basic -- 3010 $0 4210 Library 4000-4999: Books And Supplies Title III LEP -- 4203 $0
1.6 PROFESSIONAL DEVELOPMENT a. Teachers will participate in trainings that will focus on improving classroom instruction and promote college and career readiness. Teachers will participate in DIBELS, IDEL, CUE, AVID, Project GLAD, and CABE PD. Refreshments provided as needed. b. Teachers will attend district Balanced Math and California Standards training. These may be in Math, ELA, Technology or classroom management c. Teachers and administrator will share effective strategies and collaborate to produce a cohesive plan for the	a. Teachers were not able to participate in trainings or workshops due to the COVID pandemic. Optional virtual workshops were offered from our technology, Education Services & College & Career Readiness departments. b. Teachers did not attend district Balanced Math and California Standards training due to sub shortages. c. Teachers and administrator shared effective strategies and collaborated to produce a cohesive plan for teaching. d. Staff did not participate in Customer Service and Boys Town Training due	1130 Subs 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $0 5200 Conf 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $680.00	1130 Subs 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $0 5200 Conf 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
implementation of strategies at the site by grade level d. Staff will participate in Customer Service, CPI and Boys Town Training e. Purchase material necessary to support the implementation of California Standards and the designated plans f. The Leadership team will continue working on strategies to improve collaboration with their grade level teams	to COVID pandemic. Some teachers did attend CPI training. e. Site did not purchase additional materials to support the implementation of California Standards and the designated plans f. The Leadership team continued working on strategies to improve collaboration with their grade level teams		
1.7 PROVIDE STUDENT INCENTIVES a. Students will be given incentives to improve attendance/behavior, and increase student achievement (agendas, Science winners, intramural sports, skills day, attendance awards, 100 mile, effort awards, achievement awards, reclassification awards.	a. Students were not given incentives to improve attendance/behavior, and increase student achievement due to COVID pandemic.	5800 Imagination Machine 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $2,000.00	5800 Imagination Machine 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $0
1.8 TECHNOLOGY a. Teachers will follow the technology standards ITSE by grade level in order to meet the needs of SBAC Smarter Balanced Assessment Consortium each year b. Teachers will prepare students by following the Units of Study assessments and use the districts Educator's Assessment Data Management System EADMS c. Teachers will scan into this system and use the assessment bank in preparation for the CSS SBAC computer adaptive items and performance tasks	a. Teachers followed the technology standards ITSE by grade level b. Teachers did not utilize the Units of Study assessments since they were optional this school year. Various assessments were used to monitor progress. c. Teachers no longer have to scan into this system and use the assessment bank in preparation for the CSS SBAC computer adaptive items and performance tasks d. Instructional coaches and technology coaches no longer exist. Teachers received limited optional	1100 Salary, CSR Intervention Tchr (50%) 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 $68,647 4400 Technology 4000-4999: Books And Supplies Title I Basic -- 3010 $500.00 4310 Tech Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1,000	1100 Salary, CSR Intervention Tchr (50%) 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 $68,647 4400 Technology 4000-4999: Books And Supplies Title I Basic -- 3010 $0 4310 Tech Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
d. Teachers will receive training from teacher technology coaches and coordinator on the use of computers, laptops, tablets, Chromebooks, document cameras, projectors, and online resources e. Teachers will attend Technology training available to assist with NGSS, UOS and Chromebook implementation. f. Teachers will use RAZ, Mobymax, Read Naturally, iStation, and BrainPop as resources for the classroom.	trainings from technology coordinators this year. e. Teachers did not attend Technology training available to assist with NGSS, UOS and Chromebook implementation due to the COVID pandemic. Optional, self-paced professional development was available through the online Alludo platform. f. Teachers used RAZ, Peardeck, Kami, and Seesaw (K-3) as online resources this year. JUSD discontinued contracts with other programs (Brain Pop, Read Naturally, Moby Max, Istation)		

