

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	Peralta Elementary School
Address	6450 Peralta Place Jurupa Valley, CA 92509
County-District-School (CDS) Code	33 67090 6113518
Principal	Melinda Schlosser
District Name	Jurupa Unified School District
SPSA Revision Date	May 2022
Schoolsite Council (SSC) Approval Date	May 16, 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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
School Vision and Mission.....	5
School Profile.....	5
SPSA Highlights.....	6
Review of Performance – Comprehensive Needs Assessment	6
Purpose and Description.....	8
Stakeholder Involvement	8
School and Student Performance Data	9
Student Enrollment.....	9
CAASPP Results.....	11
ELPAC Results	18
Student Population.....	26
Overall Performance	28
Academic Performance.....	30
Academic Engagement.....	40
Conditions & Climate.....	43
Goals, Strategies, & Proposed Expenditures	46
Goal 1.0.....	46
Goal 2.0.....	56
Goal 3.0.....	62
Annual Evaluation and Update	68
Goal 1.....	68
Goal 2.....	79
Goal 3.....	87
Budget Summary and Consolidation	95
Budget Summary	95

Allocations by Funding Source.....	95
Expenditures by Funding Source	96
Expenditures by Budget Reference	97
Expenditures by Budget Reference and Funding Source	98
School Site Council Membership	100
Recommendations and Assurances	102
Addendum.....	103
Instructions: Linked Table of Contents.....	103
Appendix A: Plan Requirements for Schools Funded Through the ConApp	107
Appendix B: Select State and Federal Programs.....	110

School Vision and Mission

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

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

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

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

School Profile

Describe The students and community and how school serves them.

The Story

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

Peralta is a TK-6, School-wide Title I school with an enrollment of just under 500 students. All classrooms from transitional kindergarten through third grade participate in a flexible Class Size Reduction program. Grades 4 through 6 have a maximum of 34 students each. Peralta School has 19 regular education teachers, 3 Special Education teachers and 2 Class Size Reduction intervention teachers. Peralta teachers are fully credentialed, highly qualified and EL authorized. Peralta Elementary services 155 English Language Learners. Peralta supports full inclusion for all students with special needs in grades TK to 6th grade.. Peralta participates in the Jurupa Unified School District TK/K Readiness Program by providing workshops for students and parents of incoming TK/K students. First through sixth grade students receive 320 minutes of instruction 4 days per week and 230 minutes of instruction is provided on minimum days. Forty minimum days are scheduled for the school year. TK and K students receive 200 minutes of instruction 5 days a week.

Peralta has a collaborative and consultation service model for students on Individual Education Programs (IEP) receiving Resource Specialist services. A nurse is present one day a week and a school psychologist is present two to three days a week; Counseling interns from the district office are present four days a week; Health Clerk 3 hours each day; and a Language Speech and Hearing specialist is on site three days each week. Peralta believes in inclusive practices for all students and grades 2-6 will incorporate Impact Teams during the 2021-2022 school year.

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

SPSA Highlights

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

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

Key features include:

- 1) Continued collaboration among teachers in lesson planning and delivery for grades 1-6
- 2) Continuing development of AVID initiatives to support school-wide implementation
- 3) Furthering Math best practices and refining instruction aligned to California State Standards
- 4) Focus on conceptual knowledge and rigorous problem solving techniques
- 5) Further developing Integrated ELD practices enhanced with academic language structures while providing Designated ELD
- 6) Continuing development of Positive Behavior Programs (PBIS) as well as social emotional learning (SEL) to support school culture, safety, and positive learning environment
- 7) Increase implementation of technology and creating activities to transform learning experiences for students
- 8) Utilize online resources to provide information in order support families and students

Review of Performance – Comprehensive Needs Assessment

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

Greatest Progress

Peralta demonstrated its greatest progress in ELA according to NWEA in kinder, 1st, and 2nd grades. They had strong scores in language and writing. The emphasis on reading foundational skills, provision of early intervention, use of bilingual tutors, and incorporation of Learning A-Z as well as small group instruction has resulted in students being on a path to reading at grade level by the time they exit 3rd grade. Math data at the primary grade levels on NWEA showed that first and second grade were strong in numbers and operations. According to NWEA data, second and third grade were strong in operations and algebraic thinking. This is promising data when considering that students returned to in-person instruction.

Peralta had focused a great deal on developing conceptual understanding of mathematics concepts through the use of manipulatives, pictorial representations, and collaborative learning. In addition, the incorporation of collaborative strategies such as Math poster methods and fluency helped to increase deeper understanding of math concepts. Daily Math Review also provided opportunities for students to be exposed to reteaching and have opportunities to incorporate writing explanations to develop their math reasoning skills.

The use of Bilingual tutors has also been effective in supporting and differentiating instruction for the Hispanic and English Learner subgroups. ELA is still a strength at Peralta. Peralta hopes to continue to build on strengths through the refinement of practices already in progress and the continued support and differentiation for students.

Another great success for Peralta during the 21/22 school year was the positive feedback from families regarding communication from the school. The use of Class Dojo, Parent Square, the school website, and personal phone calls allowed for our families to more successfully obtain the necessary materials, supplies, and general information regarding schedules, surveys, and tech support.

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 NWEA data, Peralta's area of greatest need is in upper grade reading. Specifically, both fifth and sixth grades need additional support with literary text and vocabulary. With the transition to in-person instruction, a return to the emphasis of developing conceptual understanding of mathematics concepts through the use of manipulatives, pictorial representations, and collaborative learning will take place. Follow up training on collaborative approaches such as Math poster methods and math fluency will help to increase deeper understanding of math concepts. Daily Math Review will also provide opportunities for students to be exposed to reteaching and have opportunities to incorporate writing explanations to develop their math reasoning skills.

According to the last NWEA, Students With Disabilities (SWD's) represented a great need. Inclusive practices have been put into place at Peralta which have provided greater access to rigor through the general education curriculum. Teachers qualified to teach students with special needs are supporting students in the classroom with this rigor along with support from instructional aides. Research has reflected that implementation of these practices translates into greater success with grade level standards.

Chronic Absences also represents a great need. Chronic absentee numbers have exceeded the 6% goal set and therefore represent an identified need. The return to In-person along with parent meetings, student contracts, and efforts to connect families to child care have demonstrated effectiveness in reducing chronic absenteeism in the past and will continue to be utilized. Addressing students' reasons for absences would decrease the chronic absenteeism rate. There is a correlation between attendance and academic success. Therefore, addressing attendance issues will result in improved progress by students in grades 3-6 on the CAASPP and NWEA in ELA and Mathematics as well as English learners being reclassified fluent English proficient.

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

Performance Gaps

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

Purpose and Description

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

Schoolwide Program

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

As a Title I Schoolwide program, Peralta performs a Comprehensive Needs Assessment annually; develops the SPSA with educational partner involvement; includes evidence based strategies that support state standards and address the needs of all children; utilize interventions for students at risk of not meeting state standards that are research/ evidence-based and outlined as part of our SPSA. Our SPSA implementation is monitored and evaluated through ongoing Site Leadership team, SSC/ELAC, SBCP meetings, principal meetings, and annual Budget/Program meetings. The SPSA is revised to ensure continuous improvement based on data analysis of student learning needs as part of the school's ongoing practices and identification of support strategies. All Title I funding supplements does not supplant services that students would otherwise receive if not participating in a Title I program. Relative to LCAP alignment, our plan is directly coordinated with district LCAP goals, associated services, and planning requirements.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Peralta is very inclusive and welcoming of input from staff, students, parents, and the community to build a strong SPSA for school improvement. Coordinators for GATE, EL facilitator, and leadership team comprised of grade level representatives from each team are given the opportunity to review and make recommendations as part of the annual update. Parent groups meet regularly and input is collected/sought regarding school programs throughout the year both within the following meetings and surveys: ELAC, SSC, PTA, LCAP surveys, School Climate Survey, etc.

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	100	83	67
Grade 1	75	79	64
Grade 2	69	76	82
Grade3	78	63	66
Grade 4	72	69	64
Grade 5	71	71	72
Grade 6	85	73	72
Total Enrollment	550	514	487

Conclusions based on this data:

1. School-wide enrollment has been decreasing.
2. Enrollment in TK/K has gone down slightly as Peralta adopted a half day program.
3. Enrollment has decreased from kindergarten to first grade.

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	176	155	145	32.0%	30.2%	29.8%
Fluent English Proficient (FEP)	56	76	67	10.2%	14.8%	13.8%
Reclassified Fluent English Proficient (RFEP)	12	33	7	6.8%	18.8%	4.5%

Conclusions based on this data:

1. EL enrollment at Peralta had been declining but is generally about 30% of the student population. While not shown on the table, current reports reflect 140 English Learners currently enrolled at Peralta.
2. Fluent English Proficient students saw a decrease in 2020-2021 following an incline in 2019-2020 school year. Consistent EL instruction with evidence based strategies is needed for a minimum of 30 minutes daily as well as integrated throughout the day across the various subject area curriculum.
3. RFEP students have decreased significantly in 2020-2021 after seeing a significant increase in 2019-2020. While not reflected on the table, current data reflects 57 RFEP students which represents the highest amount over the 3 years shown on the table.