Analysis

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

Overall, some of the planned strategies and activities could not be carried out nor implemented due to COVID procedures or staff shortages, including a shortage of substitute teachers and classified staff. Release days for grade level planning and for the Admin Designee to analyze data could not happen due to the lack of subs. Many planned workshops were cancelled, shortened, postponed or moved to a virtual setting for the same reason. Some of the programs or platforms referenced in the former plan are outdated and no longer used in JUSD such as DIBELS, IDEL, EADMS, Boystown, Read Naturally, and Istation. Although we were not able to improve parent access to the library, we were able to work on extending our library space to include a Maker Space area. Our library is currently under construction. We maintained hardware for the most part, but shipping delays and supply shortages made it a bit difficult.

We were able to implement some of the strategies. The Curriculum (Units of Study) pacing guides were utilized by teacher teams. Teacher teams also collaborated and calibrated on Wednesday afternoons, although most of the year virtually. They were able to utilize the 15 minutes of daily planning time after school. Teachers were also given the option to complete self-paced professional development activities online via Alludo. Depending on what was selected or needed, teachers were able to refine teaching skills in core content areas. Some small scale (30 minute) site based professional development opportunities were offered that focused on AVID strategies, guided reading, RAZ Plus, Lightbox books, GATE strategies, and math strategies for primary and upper grades. Some staff members did attend CPI training this year and two teachers were AVID trained virtually. Additional teachers will be trained over the summer. All teachers were provided with the necessary materials to successfully implement AVID and Balanced Math strategies. Teachers were also given some technology supplies including voice amplifiers. Our Literacy Support Teachers pushed into classrooms to offer small group instruction and guided reading. ELO was offered in the winter, focusing on SEL and again in the spring to focus on academics. Kindergarten teachers continued to provide Kinder Academy after school and GATE enrichment classes were also held this year. The new NWEA assessments were utilized schoolwide and data was analyzed by teacher teams, our intervention teachers, and administration. Staff meetings focused on the Digital Platform, navigating the Units of Study and unpacking priority standards. We did extend the Dual Immersion Program to include 5th grade this year. Due to the pandemic, SEL strategies were greatly needed. Teachers begin the instructional

day with a morning meeting. To support positive behavior and a productive work environment, we implemented our SWAG initiative for student behavior expectations mid- year. 'Caught with Roadrunner SWAG" tickets, raffles and monthly behavior incentive parties began in January. A variety of incentives have been purchased to support this initiative and to recognize positive behavior.

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

Overall, we did not meet the articulated goals in any area, partially because the strategies and activities could not be carried out due to the lack of staffing. Additionally, the data is a bit skewed since the assessments were different from one year to the next (not able to compare progress over time) or baseline data was not available to look at until this summer. For ELPAC, our English Learners scored significantly lower last year possibly due to the lack of opportunities to practice listening, speaking, reading and writing in English due to distance learning and school closures. Our students overall struggled academically during distance learning, especially in the area of math. NWEA data is new, so students and teachers are still in the learning phase of understanding what the data is showing. Now that all 3 benchmarks have been given, teachers will be able to use this data (as one measure among many) to track progress over time and drill down by specific standards to effectively differentiate instruction and establish small groups for literacy and math intervention. This year, teachers have had to retrain many students to work collaboratively for in-person instruction, so data in the beginning of the year is reflective of that.
The mini optional professional development workshops helped teachers refamiliarize themselves with structures and strategies they used prior to school closures.
The SWAG initiative has been positive overall as student referrals and discipline records continue to decline for most grade levels, but not all grade levels. Grades 1 & 6 continue to need additional supports.

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

Many of the planned expenditures were lower than expected since there was a lack of staffing (e.g., release days for teachers). There was also a decrease in spending on instructional supplies and technology resources due to everyone getting reacclimated to returning to school this year. ELO was offered and the site did not have to pay for it since the district funded the program during winter and spring.
All salaries were paid for our Literacy Support Teacher, EMCC, and Bilingual Tutors.

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.

There will be several changes in the SPSA in regards to the strategies and actions. We will be updating student programs, district initiatives, and assessment practices. Release days for teacher planning will be implemented next year and we are hopeful that teachers will be able to attend additional professional development opportunities as staffing issues improve (to be reflected in the professional development section). Goals for student achievement will be established using NWEA baseline data from this year for grades K-5 in ELA and Math and CAASPP data will also be used for grades 3 - 6 (which will be reflected in the assessment and data collection section). ELPAC results will continue to be analyzed to determine effectiveness of our programs. Additional support through sharing GLAD strategies will be provided to support ELD instruction. The Interventions section will be updated to include our new Math Support Teacher.

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P1: School facilities are maintained in good repair: Baseline: Serviceability of facilities with maintenance with 100% of Good or Better on Facility Inspection Tool (FIT)	P1: School FIT report will indicate 100% Exemplary	P1: School FIT report indicated 100% - Exemplary
P5: School attendance rates:	P5: Our attendance rate was continuing to improve before the pandemic. Currently it has declined. Many incentives will be offered and parent meetings will focus on the importance of attendance. 2021-22 Increase Attendance Rate by 2%.	P5: Attendance rates have declined, demonstrating 90.53% during the 2021 - 2022 school year. This is a result of the COVID pandemic.
P5: Chronic absenteeism rates:	P5: During the 2020-21 school year our attendance has been a challenge due to COVID-19. We continue to monitor 10% absences, SART and SARB meetings. The expected outcome is that the absenteeism rate will decrease by 3%.	P5: Chronic Absenteeism has continued to increase due to COVID pandemic. Pedley reported an 18.2% absenteeism rate during the 2020 - 2021 school year when students logged on virtually.
P6: Pupil suspension rates:	P6: During the 2018-19 our suspension rate had decreased and throughout the pandemic our suspension rate has remained low. 2020-21 We have been working with our BSEL Coordinator and Psychologist to help support SEL needs.	P6: During 2020 - 2021 distance learning and school closures, the suspension rate decreased to 0%.
P6: Surveys of pupils, parents, teachers on sense of safety:	P6: Actual 20-21 Surveys: LCAP Survey – LCAP Survey – STUDENTS-We have 70% of students satisfied with our school. 89% of students	The LCAP survey was given this spring and results will be analyzed to determine effectiveness of our school program.

Metric/Indicator	Expected Outcomes	Actual Outcomes
	are satisfied with the instruction in school and feel that they are getting help with reading. 91% feel they are getting support for math. 70% of our students feel safe at school. There will be an increase of student surveys by 2%. LCAP Survey – STAFF-Out of all the surveys submitted we had 78.79% of Certificated and 21.21% Classified complete the survey. Most people have worked at Pedley 16 or more years. Most staff members believe that JUSD provides high quality of education. 70% of staff feel that they have adequate instructional supplies. 93% of staff members agree that the school is preparing students for college and career and that we have a collaborative culture. Staff suggested more training for students on trades. They believe parental involvement is minimal. More emphasis on interventions to bring down our SST caseload and more supervisors on the playground. There will be an increase of staff surveys by 2%.	Students took the Healthy Kids Survey and the Bright Bytes survey during distance learning. This school year, 2021 - 2022, 241 3rd - 5th grade students took the LCAP Student Survey during Spring 2022: "Overall, how much do you feel like you belong at your school?" 66% responded favorably.
P6: Surveys of pupils, parents, teachers on sense of safety:	LCAP Survey - PARENTS-Most of the parents submitting the survey are Latino/Hispanic and qualify for free and reduced lunch-58%. Most parents are extremely satisfied or moderately satisfied with the school. Parents also felt that the instruction and reading support they received was extremely well or moderately well. There was also a majority of parents completing the survey stating that their child would go to a 4 year university or community college. Most parents were happy with the technology use. Parents suggested increase in Dual Immersion support, crosswalks and more supervision. Parents suggested less screen time. There will be an increase of 2% on parent surveys'	This school year, 2021 - 2022, 27 Pedley family members took the LCAP Student Survey during Spring 2022: "Overall, how well do you feel like this school or district is doing in the following area: Student Achievement?" 62% responded favorably.
P6: Surveys of pupils, parents, teachers on sense of safety:	LCAP Survey – STAFF-Out of all the surveys submitted we had 78.79% of Certificated and 21.21% Classified complete the survey. Most people have worked at Pedley 16 or more years. Most staff members believe that JUSD provides high quality of education. 70% of staff feel that they have adequate instructional supplies. 93% of staff members agree that the school is preparing	This school year, 2021 - 2022, 29 Teachers and staff members took the LCAP Student Survey during Spring 2022: "Overall, how confident are you that you can help your school's most challenging students to learn?" 55% responded favorably.