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	74	77	65	74	74	0	74	74	0	100	96.1	0.0
Grade 4	73	72	64	73	72	0	73	72	0	100	100	0.0
Grade 5	88	72	73	87	71	0	87	71	0	98.9	98.6	0.0
Grade 6	91	87	73	91	87	0	91	87	0	100	100	0.0
All Grades	326	308	275	325	304	0	325	304	0	99.7	98.7	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	2404.8	2421.9		16.22	18.92		21.62	22.97		24.32	29.73		37.84	28.38	
Grade 4	2426.4	2395.2		13.70	6.94		19.18	11.11		20.55	23.61		46.58	58.33	
Grade 5	2463.0	2476.8		11.49	15.49		22.99	29.58		19.54	15.49		45.98	39.44	
Grade 6	2495.7	2505.0		6.59	10.34		29.67	27.59		25.27	32.18		38.46	29.89	
All Grades	N/A	N/A	N/A	11.69	12.83		23.69	23.03		22.46	25.66		42.15	38.49	

2019-20 Data:

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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	13.51	22.97		47.30	48.65		39.19	28.38	
Grade 4	12.33	9.72		43.84	30.56		43.84	59.72	
Grade 5	13.79	26.76		40.23	29.58		45.98	43.66	
Grade 6	16.48	10.34		30.77	48.28		52.75	41.38	
All Grades	14.15	17.11		40.00	39.80		45.85	43.09	

2019-20 Data:

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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	20.27	14.86		37.84	58.11		41.89	27.03	
Grade 4	16.44	4.17		31.51	50.00		52.05	45.83	
Grade 5	24.14	14.08		36.78	49.30		39.08	36.62	
Grade 6	12.09	12.64		47.25	57.47		40.66	29.89	
All Grades	18.15	11.51		38.77	53.95		43.08	34.54	

2019-20 Data:

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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	12.16	13.51		67.57	70.27		20.27	16.22	
Grade 4	8.22	6.94		68.49	58.33		23.29	34.72	
Grade 5	12.64	14.08		60.92	61.97		26.44	23.94	
Grade 6	6.59	13.79		69.23	68.97		24.18	17.24	
All Grades	9.85	12.17		66.46	65.13		23.69	22.70	

2019-20 Data:

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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	20.27	28.38		48.65	44.59		31.08	27.03	
Grade 4	20.55	11.11		39.73	37.50		39.73	51.39	
Grade 5	18.39	25.35		42.53	36.62		39.08	38.03	
Grade 6	27.47	21.84		47.25	48.28		25.27	29.89	
All Grades	21.85	21.71		44.62	42.11		33.54	36.18	

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. The percentages for students meeting or exceeding the overall standards for 2018-2019 reached its highest point over a 3 year period while the percentage of students nearly meeting or not meeting the standard was also at its lowest total over the same period of time. Local assessment measures reflect a similar pattern of standard mastery across the shown grade levels with 4th representing a dip in achievement towards overall mastery.
2. The refinement of guided reading practices and reading intervention through small group support with differentiation has increased the overall percentage of students above, at, or near the standard for reading over the 3 years shown on the table. The usage of NWEA, Seesaw, and Reading A-Z has helped to continue the strong support for our students to read at grade level.
3. The table reflects, research and Inquiry saw a slight decrease in the percentage of students above, at, or near standard.

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	74	77	65	74	74	0	74	74	0	100	96.1	0.0
Grade 4	73	72	64	73	72	0	73	72	0	100	100	0.0
Grade 5	88	72	73	87	71	0	87	71	0	98.9	98.6	0.0
Grade 6	91	87	73	91	87	0	91	87	0	100	100	0.0
All Grades	326	308	275	325	304	0	325	304	0	99.7	98.7	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	2396.2	2413.4		9.46	13.51		21.62	25.68		27.03	32.43		41.89	28.38	
Grade 4	2419.4	2416.7		5.48	4.17		23.29	16.67		21.92	29.17		49.32	50.00	
Grade 5	2456.4	2461.7		9.20	7.04		10.34	15.49		24.14	36.62		56.32	40.85	
Grade 6	2478.1	2487.8		5.49	11.49		20.88	16.09		19.78	28.74		53.85	43.68	
All Grades	N/A	N/A	N/A	7.38	9.21		18.77	18.42		23.08	31.58		50.77	40.79	

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	20.27	24.32		28.38	37.84		51.35	37.84	
Grade 4	10.96	11.11		32.88	22.22		56.16	66.67	
Grade 5	11.49	15.49		25.29	28.17		63.22	56.34	
Grade 6	12.09	19.54		27.47	28.74		60.44	51.72	
All Grades	13.54	17.76		28.31	29.28		58.15	52.96	

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.

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	13.51	21.62		36.49	41.89		50.00	36.49	
Grade 4	9.59	4.17		45.21	38.89		45.21	56.94	
Grade 5	8.05	8.45		37.93	46.48		54.02	45.07	
Grade 6	10.99	11.49		31.87	39.08		57.14	49.43	
All Grades	10.46	11.51		37.54	41.45		52.00	47.04	

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	12.16	14.86		52.70	56.76		35.14	28.38	
Grade 4	12.33	4.17		34.25	47.22		53.42	48.61	
Grade 5	8.05	2.82		40.23	49.30		51.72	47.89	
Grade 6	9.89	11.49		32.97	42.53		57.14	45.98	
All Grades	10.46	8.55		39.69	48.68		49.85	42.76	

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. Peralta experienced it's highest percentages of students meeting or exceeding the overall standard over a 3 year period in the 2018-19 school year. The percentage of students nearly meeting the standard has grown and the percentage of students not meeting the standard has decreased over that same 3 year period. Peralta will continue to look to CASPP data once it is received to make instructional decisions and currently looks to NWEA data that is showing grades fourth-sixth needing additional math support.
2. The continued refinement of practices such as Daily Math Review, Math fluency, poster methods, and mental math will result in the steady growth of the percentage of students above, at, or near the standard in the areas of concepts and procedures, problem solving & modeling/ data analysis, and communicating reasoning.
3. Our new math interventionist will support students in grades 4-6 on geometry and operations and algebraic thinking.

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	1434.2	1423.9	1404.0	1445.0	1434.7	1414.5	1409.1	1398.7	1379.0	28	35	28
1	1438.6	1429.1	1431.5	1456.6	1452.3	1439.6	1420.0	1405.3	1422.9	23	15	20
2	1490.3	1464.5	1452.5	1494.3	1468.7	1452.0	1485.8	1460.1	1452.3	24	20	23
3	1486.7	1476.4	1455.9	1494.3	1475.3	1460.8	1478.6	1476.9	1450.6	22	14	14
4	1505.8	1485.9	1481.5	1516.0	1481.0	1483.7	1495.2	1490.3	1478.8	24	22	21
5	1540.5	1492.2	1507.3	1552.6	1494.8	1506.5	1527.8	1489.2	1507.7	32	21	13
6	1540.9	1525.5	1494.9	1538.2	1524.3	1495.3	1543.2	1526.2	1494.2	34	22	19
All Grades										187	149	138

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	*	2.86	3.57	*	48.57	32.14	*	40.00	42.86	*	8.57	21.43	28	35	28
1	*	6.67	0.00	*	13.33	30.00	*	33.33	55.00	*	46.67	15.00	23	15	20
2	54.17	10.00	4.35	*	40.00	39.13	*	35.00	34.78		15.00	21.74	24	20	23
3	*	0.00	0.00	*	35.71	14.29	*	50.00	35.71	*	14.29	50.00	22	14	14
4	*	0.00	4.76	*	45.45	23.81	*	31.82	33.33	*	22.73	38.10	24	22	21
5	46.88	4.76	0.00	43.75	38.10	61.54	*	38.10	7.69	*	19.05	30.77	32	21	13
6	41.18	18.18	0.00	32.35	40.91	26.32	*	36.36	52.63	*	4.55	21.05	34	22	19
All Grades	37.43	6.04	2.17	33.16	39.60	31.88	18.72	37.58	39.13	10.70	16.78	26.81	187	149	138

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	46.43	17.14	3.57	*	40.00	35.71	*	34.29	42.86	*	8.57	17.86	28	35	28
1	*	6.67	10.00	*	33.33	45.00	*	40.00	35.00	*	20.00	10.00	23	15	20
2	75.00	15.00	4.35	*	55.00	34.78		20.00	47.83	*	10.00	13.04	24	20	23
3	*	0.00	0.00	*	71.43	42.86	*	14.29	35.71	*	14.29	21.43	22	14	14
4	58.33	18.18	19.05	*	45.45	42.86	*	18.18	23.81	*	18.18	14.29	24	22	21
5	75.00	23.81	46.15	*	57.14	23.08		9.52	15.38	*	9.52	15.38	32	21	13
6	55.88	31.82	15.79	32.35	50.00	42.11	*	13.64	31.58		4.55	10.53	34	22	19
All Grades	55.61	17.45	12.32	28.88	48.99	38.41	10.70	22.15	34.78	*	11.41	14.49	187	149	138

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	*	2.86	3.57	*	37.14	14.29	46.43	48.57	67.86	*	11.43	14.29	28	35	28
1	*	0.00	0.00	*	20.00	20.00	*	13.33	40.00	*	66.67	40.00	23	15	20
2	*	5.00	4.35	*	20.00	34.78	*	40.00	17.39	*	35.00	43.48	24	20	23
3		0.00	0.00	*	14.29	7.14	*	57.14	21.43	54.55	28.57	71.43	22	14	14
4	*	0.00	0.00	*	22.73	14.29	*	36.36	23.81	*	40.91	61.90	24	22	21
5	*	0.00	0.00	37.50	14.29	15.38	*	52.38	53.85	*	33.33	30.77	32	21	13
6	*	9.09	0.00	*	22.73	15.79	38.24	36.36	26.32	*	31.82	57.89	34	22	19
All Grades	19.25	2.68	1.45	25.67	23.49	18.12	31.02	41.61	36.96	24.06	32.21	43.48	187	149	138

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	57.14	14.29	10.71	*	80.00	71.43	*	5.71	17.86	28	35	28
1	69.57	40.00	20.00	*	53.33	75.00	*	6.67	5.00	23	15	20
2	70.83	30.00	8.70	*	60.00	60.87	*	10.00	30.43	24	20	23
3	*	7.14	21.43	63.64	71.43	42.86	*	21.43	35.71	22	14	14
4	50.00	18.18	23.81	50.00	59.09	66.67		22.73	9.52	24	22	21
5	68.75	14.29	7.69	*	80.95	76.92	*	4.76	15.38	32	21	13
6	35.29	40.91	15.79	52.94	45.45	52.63	*	13.64	31.58	34	22	19
All Grades	53.48	22.82	15.22	39.04	65.77	64.49	7.49	11.41	20.29	187	149	138