Metric/Indicator	Expected Outcomes	Actual Outcomes
	students for college and career and that we have a collaborative culture. Staff suggested more training for students on trades. They believe parental involvement is minimal. More emphasis on interventions to bring down our SST caseload and more supervisors on the playground. There will be an increase of staff surveys by 2%.	

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 HEALTH SERVICES a. School attendance will increase by having the nurse and health clerk help students health with their health needs and educate them on how they can stay healthy. b. Health Clerk Aide (HCA) to support health services and parent communication c. Health Clerk Aide (HCA) will provide an incentive for all 6th-grade students to have TDAP immunization completed	a. School attendance decreased due to students not coming to school due to positive COVID cases, close contact with a positive person, or symptoms related to COVID. b. Health Clerk Aide (HCA) supported with COVID protocols, providing health services, and communicating regularly with families. c. Health Clerk Aide (HCA) reminded all families of 6th-grade students to have TDAP immunization completed before starting middle school.	2200 Salary, Health Clerk Aide (HCA) .50 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $26,759	2200 Salary, Health Clerk Aide (HCA) .50 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $26,759
2.2 STUDENT SAFETY AND CLIMATE a. Schedule ongoing SEL training and coaching support b. Schedule Staff and Parent SEL training c. Selection, purchase, and order SEL support materials and student incentives d. Provide Boys Town and CPI Training to teachers and staff e. Continue “Caught Being Good” tickets for good behavior f. Room environment will be enhanced by purchase of furniture	a. Scheduled ongoing SEL training and coaching support b. Scheduled Staff SEL training virtually. Parent training did not happen due to school closures. c. Online SEL support materials were provided via Harmony. SEL support (individual and group counseling) offered by our Behavior Specialist. d. Boys Town and CPI Training for teachers and staff did not take place due to the COVID pandemic.	4300 SEL 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $500.00 5200 Safe Schools 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1031.00 4300 Desks and Chairs 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $2,169.00	4300 SEL 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $0 5200 Safe Schools 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $0 4300 Desks and Chairs 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
g. Schedule staff to attend Boys Town, CPI, CAPTAIN and SEL training for all Special Ed. aides and teachers h. Schedule Saturday School Program i. Monitor absence rate weekly and schedule SART meetings j. Attendance incentives to promote attendance k. Work orders for campus repairs will be submitted in a timely manner and weekly meetings with custodian l. Schedule meetings the SEL coordinator to follow up on district meetings and improve site level data m. Schedule college and career readiness days throughout the year to improve climate n. Continue to improve site with furniture to provide a more welcoming environment o. Work with School Safety Team to support the development of the safety plan p. Provide 100 mile club support (incentives, posters, t-shirts etc.) q. Provide students with opportunities to connect with other students and build on inclusion practices through buddy reading, Dr. Seuss, Cybersecurity Tech Day and College and Career rotation days r. Provide School night events lighting s. Provide Continued to support SEL Coaching and Professional Development and increase support for Tier 2 and Tier 3 Behavior Interventions and increase students' ability to better resolve conflict and become more socially and emotionally resilient.	