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	53.57	5.71	10.71	39.29	82.86	60.71	*	11.43	28.57	28	35	28
1	*	6.67	0.00	47.83	73.33	90.00	*	20.00	10.00	23	15	20
2	70.83	10.00	17.39	*	70.00	78.26		20.00	4.35	24	20	23
3	68.18	35.71	0.00	*	57.14	92.86	*	7.14	7.14	22	14	14
4	70.83	18.18	33.33	*	63.64	38.10	*	18.18	28.57	24	22	21
5	78.13	42.86	61.54	*	42.86	38.46	*	14.29	0.00	32	21	13
6	79.41	36.36	15.79	*	59.09	73.68		4.55	10.53	34	22	19
All Grades	66.84	20.81	18.12	26.74	65.77	67.39	6.42	13.42	14.49	187	149	138

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	*	0.00	0.00	53.57	91.43	85.71	*	8.57	14.29	28	35	28
1	*	6.67	10.00	*	33.33	55.00	*	60.00	35.00	23	15	20
2	45.83	5.00	17.39	*	65.00	43.48	*	30.00	39.13	24	20	23
3		0.00	0.00	*	57.14	21.43	54.55	42.86	78.57	22	14	14
4	*	0.00	0.00	58.33	54.55	38.10	*	45.45	61.90	24	22	21
5	*	9.52	0.00	68.75	47.62	69.23	*	42.86	30.77	32	21	13
6	*	13.64	0.00	*	27.27	15.79	52.94	59.09	84.21	34	22	19
All Grades	20.86	4.70	4.35	45.99	57.72	49.28	33.16	37.58	46.38	187	149	138

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	42.86	51.43	10.71	42.86	34.29	67.86	*	14.29	21.43	28	35	28
1	*	0.00	5.00	69.57	46.67	60.00	*	53.33	35.00	23	15	20
2	*	5.00	8.70	62.50	65.00	52.17	*	30.00	39.13	24	20	23
3	*	0.00	0.00	63.64	85.71	28.57	*	14.29	71.43	22	14	14
4	*	4.55	0.00	54.17	68.18	66.67	*	27.27	33.33	24	22	21
5	53.13	0.00	7.69	40.63	71.43	69.23	*	28.57	23.08	32	21	13
6	*	27.27	0.00	79.41	63.64	78.95	*	9.09	21.05	34	22	19
All Grades	24.60	17.45	5.07	58.82	59.06	61.59	16.58	23.49	33.33	187	149	138

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. Peralta's large decrease in students scoring at the level 4 overall reflects the importance of systematically teaching ELD standards daily and integrate ELD across all curricular areas.
2. Written Language continues to be more challenging for our English Learner Students than Oral Language. Developing strong speaking skills is necessary to become a successful writer and trends should reflect an increase with writing soon. Presently, providing additional support to English Learners through small group instruction is essential in addressing this gap.
3. Focused support for English Learners during guided reading with a potential case study using Impact team strategies is needed to bolster reading scores.

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
487	76.2	29.8	0.8

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	145	29.8
Foster Youth	4	0.8
Homeless	4	0.8
Socioeconomically Disadvantaged	371	76.2
Students with Disabilities	69	14.2

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	16	3.3
American Indian or Alaska Native		
Asian	5	1.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	3	0.6
Hispanic	403	82.8
Two or More Races	6	1.2
Native Hawaiian or Pacific Islander	3	0.6
White	45	9.2

Conclusions based on this data:





1. Peralta is comprised of a diverse population. In order to meet the needs of all our subgroups, there must be a focus on standards-based instruction in classrooms while utilizing differentiation during instruction.
2. Peralta's large percentage of English learners demands a strong ELD program in which there is designated support for a minimum of 30 minutes and integrated support across all curriculum areas and grade levels throughout the day.
3. Strategies and resources that support Inclusive practices need to be in place to serve the significant number of students with disabilities at Peralta.

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
<p>English Language Arts</p>  <p>Orange</p>	<p>Chronic Absenteeism</p>  <p>Orange</p>	<p>Suspension Rate</p>  <p>Blue</p>
<p>Mathematics</p>  <p>Yellow</p>		

Conclusions based on this data:

1. Social Emotional Learning (SEL) along with Positive Behavior Supports (PBIS) have seen success as measured by student discipline and the positive school environment. As a result our Suspension rate is very low and in the Blue performance level at .3% suspension with the state at a 3.4% rate. During

Distance Learning and Hybrid In-person Learning, zero suspensions were recorded. The area that continues to need to be addressed is Chronic Absenteeism which had increased overall and was in the Orange level. Chronic Absenteeism continued to be an issue during Distance Learning and Hybrid In-person models. Re-engagement strategies will continue to be refined and employed to address students with issues of chronic absenteeism.

2. Changes in reporting for English Learner Progress has resulted in difficulty to determine the success of the ELD program.
3. ELA and Mathematics strategies must continue to reflect best practices as well as the rigor of assessments. This will support our students at all levels.

School and Student Performance Data

Academic Performance English Language Arts

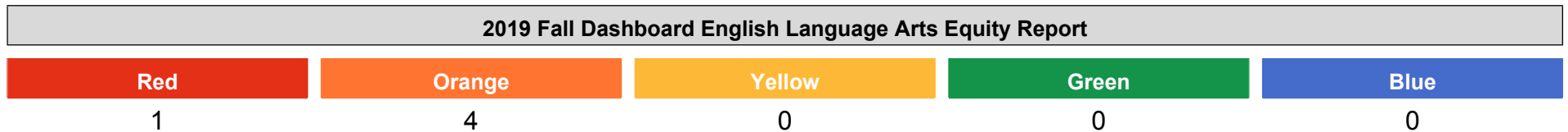
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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




This section provides number of student groups in each color.



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



 Orange

34.2 points below standard

Maintained ++0.5 points

286

English Learners



 Orange

53.4 points below standard

Maintained ++1 points

128


Foster Youth


 No Performance Color

Less than 11 Students - Data Not Displayed for Privacy


5

Homeless


 No Performance Color

0 Students

Socioeconomically Disadvantaged



 Orange

47 points below standard

Declined -3.7 points

209

Students with Disabilities










 Red

132.3 points below standard

Declined -7 points

55

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 4	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 39 points below standard Maintained ++2.8 points 238	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 31.5 points below standard Declined Significantly -16.6 points 33

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
111.5 points below standard Declined Significantly -19 points 71	19.1 points above standard Declined -4.6 points 57	24.9 points below standard Maintained -2.9 points 146

Conclusions based on this data:

- Students with Disabilities continue to represent a need in all grade levels. Implementing full inclusion strategies and push in support for students with disabilities will increase exposure to grade level ELA standards.

2. We will continue to focus on our English Learners with a minimum of 30 minutes designated ELD support and integrating support during the core ELA block is necessary to increase success on state assessments.
3. All subgroups at Peralta must be monitored and supported with regular feedback to ensure continued growth.

School and Student Performance Data

Academic Performance Mathematics

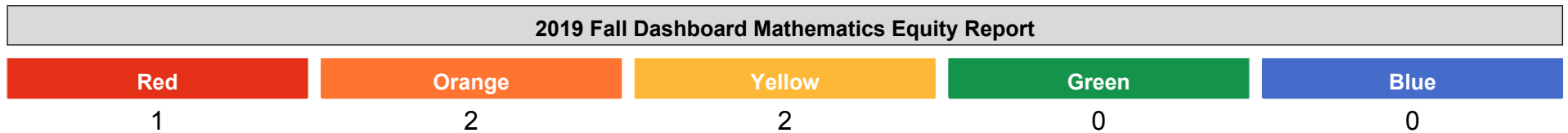
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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





This section provides number of student groups in each color.




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
 Yellow
57.1 points below standard
Increased ++4.5 points
286

English Learners
 Yellow
72.6 points below standard
Increased ++6.2 points
128








Foster Youth
 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy
5

Homeless

Socioeconomically Disadvantaged
 Orange
70.6 points below standard
Maintained -0.9 points
209

Students with Disabilities
 Red
148 points below standard
Maintained -1.4 points
55

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 4		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 61.7 points below standard Increased ++7.7 points 238	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 57.4 points below standard Declined Significantly -15.9 points 33

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
119.3 points below standard Declined -7.4 points 71	14.5 points below standard Declined -3.4 points 57	50 points below standard Maintained ++1.9 points 146

Conclusions based on this data:

- Efforts to build conceptual understanding, problem solving, and fluency has resulted in overall growth for some students.
- Implementing full inclusion for students with disabilities has provided greater exposure to grade level standards.

-
-
3. Intervention in mathematics is necessary to increase student performance.

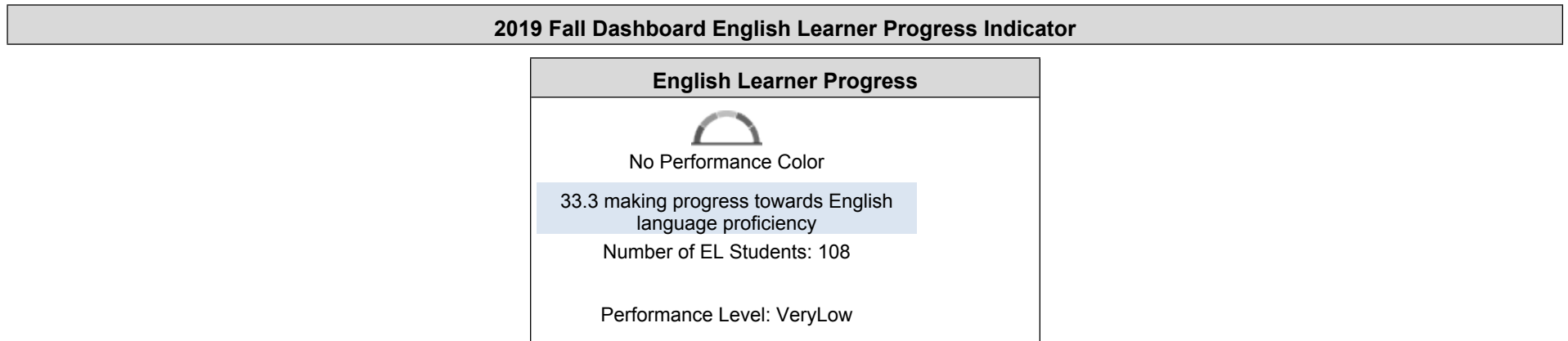
School and Student Performance Data

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.



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
37.0	29.6	3.7	29.6

Conclusions based on this data:

1. Peralta must continue to provide highly effective strategies during designated ELD and provide integrated ELD throughout all subject areas.
2. English learners will benefit from a focus on positive school attendance, positive behavioral intervention supports, and social emotional learning.
3. We will use collaborative practices among teachers with a focus on the English learner subgroup when appropriate for teaching throughout the year.

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



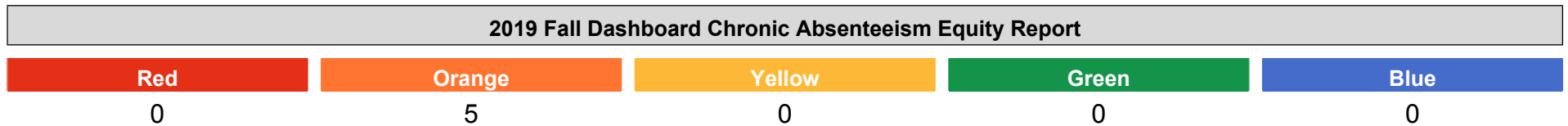
Green



Blue

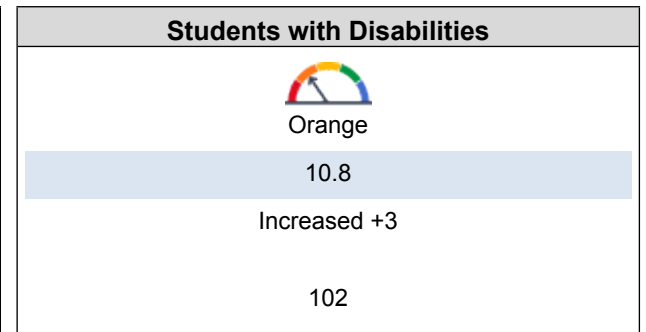
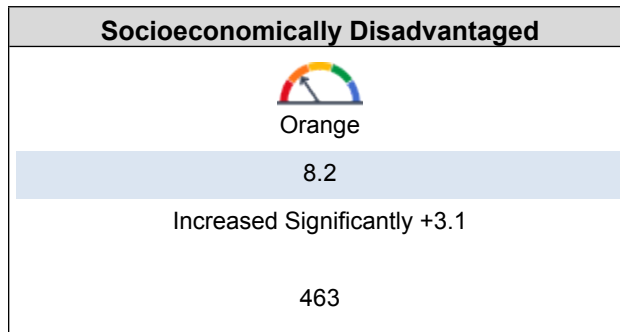
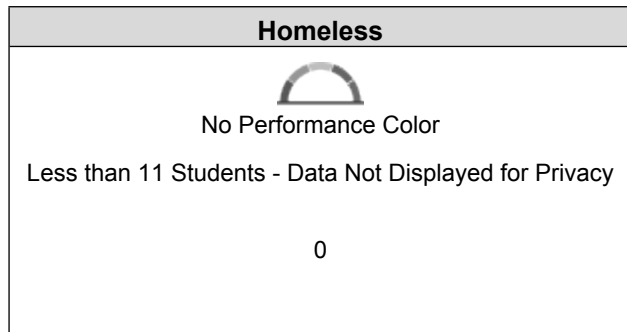
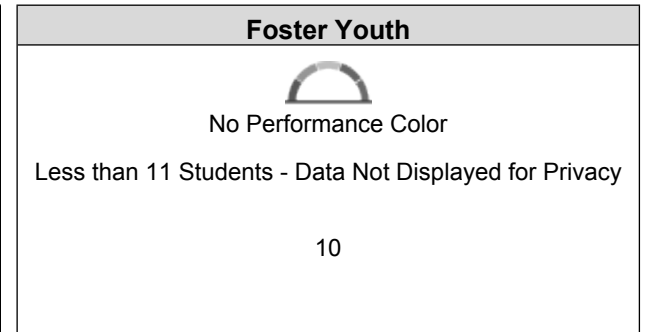
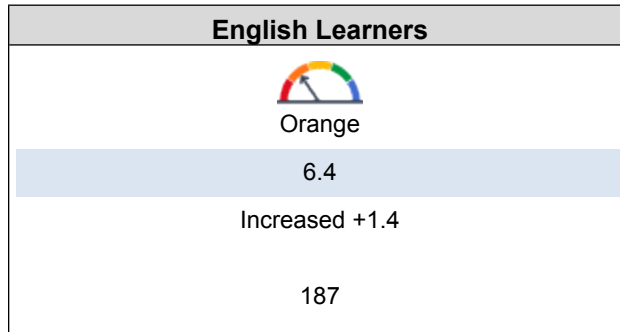
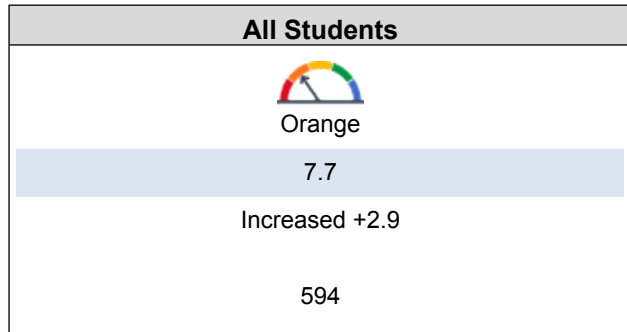
Highest Performance

This section provides number of student groups in each color.











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



2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Maintained 0 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7.9 Increased Significantly +3.2 491	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 Orange 6.8 Increased +0.5 59

Conclusions based on this data:

1. Despite continuing past practices that had been successful in addressing chronic absenteeism, Peralta saw an increase across all subgroups on the last dashboard.
2. Students with disabilities and those that are socioeconomically disadvantaged continue to have a higher rate of chronic absenteeism. It is important to focus efforts to address these subgroups.
3. Increased interventions, parent meetings, and adjustments to incentives must be considered to address the increase in chronic absenteeism.

School and Student Performance Data

Conditions & Climate Suspension Rate

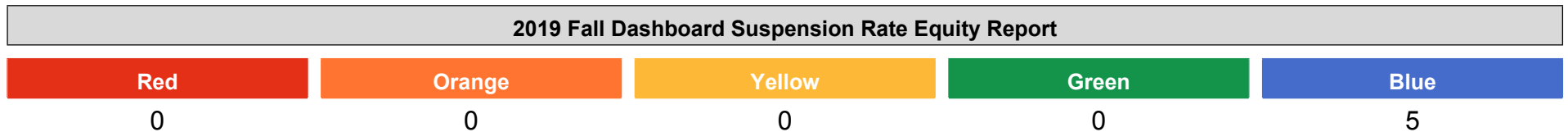
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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:

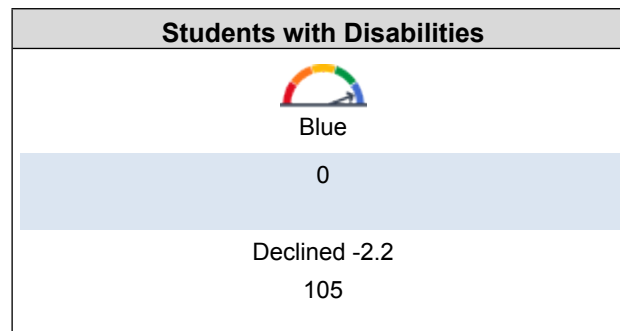
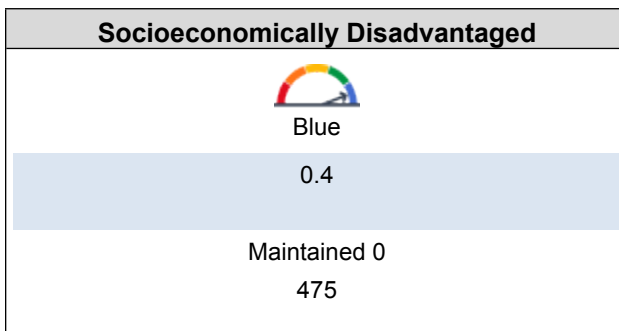
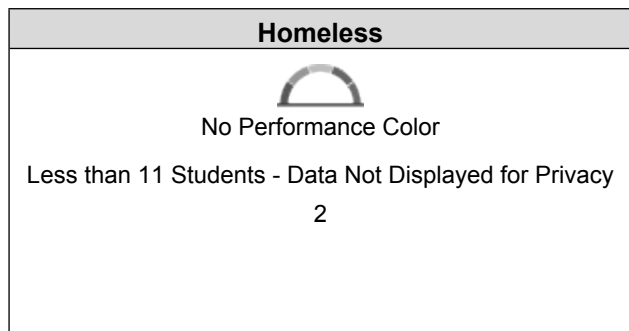
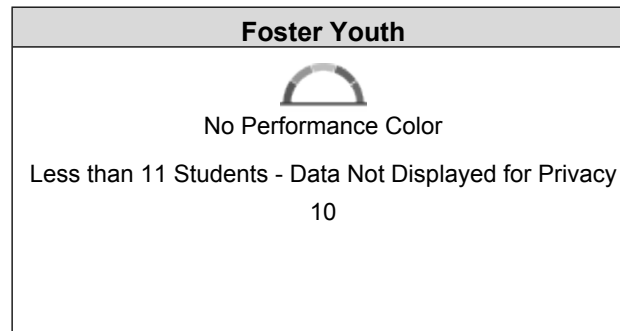
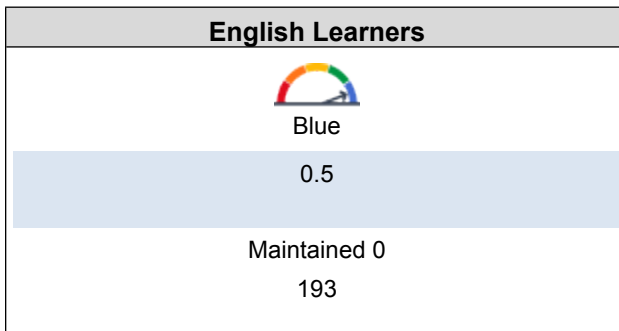
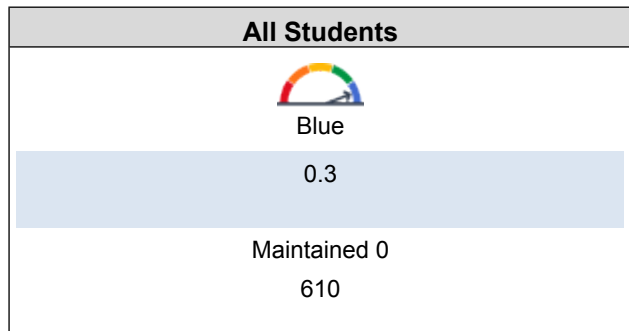