e. "Caught with Roadrunner SWAG" tickets for good behavior were distributed for positive behavior. f. Room environments were not enhanced this year since the district has established a task force to replace all classroom furniture next year. g. Staff did not attend Boys Town,CAPTAIN and SEL training due to COVID pandemic. Some staff members did attend CPI training. h. Saturday School Program was held monthly. i. Absence rates were monitored. SART parent meetings were held with parents whose students exceeded 10% absences. j. Attendance incentives were not provided due to the COVID pandemic. k. Work orders for campus repairs were submitted in a timely manner. l. Scheduled monthly meetings with the BSEL coordinator to follow up on district meetings and to look at site level data and establish a plan to improve SEL. m. College and career readiness days were scheduled alongside Red Ribbon Week. n. Furniture was not purchased. See f. above o. Work with School Safety Team to update and improve the site safety plan. Provided staff development on the new safety plan. p. 100 Mile Club continued (awards and t-shirts were given to students who met 100 Mile Club goals)	4300 Books for Teachers 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $300.00	4300 Books for Teachers 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to review and expand Safe School plans development, staff development support, and emergency supplies t. Provide opportunities for students to develop leadership skills through our AVID student leaders	q. Inclusive events included Read Across America Week, College and Career/Red Ribbon Week, School Spirit Days, a School Carnival, a Holiday Concert and grade level celebrations. r. Evening events requiring school lighting were not scheduled this year due to parents not being allowed back on campus until the end of the year due to the COVID pandemic. s. Redeveloped sitewide behavior plan to include a SWAG Behavior Matrix with raffles, prizes, and monthly celebrations. Did not increase support for Tier 2 and Tier 3 Behavior Interventions. We will be implementing the Peer Mediator Program next year (to increase students' ability to better resolve conflict and become more socially and emotionally resilient). 3rd - 5th graders were selected to be trained this year through RCOE. t. Teachers provided opportunities for students to develop leadership skills through AVID and the Peer Mediator Program.		
2.3 STUDENT ATTENDANCE a. School attendance will increase by having the nurse and health clerk support the students health needs and educate them on how they can stay healthy. b. The school will purchase incentives for being on time and for being at school on a daily basis. There will be rewards for those students who have high attendance rates. The school will offer	a. School attendance decreased due to the COVID pandemic. b. The school did not purchase incentives for being on time and for being at school on a daily basis due to COVID pandemic. Symptomatic students were encouraged to stay home. Saturday School was offered monthly. SARB meetings were scheduled each trimester.	4300 Attendance Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $500.00 4300 Saturday School Incentives and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $500.00	4300 Attendance Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $0 4300 Saturday School Incentives and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
as an incentive Saturday School. Monitor 30 and 60 day follow up of SARB students. c. Awards will be given for perfect attendance, outstanding attendance and CAASPP met/exceeded standard awards. Monthly Newsletter will inform parents of attendance and highlight percentages d. School will provide a Ready Recess reward for students ready to learn based on awards e. Saturday School enrichment materials f. Use RAPTOR system and Volunteer Appreciation Breakfasts to show appreciation to parents g. Discuss attendance at leadership, SSC, AVID parent meetings, social media for shared leadership h. Continue to provide and improve Saturday School program for ADA Recovery, student behavior support, and engaging instructional support i. Continue to provide and improve support for Chronically Absentee students, i.e., Saturday school, SEL, and follow up	c. Attendance Awards were not given due to the COVID pandemic. CAASPP met/exceeded standard awards were not given since CAASPP assessments were not taken during the 2020 - 2021 school year. Monthly Newsletters were not distributed. Parent communication was provided through various communication platforms including Parent Square, Dojo, Instagram and Facebook. d. Ready Recess incentives were not used. e. Saturday School was offered monthly. f. The RAPTOR system was used at the end of the year when parents were allowed back on campus. g. Attendance was discussed at leadership, SSC, and ELAC meetings. h. Saturday School program for ADA Recovery was held monthly. i. Continued to provide support, via follow - up, parent phone calls, and home visits for Chronically Absentee students		

Analysis

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

Many of the strategies and activities referenced above connected to attendance were cancelled or modified due to the COVID pandemic. Attendance awards could not be issued because it was important that families kept their children home if they were symptomatic, to help avoid spreading the virus. SART meetings were held each trimester for students who were absent more than 10% of the school year (minus quarantine days). Both parents are students attended these meetings in an effort to increase attendance and/or decrease tardiness. Chronic absenteeism students were contacted via phone calls, letters, or home visits. Saturday School was held monthly and sessions were well attended to recapture ADA. SEL strategies were used by teachers via morning meetings, however teachers have expressed that they would like a curriculum and additional materials. Students who need additional support were provided with referrals to our PICO department or providing a referral for our Behavior Therapist. In the area of Student Safety and Climate, various teams and committees (BSEL, leadership

and administration) helped to revamp our sitewide behavior program to best address the needs of our students post-pandemic. This led to a schoolwide SWAG Behavior Matrix and new "Caught with Roadrunner Swag" tickets, SWAG incentives and awards including SWAG parties, raffles and a SWAG certificate at Trimester Award ceremonies. SWAG = Staying Safe, Working Together, Acting Responsibly, and Giving and Getting Respect.

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

Attendance strategies and activities that were used were effective. Most students who were placed on a SART contract demonstrated improved attendance or a decrease in tardiness. Saturday School participation continued to be high all year as students seemed to really enjoy the activities.
In the beginning of the year, behavior tended to be a significant issue. Students were struggling to adapt to being back at school, around other students. In January, our schoolwide SWAG program was introduced to students and behavior continues to improve, slowly, yet steadily. Students (especially those in grades K-4), really seem to enjoy the SWAG parties, incentives and raffles. All staff members help distribute SWAG tickets and a schedule was provided with SWAG expectations by location. We are hopeful that the Peer Mediation training this year will also help to promote positive behavior and help students learn how to effectively resolve conflict.
More effort and strategies need to be given to support teachers with SEL strategies and lessons.

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

Very limited funding was used since the strategies and activities were implemented with materials that were already available on site (award certificates, prizes on hand). Discretionary funds were used for SWAG raffle incentives and prizes. 50% of our health clerk aide was funded through this part of our SPSA. PICO services were provided but not funded by the site. Saturday school materials and resources were funded by the district.

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.

Now that there appears to be an improvement with the COVID pandemic, incentives for improved attendance and attendance overall can be implemented. SART meetings will continue to be held and more attention can be placed on analyzing and monitoring attendance data. Our SWAG behavior program will be re-evaluated to see what improvements can be made now that we have implemented for the second half of the school year. These updates will be found in Goal 2 of our SPSA. Professional development for teachers on how to effectively incorporate SEL strategies will be provided. Additionally, SEL data will be monitored using Panorama (LCAP) survey. These changes will be reflected in Goals 1 & 2 of the SPSA. We would also like to offer a wider variety of incentives for students who follow the SWAG Roadrunner expectations (Shakey's lunch, raffles for off campus walking fieldtrips, "Caught with Roadrunner SWAG t-shirts, etc.)
We will also be starting a Peer Mediator Program to teach students to help other students effective ways to solve problems without taking sides. 25 students will receive Peer Mediator Training through RCOE.

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P3: Percentage of parents that take advantage of parent engagement opportunities inclusive of Special Education and Unduplicated students	P3: 2021-22 There will be an increase of 2% of parents who participate in school wide activities all the time.	P3: There was a decrease in parent participation this year due to school events being cancelled and parents not being allowed on campus until the end of the year. LCAP Parent/Family Survey, Spring 2022: "For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?" 89% responded Favorably
P3: Percentage of parents that acknowledge opportunities for involvement in school and district decision making	P3: 2021-22 There will be an increase of 2% of awareness of the opportunities the parents report to the school.	P3: The same survey was not administered so there is not applicable data for this area.
P5: Survey of Students, Teachers, and Parents on Student Engagement	P5: 2021-22 There will be an increase of students who participate in school-wide activities and a 1% increase in students indicating that a grown up listens to them.	P5: LCAP Teacher Survey, Spring 2022: "On most days, how enthusiastic are the students about being at school?" 69% responded favorably.
P6: Surveys of pupils, parents, teachers on sense of school connectedness	P6: There will be an increase by 2% in surveys by pupils, parents and teachers to increase school connectedness. This increase will also be indicated in a welcoming environment.	P6: LCAP Parent/Family Survey, Spring 2022: "How well do you feel the school or district is doing in the following area: School Climate and Culture?" 65% responded favorably LCAP Teacher Survey, Spring 2022: "How supportive are students in their interactions with each other?" 45% responded favorably