This section provides number of student groups in each color.










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



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Maintained 0 21		 No Performance Color Less than 11 Students - Data Not 6	 No Performance Color Less than 11 Students - Data Not 4
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.4 Maintained +0.2 503	 No Performance Color Less than 11 Students - Data Not 10	 No Performance Color Less than 11 Students - Data Not 6	 Blue 0 Declined -1.5 60

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.3	0.3

Conclusions based on this data:

- PBIS and SEL strategies have been effective in addressing discipline at Peralta.
- Alternatives to Suspension are widely used at Peralta.
- Incentives including our Panda Pass recognition program, and virtual library times have been effective in engaging students and supporting a positive learning environment.

Goals, Strategies, & Proposed Expenditures

Goal 1.0

College and Career Readiness

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

Analysis reflects a need to continue our commitment to refine and deepen current practices regarding college and career readiness. These practices include: developing math reasoning, fluency and conceptual understanding; building connections with next generation scientific approaches; implementation of AVID strategies; both integrated and designated English language development; intervention in primary grades for reading foundational skills; and Guided Reading small group support in upper grades. In addition, the collected data indicates the deeper need for Peralta to emphasize Math review, incorporation of manipulatives, and poster method strategies to create a rigorous math curriculum.

The deepening of Peralta's understanding regarding AVID strategies and their implementation will be accomplished through the continued efforts to send untrained staff to AVID Path and/ or Summer Institute trainings. Previously trained staff may also be provided a review of WICOR strategies at AVID Path trainings. All staff will be provided professional development and coaching by the site AVID lead teacher and site administration. Assessments will be conducted in grades 3-6 to analyze student progress in mastering AVID site goals. Current AVID goals may be refined or altered to reflect site needs. The Peralta site leadership team composed of representatives from all grade levels will collaborate with site administration to determine site priorities and SMART goals. Due to the difficulties families may have in purchasing AVID organizational materials, an increase in funding for materials and supplies will be necessary to potentially provide all students with necessary tools for organization. These items will be paid for using district funds for the 2022-2023 school year.

Intervention will continue to be implemented in grades first through third. Additional resources, training, and planning time will be provided to differentiate instruction in order to meet the ultimate goal of all students reading at grade level upon leaving third grade. Resources and training will largely center on phonemic awareness, phonics instruction, and guided reading implementation through small groups. Until that goal is met, guided reading intervention will be provided for students in need for grades four through 6 with the objective of having them access grade-level reading material.

Designated and Integrated ELD will continue to be provided to all English learners. Coaching and feedback for district personnel and site administration will be provided to refine strategies used to support our English Learners in their goal of reclassification.

Inclusive practices will also be refined and deepened to support students with special needs. These practices include: co-teaching, planning, work modification, small group support, collaboration, and scaffolding to provide access to grade level curriculum. The SST team works closely with teachers to ensure that students are given the best first instruction and interventions in the classroom prior to a change of placement to a special education setting. Intervention teachers, the school psychologist, and the speech pathologist are included with this team and are essential when identifying additional support systems for given students. The behavior and social emotional learning (B-SEL) coach and administrative designee provides support for those students who are in need of social skills awareness. Check in and Check out procedures are being added to support students experiencing tier 2 or 3 behavior issues.

Online resources will continue to be used when possible. Should the budget allow, these resources include Seesaw, Kami, Pear Deck, Class Dojo, and Learning A-Z. Teacher guidance in the classroom in conjunction with these programs will serve to address student misconceptions, support families at home, and progress towards closing potential achievement gaps.

In the event that a distance learning format is needed again, the digital resources listed above (Google suite, Zoom, Kami, Seesaw, Learning A-Z, Class Dojo, and Flipgrid) have proven effective in engaging students and supporting their acquisition of grade level standards. Training will need to continue to take place to ensure teachers are effective in using these resources.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4 Statewide Assessments - ELA Data Dashboard	Maintain use of 2019 CAASPP Data Dashboard	An expected goal will be set when results are received from spring 2022 administration.
P4 Statewide Assessments - Math Data Dashboard	Maintain use of 2019 CAASPP Data Dashboard	An expected goal will be set when results are received from spring 2022 administration.
P4 Statewide Assessments - ELPAC	*2.17% Proficient *Level 1 (Minimally Developed) 26.81% *Level 2 (Somewhat Developed) 39.13% *Level 3 (Moderately Developed) 31.88% *Level 4 (Well Developed) 2.17%"	ELPAC Goals: *7.17% Proficient *Level 1 (Minimally Developed) 22.81% *Level 2 (Somewhat Developed) 34.13% *Level 3 (Moderately Developed) 36.88% *Level 4 (Well Developed) 7.17%"
P8 Other student outcomes- NWEA Reading	Spring 2022 NWEA Data for Peralta: (% of students scoring high average or high) Kindergarten: 8% 1st Grade: 19% 2nd Grade: 11% 3rd Grade: 13% 4th Grade: 28% 5th Grade: 6% 6th Grade: 18% .	Spring 2022 NWEA Goals for Peralta: (% of students scoring high average or high) Kindergarten: 13% 1st Grade: 25% 2nd Grade: 16% 3rd Grade: 18% 4th Grade: 33% 5th Grade: 11% 6th Grade: 23% .
P8 Other student outcomes- NWEA Math	Spring 2022 NWEA Data for Peralta: (% of students scoring high average or high) Kindergarten: 8% 1st Grade: 14% 2nd Grade: 18% 3rd Grade: 12% 4th Grade: 0% 5th Grade: 2%	Spring 2022 NWEA Goals for Peralta: (% of students scoring high average or high) Kindergarten: 13% 1st Grade: 19% 2nd Grade: 23% 3rd Grade: 17% 4th Grade: 5% 5th Grade: 7%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	6th Grade: 11%	6th Grade: 16%
P8 Other student outcomes-DIBELS	Not administered during the 2021-2022 school year.	Should DIBELS resume in Fall of 2022, a new baseline will be set at that time.
P8 Other student outcomes- MDTP Math 6th grade	24% of students met or exceeded on the alternate assessment.	Goal: 29% of students will meet or exceed on the alternate assessment.
P8 Other student outcomes- Reading Inventory ELA 6th grade	23% of students met or exceeded on the alternate assessment.	28% of students will meet or exceed on the alternate assessment.

Planned Strategies/Activities

Action 1.1

1.1 CSS & NGSS Implementation

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. ELA/Math CSS professional development will be provided as needed.</p> <p>B. Professional development to support initiatives such as AVID, Digital Gateway (technology, 1:1 Chromebook for K-6), and Guided Reading. If necessary, there may also be training to support distance or hybrid learning models.</p> <p>C. Principal will coordinate & monitor all professional development and instruction. Staff surveys, leadership feedback, and/ or classroom observations will determine site needs for training.</p> <p>D. Teachers analyze data during collaboration meetings using Data programs (Key Data) to monitor & analyze formative & summative assessments. Disaggregated data will be used to drive/adjust instruction.</p> <p>E. EMCC coordinates materials & provides technology support.</p>	<u>X</u> All Students	<p>Substitute Teacher (ELPAC Administration) 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 \$258</p> <p>Media Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$58,041</p> <p>Software & Licences (RAZ Kids) 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$500</p> <p>Lamination 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707</p>

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

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

H. If health guidelines allow, band and string instruments classes will be available for 4-6 grade students once a week.

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

\$950

Materials & Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$2,800

Materials & Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$519

Printing Supplies
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$2,900

Hourly Classified (Babysitting)
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
\$267

Copier Maintenance Agreements
5000-5999: Services And Other Operating Expenditures
Title I Basic -- 3010
\$2,600

Lease/Purchase Agreement (Copier)
5000-5999: Services And Other Operating Expenditures
Title I Basic -- 3010
\$500

Action 1.2

1.2 Intervention

	<u>X</u>	Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. Kinder through Sixth Grade students will use NWEA to screen all students for additional small group support from an Intervention teacher.	<u>X</u> All Students	Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010

- B. Fourth through Sixth grade students will be provided intervention support for thirty minutes daily as guided reading takes place through intervention support.
- C. K-3 previously used DIBELS to monitor and assess reading foundational skills and should DIBELS resume we will use the data to make decisions regarding student learning. Teachers administer and analyze DIBELS assessment data in order to provide appropriate interventions. Collaboration focuses on intervention strategies. CSR Intervention teachers provide Early Literacy Intervention to grades 1-3 students in reading fluency and phonemic awareness.
- D. Professional development to support intervention initiatives will be provided.
- E. Students with special needs receive support via special education program using pull-out and inclusion methods. Professional development and release time to support inclusion program will be available.
- F. GATE enrichment activities/lessons provided to students/parents periodically during the year.