Metric/Indicator	Expected Outcomes	Actual Outcomes
		LCAP Student Survey, Spring 2022: "How much students feel they are valued members of the school community?" 58% responded favorably
P7: Ensuring all students have access to classes that prepare them for college and careers, regardless of what school they attend or where they live.	P7: There will be an increase of 2% of classes that are prepared for college and career. The site will provide resources and engage students through various activities.	P3: The same survey was not administered so there is not applicable data for this area.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Parent and Student Engagement a. Schedule with district support for PD training to support a welcoming and engaging environment. b.Parent training and student outreach based on site-based parent and student needs (i.e. 100 Mile Club, Character Club, Dual Immersion). c. Shared Leadership for all parents (i.e., ELAC, SSC, GAC, PTA, SEPAC) d. Selection, Purchase, and order parent support materials (include computers, and resource materials) e. Access to technology and resources in the library to foster engaging opportunities. Purchase Maker Space material f.Continue Involvement in the district Dual Immersion Festival g. Continue and improve our Welcoming and Safe Environment with furniture, professional development and monitoring of school-wide implementation	a. PD training to support a welcoming and engaging environment did not take place due to the COVID pandemic and sub shortages. b. Parent trainings and student outreach were provided due to parents not being allowed on campus due to the COVID Pandemic. Some parent meetings were held virtually and some in person depending on COVID protocols. c. Provided shared Leadership for all parents (i.e., ELAC, SSC, GAC, PTO) in a virtual or in-person format this year. d. Limited parent support materials were purchased due to parent/school events being cancelled due to COVID pandemic. We were able to host our Annual Title 1 Parent Meeting, Coffee with the Principal and some SSC and ELAC meeting in person. e. Access to technology and resources in the library to foster engaging opportunities was not	2910 Parent Meetings 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $832.00 1910 Hourly, Other Certificated 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 $1056.00 4300 Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $1180.00 Translator Clerk Typist 4 hours 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $26,756.00 Translator Clerk 2000-2999: Classified Personnel Salaries	2910 Parent Meetings 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $0 1910 Hourly, Other Certificated 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 $0 4300 Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $323 Translator Clerk Typist 4 hours 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $26,756.00 Translator Clerk 2000-2999: Classified Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
h. Provide babysitting for parents to attend meetings and support continued partnerships with the school	provided due to parents not being allowed on campus the majority of the year. Our library wa also under construction so that we can have a full Maker Space location. f. The District Dual Immersion Festival was restructured (minimized) and held towards the end of the year. g. Improvements to provide a Welcoming and Safe Environment with furniture, professional development and monitoring of school-wide implementation was delayed due to COVID pandemic. h. Babysitting for parents to attend meetings and support continued partnerships with the school was not necessary due to most meetings being held virtually, staff shortages, and the COVID pandemic limiting parent meeting opportunities.	Title I Basic -- 3010 $2,000	Title I Basic -- 3010 $2,000

Analysis

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

We were able to provide our TCT support in the front office to help our parents and translate as needed. Professional Development training for staff was not provided due to lack of sub shortages and constant staffing changes at Pedley. Shared leadership opportunities for parents were offered during parent meetings such as SSC, ELAC, and the Annual Title 1 Parent Meeting, although these were not always well attended due to the pandemic and the many changes (virtual to in person to virtual). We were able to host a Coffee with the Principal meeting in December to introduce the new administration (new principal and assistant principal) to Pedley Parents. One of the main topics of discussion with parents has centered around student safety (arrival/dismissal, recess and lunch supervision). Several of these conversations and input from parents helped to put new processes , procedures and schedules into play (reflected in Goal 2). PTO meetings began during the second half of the school year when school attendance as a whole began to improve. Some strategies and activities that did not take place include: access to technology and resources in the library, provide babysitting for parent meetings, parent trainings, and ordering of Maker Space materials. This was due to visitors not being allowed on campus until the end of the year, our library being under construction and/or the COVID pandemic causing staff shortages to assist with some of these events/activities.