\$2750

Materials & Supplies
 4000-4999: Books And Supplies
 LCFF Suppl/Conc -- 0707
 \$500

Travel/Conference/AVID
 5800: Professional/Consulting Services And
 Operating Expenditures
 Title I Basic -- 3010
 \$0

Hourly, Other Certificated (GATE)
 1000-1999: Certificated Personnel Salaries
 Title I Basic -- 3010
 \$1,500

Action 1.3

1.2 Continued (Intensive Intervention)

	<u>X</u>	Modified Action
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Planned Actions/Services	Students to be served	Budget and Source
A. Additional time for TK/K instruction will be provided for qualifying students as an extended learning opportunity should funding allow.	<u>X</u> All Students	FTE Literacy Support Teacher 1st & 2nd 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$76,029
B. FTE .80 Primary grade intervention teacher doing push-in foundational reading support.		FTE Literacy Support Teachers 3rd & 4th Grades 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$69,214
C. FTE Upper Grade Intervention teacher doing push-in guided reading.		
D. GATE enrichment activities/lessons provided to students/parents during the school year.		FTE Literacy Support Teachers 3rd & 4th Grades

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

1000-1999: Certificated Personnel Salaries
 Title I District -- 500 3010
 \$69,214
 1 Three hour instructional assistant to support
 5th/6th grade intervention students
 2000-2999: Classified Personnel Salaries
 Title I Basic -- 3010
 \$19,772
 FTE Early Intervention Tchr 1st & 2nd
 1000-1999: Certificated Personnel Salaries
 LCFF Suppl/Conc -- 0707
 \$40,938

Action 1.4

1.3 AVID:

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. Begin year 7 of AVID	<u>X</u> All Students	Supplies Materials (AVID) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,150
B. Monitor students that are AVID strong		Incentives (AVID) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,600
C. Coordinate PBIS, SEL, and AVID programs		Conferences/Travel (AVID) 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$0
D. Provide opportunities for teachers to attend AVID Path training and administrator to attend AVID conferences		
E. Purchase AVID supplies for all students in grades TK-6 and incentives. Adjustments may need to be made should a distance model be needed.		

Action 1.5

1.4 ELD

	<u>X</u> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. 30 minutes of designated ELD instruction in TK-6 will be provided.</p> <p>B. Integrated EL support (i.e. evidence based strategies) will be provided over multiple subjects.</p> <p>C. EL levels for EL newcomers are determined at the district assessment center.</p> <p>D. When possible, classes are configured to have no more than 2 adjacent EL levels.</p> <p>E. Teachers monitor and evaluate EL levels using multiple measures including classroom assessments and ELPAC data.</p> <p>F. Bilingual Language Tutors support EL students by providing lesson reinforcement and reading support in both English and Spanish.</p> <p>G. Professional development to support ELD program will be provided. The Ellevate platform will be accessible to teachers to support with ELD standards.</p>	<p>X Other student group(s) English Learners</p>	<p>Salary, Two BLT (3 hrs.) (50%) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$23,268</p> <p>Salary, Three BLT (3 hrs.) (50% for 2 & 100% for 1) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$49,099</p> <p>Salary, Translation 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$700</p> <p>Materials & Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$3,995</p> <p>Hourly IA 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,000</p> <p>Lease/Purchase 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$698</p>

Action 1.6

1.5 Hourly Classified

	<p>X Unchanged Action</p>	
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Planned Actions/Services	Students to be served	Budget and Source
<p>Four days of clerk hours to support the beginning and ending of school year.</p>	<p>X All Students</p>	<p>Hourly Classified 2000-2999: Classified Personnel Salaries</p>

LCFF Suppl/Conc -- 0707
 \$400
 Hourly Office
 2000-2999: Classified Personnel Salaries
 LCFF Suppl/Conc -- 0707
 \$410
 Hourly Office
 2000-2999: Classified Personnel Salaries
 LCFF Suppl/Conc -- 0707
 \$500

Action 1.7

1.6 Resources:

	X Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. Purchase additional materials to support AVID implementation, UOS, ELD, technology, and Collaborative Teaching including print material, web based supplemental materials and manipulatives. An emphasis on web based materials will be explored in the event of distance learning.</p> <p>B. Supplemental ELA, ELD, and Mathematics materials</p> <p>C. Digital Resources – Reading A-Z, Google suite, Zoom, Pear Deck, Flip grid, Seesaw, Kami</p> <p>D. Technology and software support for classroom integration - Document cameras and projectors</p>	<p>X All Students</p>	<p>Tech Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>Guided Reading Teacher Manuals (For New Teachers) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>Tech Coordinator Hourly (Esparza Extra Hours) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$700</p> <p>Software License 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$500</p> <p>Translation Services 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707</p>

		\$500
		Certificated Planning Time 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,000

Action 1.8

1.7 Pre-school Transition Plan:

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

Action 1.9

1.8 Communication Enhancement Program

	<u>X</u>	Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. The Communication Enhancement Program (CEP) at Peralta is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.	<u>X</u> All Students	None Specified \$

Action 1.10

Inclusion

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

Goals, Strategies, & Proposed Expenditures

Goal 2.0

Safe, Orderly and Inviting Learning Environment

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

Goals for expected attendance outcomes were not met at the time of this writing and chronic absentee numbers have exceeded the 6% goal set and therefore represent an identified need. Parent meetings, student contracts, and efforts to connect families to child care have demonstrated effectiveness in reducing chronic absenteeism in the past and will continue to be utilized. Addressing students' reasons for absences would decrease Peralta's chronic absenteeism rate. There is a correlation between attendance and academic success. Therefore, addressing attendance issues will result in improved progress by students in grades 3-6 on the CAASPP in ELA and Mathematics as well as English learners being reclassified fluent English proficient.

Student voice surveys have been given by teachers and the overall average of these surveys has displayed an emotionally healthy outlook in the majority of students. However, a focus on social emotional wellness will be an emphasis as the transition to in-person instruction is completed or developed to address the potential needs of students. Routines will need to be established to address feelings of anxiety or stress. The school psychologist and behavior specialist will be utilized in developing these activities. Research supports that students experience difficulty learning at school when they do not feel safe. Therefore, addressing students' safety needs will result in improved progress by students in grades 3-6 on the CAASPP in ELA and Mathematics as well as English learners on the ELPAC and in being reclassified fluent English Proficient. Professional development may be needed to establish the regular practice of these routines daily in classrooms.

Feedback shared from students, parents, and staff regarding efforts made to create an inviting learning environment has been positive.

Prior to the closure, there was an identified need to address Tier 2 and 3 students with maladaptive behaviors that will need to continue to be addressed. Peralta's BSEL coordinator has attended additional training to develop effective practices to address the needs of students exhibiting Tier 2 and 3 behaviors. The BSEL team will work to develop a system for Peralta students in need. The proposed system will be built in a network of influential individuals of staff for students in need and establish a check-in system to motivate and coach these students to make the necessary behavior corrections. Incentives will accompany these systems and serve as reinforcement for growth in making positive behavior choices.

Due to the challenges from Covid 19, there has been an identified need to address the safe use of the campus by students, staff, and families. The parent/student handbook will be reviewed to include information on how to handle both medical and behavior situations as well as to address changes in rules and procedures. Sanitizing procedures have also been added to keep high traffic areas germ free and safe.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P 5 School attendance rate	TK: 90.15 K: 88.73 1: 91.03 2: 90.8 3: 93.37 4: 94.01 5: 91.47 6: 94.62	Attendance Goals by Grade Level: TK: 92 K: 90 1: 93 2: 92 3: 95 4: 95 5: 93 6: 95
P5 Chronic Absenteeism rate	School: 14.4% EL: 17.8% Students with Disabilities: 11% Socioeconomically Disadvantaged: 17.4%	Goal for Chronic Absenteeism: School: 9% EL: 12% Students with Disabilities: 6% Socioeconomically Disadvantaged: 11%
P6 Pupil Suspension rate	Actual: Pupil Suspension rate: 0.0%	Maintain a Pupil Suspension Rate of 0.0%.
P6 Surveys of pupils, parents, teachers on sense of safety	LCAP Student Survey, Spring 2022 How often do you worry about violence at your school?: 52% of students responded almost never or once in a while.	LCAP Student Survey, Spring 2023: How often do you worry about violence at your school?: Reduce number to 30% of students responding almost never or once in a while.
P6 Surveys of pupils, parents, teachers on sense of safety	LCAP Student Survey, Spring 2022 For students who need extra support, how difficult is it for them to get the support that they need?64% responded not at all difficult or slightly difficult.	LCAP Student Survey, Spring 2023 goal: For students who need extra support, how difficult is it for them to get the support that they need? Increase to 74% responding not at all difficult or slightly difficult.
P6 Surveys of pupils, parents, teachers on sense of safety- BrightBytes	LCAP Parent/Family Survey Spring 2022: How well do you feel this school or district is currently doing in the following area: Diversity and inclusion of all students? 75% responded "quite well" or "extremely well."	LCAP Parent/Family Survey Spring 2023 Goal: How well do you feel this school or district is currently doing in the following area: Diversity and inclusion of all students? Increase to 80% responding "quite well" or "extremely well."
P6 Pupil Expulsion Rate	Actual: Pupil Expulsion Rate: 0%	Maintain a pupil expulsion rate of 0%.
P1 School facilities are maintained in good repair.	Peralta School facility reports 100% Good or Better on FIT report 2020-2021.	The school facility will be maintained as expected.

Planned Strategies/Activities

Action 2.1

2.1 Supervision and Support

X Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. Safety and Healthy School Environment Supervisors will participate in training that focuses on conflict resolution and positive reinforcement. Should Distance learning be necessary, supervisors will support re-engagement of students, distribution of supplies, and supporting lunch distributions. Supervisors will supervise PTA sponsored events that may require additional supervision. Activity supervisors will provide appropriate campus supervision, enforce the school dress code, and enforce school rules and procedures. Students and staff will participate in monthly fire drills and practice disaster procedures. Supervisors will also provide babysitting for parent training and meetings such as PTA, ELAC, and SSC. The school will create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through various activities (red ribbon week, anti-bullying assemblies, digital citizenship.)</p> <p>B. Health Aide The health aide will provide appropriate health care and nursing services.</p> <p>C. PBIS/ BSEL PBIS/ BSEL coordinator and staff will provide a school-wide assertive discipline program. PBIS implementation will include training and materials for teaching social skills with social skills posters, Class Dojo will be used to communicate with parents and caregivers. SEL efforts will be provided regularly and supported by the school psychologist, BSEL coordinator and admin team.</p> <p>D. 100 Mile Club Peralta will operate the 100 Mile Club. This program focuses on student health and well being by having them participate in running and monitoring the number of miles they run. Students will develop self-monitoring strategies.</p> <p>E. Safety Supplies &/or Walkie-Talkies.</p>	<p><u>X</u> All Students</p>	<p>Health Aide Clerk 3hrs. (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$25,066</p> <p>Hourly, Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$700</p> <p>Substitute Teacher Develop Safety Plan</p> <p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$383</p> <p>Materials & Supplies Safety</p> <p>4000-4999: Books And Supplies Title I Basic -- 3010 \$650</p> <p>Activity Supervisor 4hrs 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$7,404</p> <p>Supplies (PBIS), (Attendance), (100 Mile) Incentives & Awards</p> <p>4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,350</p>

Peralta will replace inoperable walkie-talkies. Supplies in the event of an emergency will be prioritized and purchased within the constraints of the budget.

Mental Health Counselors
1000-1999: Certificated Personnel Salaries
Title I Basic -- 3010
\$

Action 2.2

2.2 Positive Behavior Intervention Support (PBIS) and Social Emotional Learning (SEL)

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

A. PBIS/ SEL Coach & Committee

The PBIS coach along with the PBIS committee will facilitate the implementation of the components of the PBIS model. The PBIS/BSEL coach and team will provide staff development and support in planning short lessons. Student incentives will be given in the classroom and schoolwide to reward positive behavior. SEL efforts will be provided regularly and supported by the school psychologist and behavior specialist

X All Students

B. PBIS/BSEL Meetings

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

C. PBIS Incentives

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

Supplies (Incentives)
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$700

D. Tier 2 support

The Tier 2 support system will build in a network of influential individuals of staff for students in need and establish a check-in system to motivate and coach these students to make the necessary behavior corrections. Incentives will accompany these systems and serve as reinforcement for growth in making positive behavior choices.

Action 2.3

2.3 School Safety Plan

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
A. Create and revise the Safe School Plan	<u>X</u> All Students	Supplies (Incentives + Shakey's) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500
B. Developing each student's resiliency skills		Saturday School Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$600
C. Provide appropriate campus supervision		Material & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1368
D. Participate in Red Ribbon Week Activities		
E. Follow child abuse mandated reporting procedures		
F. Develop and practice routine disaster procedures		
G. Maintain and acquire emergency/disaster supplies		
H. Notify teachers of dangerous students		
I. Distribute the discrimination and harassment policy to employees, students, and parents		

Action 2.4

2.4 Health Services

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
A. A Health Care Aide will provide support to ensure a healthy environment by attending to student health needs and parent outreach for vision, health and dental referral.	<u>X</u> All Students	Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1280
B. Support for a Healthy lifestyle will include: 100 Mile Club and PE.		Student Incentives (100 Mile Club)
C. A School Psychologist is employed part time on the site to support Behavior support plans, IEP's, and student assessment.		4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1500

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

Mental Health Counselor
5000-5999: Services And Other Operating
Expenditures
LCFF Suppl/Conc -- 0707
\$

Goals, Strategies, & Proposed Expenditures

Goal 3.0

Parent, Student and Community Engagement

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

We will continue to allow a virtual option for meeting attendance when requested by a parent or guardian. This will allow greater access to families unable to attend in-person. In addition, the shift to later meetings may also lead to greater engagement from parents. Multiple attempts to engage parents in attending events will be made throughout the school year. Messages will be sent via Parent Square, Class Dojo, school website, marquee, and paper fliers.

There is a need for students to have more diverse activities available during their recess and lunch breaks. In response, new Maker Space areas are being developed for the school library to provide a greater range of activities to engage students in areas of STEAM. If students and staff request it, a return of intramural sports will be put in place along with on site 100 Mile Club opportunities. Students will participate in the 100 Mile Club daily.

Peralta must continue to reach out and be available to families speaking a primary language other than English. Providing communication in primary languages for families will be utilized as well as meeting with key members in the community to build stakeholder buy in and overall comfort in Parent meetings. These efforts will support families and benefit students in their efforts to be reclassified fluent English proficient.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3 Parent Engagement	LCAP Parent/Family survey, Spring 2022 For this school or district to be successful over the next 3 years, how important is it to focus on...community partnerships. 100% responded "Extremely Important" or "Quite Important."	LCAP Parent/Family survey, Spring 2023 Goal: For this school or district to be successful over the next 3 years, how important is it to focus on...community partnerships. 100% will respond "Extremely Important" or "Quite Important."
P5 Parent Engagement	LCAP Parent/Family survey, Spring 2022 For this school or district to be successful over the next 3 years, how important is it to focus on student activities and extracurricular activities.	LCAP Parent/Family survey, Spring 2023 Goal: For this school or district to be successful over the next 3 years, how important is it to focus on student activities and extracurricular activities.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	81% responded "Extremely Important" or "Quite Important."	86% will respond "Extremely Important" or "Quite Important."
P5 Teacher Engagement	LCAP Teacher Survey, Spring 2022 On most days, how enthusiastic are the students about being at school? 60% responded "quite enthusiastic" or "extremely enthusiastic."	LCAP Teacher Survey, Spring 2023 Goal: On most days, how enthusiastic are the students about being at school? 65% will respond "quite enthusiastic" or "extremely enthusiastic."
P6 Surveys of pupils, parents, teachers on sense of school connectedness	LCAP Student Survey, Spring 2022 Overall, how much do you feel like you belong at your school? 74% of students responded, "belong quite a bit" or "completely belong."	LCAP Student Survey, Spring 2023 Goal: Overall, how much do you feel like you belong at your school? 79% of students will respond, "belong quite a bit" or "completely belong."

Planned Strategies/Activities

Action 3.1

3.1 Parent Engagement and Leadership

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. Increase parent involvement in school/district advisory committees to review current school/district programs and make recommendations. The principal will provide regular updates to parents about classroom/school activities and programs through Q communications, the school website, and marquee. When necessary these meetings will take place in a virtual environment.</p> <p>B. The school will communicate to parents the board policies and other requirements of the Transitional Kindergarten program. Parents will be provided with steps for registration.</p>	<p><u>X</u> All Students</p> <p><u>X</u> Other student group(s) Pre-school/Head Start</p>	<p>Hourly, Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$245</p>

Action 3.2

3.2 Parent Involvement Opportunities

	<u>X</u>	Modified Action	
Planned Actions/Services	Students to be served	Budget and Source	
<p>A. As Covid restrictions are removed, increasing parent involvement by providing the opportunity to participate in PTA-sponsored events and as classroom volunteers. The goal is to engage parents in their children's education by helping them develop skills to use at home that support their children's academic efforts at school. Information will be provided in both English and Spanish and will be sent home on a timely manner.</p> <p>B. As Covid restrictions are removed, the school staff will invite parents to participate in site-based activities such as the School Site Council, ELAC, 100 Mile Club, Fall Festival, Book Fair, Pastries with Parents, and AVID workshops. Many of these events can continue virtually should Covid restrictions not allow for in-person participation.</p>	<p><u>X</u> All Students</p>	<p>Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$850</p>	

Action 3.3

3.3 Parent Communication and Connectivity

	<u>X</u>	Modified Action	
Planned Actions/Services	Students to be served	Budget and Source	
<p>A. Assist parents in understanding academic common core state standards, state and local academic assessments, requirements of Title I, and how to monitor a child's progress and work with educators to improve student achievement using Parent Connect and Parent Phone System. Peralta will provide a parent station to ensure all parents have access to parent connect and other district resources.</p> <p>B. Parents will regularly be informed of student progress through Back-to-School Night, parent conferences, progress reports, report cards, Parent Square, Class Dojo, and flyers sent home. If these events cannot be done safely in-person, they will be provided virtually.</p>	<p><u>X</u> All Students</p>	<p>Clerical - Overtime 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p>	

C. Parent meetings, parent-teacher conferences, report cards, informational newsletters, flyers, office communication, and parent resources will be provided in both English and Spanish to meet the needs of our Spanish speaking population. Translators will be provided for parent meetings. If these events cannot be done safely in-person, they will be provided virtually.