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

With the strategies and activities we were able to provide, they were successful. Our TCTs offer a welcoming environment for parents (determined by observations as well as the fact that there have not been any complaints from parents nor staff). Our Maker Space development is in full swing. Our library was formerly a classroom and not conducive to provide a true Maker Space section. Mid-year our library was moved to a new location that provided an opportunity to expand the space (two classrooms) to include a Maker Space area for our students. The construction took place over winter break and our Technology Coordinator has been an instrumental help in getting this project off the ground. Our staff, students, and parents as whole are excited about this opportunity. We will soon be ordering materials, supplies, resources and furniture with the goal of opening our new library in the fall of 2022.

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

We spent significantly less than we anticipated, partly because we were not able to provide as many parent events and workshops as we had planned and partially because the district helped fund our new Maker Space. We were also informed that new furniture would soon be provided for all classrooms across the district so we did not order any new furniture this year.

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 enhance our offerings of parent workshops next year and hope to be able to work more closely with PTO and grade level teams to provide off-campus fieldtrips and experiences for our students. We would like to work more closely with our parent groups to determine what their needs and interests are so that we can work together to meet those needs. These changes will be reflected in Goal 3 of our SPSA.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	263,041
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	609,700.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	180,510	0.00
Title I Parent Involvement -- 3010 1902	2,347	0.00
Title I District -- 500 3010	71,649	0.00
Title III LEP -- 4203	8,535	0.00
LCFF Suppl/Conc -- 0707	180,380	0.00
LCFF District -- 500 0707	166,279	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	166,279.00
LCFF Suppl/Conc -- 0707	180,380.00
Title I Basic -- 3010	180,510.00
Title I District -- 500 3010	71,649.00
Title I Parent Involvement -- 3010 1902	2,347.00
Title III LEP -- 4203	8,535.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	318,637.00
2000-2999: Classified Personnel Salaries	147,162.00
4000-4999: Books And Supplies	123,550.00
5000-5999: Services And Other Operating Expenditures	20,351.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	71,649.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	94,630.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	31,000.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	21,216.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	113,813.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	14,351.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	143,283.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	26,598.00
4000-4999: Books And Supplies	Title I Basic -- 3010	7,629.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	3,000.00
1000-1999: Certificated Personnel Salaries	Title I District -- 500 3010	71,649.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement -- 3010 1902	1,056.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	1,291.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	4,718.00
4000-4999: Books And Supplies	Title III LEP -- 4203	817.00
5000-5999: Services And Other Operating Expenditures	Title III LEP -- 4203	3,000.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Vanessa Soto	Parent or Community Member
Ludi Navarro	Parent or Community Member
Leah Mendoza	Parent or Community Member
Brenda Causor	Parent or Community Member
Jessica De Haro	Parent or Community Member
David Ruiz	Other School Staff
Karina Castelan	Classroom Teacher
Anthony Gomez	Classroom Teacher
Cristian Gomez	Classroom Teacher
Corrine Ortiz	Principal

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

Recommendations and Assurances

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

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

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

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on 5/13/22.

Attested:

	Principal, Corrine Ortiz on 5/13/22
	SSC Chairperson, Karina Castelan on 5/13/22

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Evaluation and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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 Evaluation and Update.
Goals, Strategies, & Proposed 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.

Goal

State the goal. 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? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Evaluation and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: 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 may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Evaluation and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        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.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Evaluation and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. 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
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program