Action 3.4

3.4 Community Involvement and Student Transition

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>Peralta believes in a collaborative partnership among teachers, parents, students, family members and the community. To promote parent involvement, Peralta employs the following:</p> <p>A. Regular, two-way communication between the school and home which fosters a clearer vision for each student and promotes higher student achievement. Peralta staff members assist in facilitating written communication in both English and Spanish.</p> <p>B. Parent/Student/Teacher Compact is signed each year of In-person instruction and reviewed virtually in the event of distance learning.</p> <p>C. Parents are invited and encouraged to attend Parent-Teacher conferences with translators assigned as needed. These are also offered virtually when requested. Home visits are provided if necessary.</p> <p>D. Parents are encouraged to be a part of SSC, ELAC and/ or PTA.</p> <p>E. Parents are provided the opportunity to participate in parenting classes or community events that will assist their children in learning the standards.</p> <p>F. In preparation and readiness for the beginning and ending of the academic school year, Peralta students and parents will be given the opportunity to acquaint/revisit/follow-up with school registrations and general procedures.</p> <p>G. Parents are invited to attend grade-level and AVID parent workshops to learn ways to provide academic support for their child at home.</p>	<p><u>X</u> All Students</p> <p><u>X</u> Other student group(s) Preschool/ Head Start</p>	<p>Materials & Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$401</p> <p>Postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$100</p>

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

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

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

Action 3.5

3.5 Involvement of staff, parents and community

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

A. Teachers will hold meetings in-person or virtually with parents to explain standards, homework, assessments, progress, etc. to enhance student achievement. Translation will be provided. Parents will be encouraged to attend parent meetings and school functions. All parents will sign a school-parent compact. Parents will be encouraged to attend Back to School Night. Parents will receive copies of individual student assessment results. Teachers will review state and district assessment results. School-wide data will be shared with and interpreted for the SSC and ELAC. Parents are invited to special activities and encouraged to volunteer on campus. Communication goes out to parents via school flyers, Parent Square, Class Dojo, and wording on the marquee.

B. At Peralta, we recognize we serve not only our students, but their families as well. Our parent involvement opportunities include the traditional parent participation in School Site Council, English Learner Advisory Committee, Parent-Teacher Association and attendance at events such as Back-to-School Night and Parent/Teacher Conferences. We endeavor to go further than these typical involvement opportunities. We include Read Across America Day, Peralta Family Picnics, and Pastries with Parents. We plan to build upon these opportunities in the coming year.

X All Students

Hourly, Other Certificated
 1000-1999: Certificated Personnel Salaries
 Title I Parent Involvement -- 3010 1902
 \$200
 Printing
 5000-5999: Services And Other Operating
 Expenditures
 Title I Parent Involvement -- 3010 1902
 \$130
 Translation Services
 2000-2999: Classified Personnel Salaries
 Title I Parent Involvement -- 3010 1902
 \$964

Action 3.6

3.6 Communication Enrichment

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

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4 Statewide Assessments - ELA Data Dashboard	Due to the amount of time that has passed since students last participated in CAASPP testing, a new baseline will be set when CAASPP resumes in Spring of 2022.	Maintain use of 2019 CAASPP Data Dashboard
P4 Statewide Assessments - Math Data Dashboard	Due to the amount of time that has passed since students last participated in CAASPP testing, a new baseline will be set when CAASPP resumes in Spring of 2022.	Maintain use of 2019 CAASPP Data Dashboard
P4 Statewide Assessments - ELPAC	40% of students at Level 4 - Well Developed 35% of students at Level 3 - Moderately developed Less than 27% of students at Levels 2 & 1 - Somewhat Developed & Beginning Stage	*2.17% Proficient *Level 1 (Minimally Developed) 26.81% *Level 2 (Somewhat Developed) 39.13% *Level 3 (Moderately Developed) 31.88% *Level 4 (Well Developed) 2.17%"
P8 Other student outcomes- NWEA Reading	Increase overall percentage of students on track to meet grade level standards in each grade by 3%.	Spring 2022 NWEA Data for Peralta: (% of students scoring high average or high) Kindergarten: 8% 1st Grade: 19% 2nd Grade: 11% 3rd Grade: 13% 4th Grade: 28% 5th Grade: 6% 6th Grade: 18%
P8 Other student outcomes- NWEA Math	Increase overall percentage of students on track to meet grade level standards in each grade by 8%.	Spring 2022 NWEA Data for Peralta: (% of students scoring high average or high) Kindergarten: 8% 1st Grade: 14% 2nd Grade: 18%

Metric/Indicator	Expected Outcomes	Actual Outcomes
		3rd Grade: 12% 4th Grade: 0% 5th Grade: 2% 6th Grade: 11%
P8 Other student outcomes-DIBELS	Should DIBELS resume in Fall of 2021, a new baseline will be set at that time.	Not administered during the 2021-2022 school year.
P8 Other student outcomes- MDTP Math 6th grade	6th grade students will average 45% or more on the MDTP given in April.	24% of students met or exceeded on the alternate assessment.
P8 Other student outcomes- Reading Inventory ELA 6th grade	6th grade students will score in the Lexile level of 800 or greater on the Reading Inventory.	23% of students met or exceeded on the alternate assessment.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.1 CSS & NGSS Implementation</p> <p>A. ELA/Math CSS, NGSS, and potentially distance learning professional development will be provided as needed. NGSS Unit writers, math facilitators, Math and ELA UOS writers, and when necessary outside consultants, will support implementation plan.</p> <p>B. Professional development to support initiatives such as AVID, Digital Gateway (technology, 1:1 Chromebook for K-6), Balanced Math, Impact Teams, Guided Reading, and Step Up to Writing. If necessary, there may also be training to support distance or hybrid learning models.</p> <p>C. Principal will coordinate & monitor all professional development and instruction. Staff surveys. leadership</p>	<p>A. Implemented as planned.</p> <p>B. Implemented as planned, we will not be continuing with Impact Teams.</p> <p>C. Implemented as planned.</p> <p>D. Implemented as planned.</p> <p>E. Grade levels intermittently used units of study and common assessments. Some grade levels will continue to utilize these available assessments.</p> <p>F. Implemented as planned.</p> <p>G. Implemented as planned.</p> <p>H. Implemented as planned.</p> <p>I. Implemented as planned.</p>	<p>Substitute Teacher (Trainings) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,872</p> <p>Substitute Teacher (ELPAC Administration) 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 \$258</p> <p>Media Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$53,275</p> <p>Software & Licences (RAZ Kids) 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$500</p>	<p>Substitute Teacher (Trainings) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0</p> <p>Substitute Teacher (ELPAC Administration) 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 \$0</p> <p>Media Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$53,275</p> <p>Software & Licences (RAZ Kids) 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$500</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>feedback, and/ or classroom observations will determine site needs for training.</p> <p>D. ELA/Math UOS as well as NGSS lessons will be implemented.</p> <p>E. Units of Study and site developed common assessments are utilized to monitor student progress and achievement.</p> <p>F. Teachers analyze data during collaboration meetings using Data programs (Key Data) to monitor & analyze formative & summative assessments. Disaggregated data will be used to drive/adjust instruction.</p> <p>G. EMCC coordinates materials & provides technology support.</p> <p>H. Supplemental materials, resources, instruction, incentives, library resources, technology, etc. will be purchased for ELA/ ELD/ Math/ Science(NGSS)/ Intervention to support EL/SDC/RSP/GATE students. Examples to be considered: Copy machines, printing, calculators, novels, leveled readers such as Reading A to Z, manipulatives, software such as RAZ kids, Seesaw, Kami, and informational texts, etc.</p> <p>I. GATE coordinator collaborates with classes that have GATE clusters to enrich and/or accelerate on CSS in ELA, Math, Science, and Social Studies.</p>	<p>J. Implemented as planned.</p> <p>K. Implemented as planned.</p>	<p>Lamination 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$250</p> <p>Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3,200</p> <p>Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,200</p> <p>Printing Supplies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2,665</p> <p>Hourly Classified (Babysitting) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$267</p> <p>Copier Maintenance Agreements 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2,500</p>	<p>Lamination 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$250</p> <p>Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3,200</p> <p>Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,200</p> <p>Printing Supplies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2,665</p> <p>Hourly Classified (Babysitting) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$267</p> <p>Copier Maintenance Agreements 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2,500</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>J. If health guidelines allow, band and string instruments classes will be available for 4-6 grade students once a week.</p> <p>K. Supplies, materials, incentives, and professional development will be provided to support AVID implementation TK-6.</p>			
<p>1.2 Intervention A. Fourth through Sixth Grade students will use I-station to screen all students for additional small group support from an Intervention teacher. I-station will be available for students identified as having significant gaps in reading foundational skills within their home classroom.</p> <p>B. Fourth through Sixth grade students will be provided intervention support for thirty minutes daily as guided reading takes place through intervention support.</p> <p>C. K-3 previously used DIBELS to monitor and assess reading foundational skills and should In-person resume will resume the use of DIBELS. Teachers administer and analyze DIBELS assessment data in order to provide appropriate interventions. Collaboration focuses on intervention strategies. CSR Intervention teachers provide Early Literacy Intervention to grades 1-3 students in reading fluency and phonemic awareness.</p>	<p>A. Students did not use I-station during the school year. Instead, students used NWEA.</p> <p>B. Implemented as planned.</p> <p>C. DIBELS is not used at Peralta, we are currently using NWEA for all assessments.</p> <p>D. Implemented as planned, no professional development was provided for a distance learning model.</p> <p>E. Implemented as planned.</p> <p>F. Implemented as planned.</p>	<p>Substitute Teacher (Data Analysis) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000</p> <p>Teacher Hourly (Impact Teams) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000</p> <p>Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$400</p> <p>Travel/Conference/AVID 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$200</p> <p>Hourly, Other Certificated (GATE) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000</p>	<p>Substitute Teacher (Data Analysis) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>Teacher Hourly (Impact Teams) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$400</p> <p>Travel/Conference/AVID 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$200</p> <p>Hourly, Other Certificated (GATE) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>D. Professional development to support intervention initiatives will be provided. This includes supporting a distance learning model.</p> <p>E. Students with special needs receive support via special education program using pull-out and inclusion methods. Professional development and release time to support inclusion program will be available.</p> <p>F. GATE enrichment activities/lessons provided to students/parents periodically during the year.</p>		<p>Impact Team Manuals 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p>	<p>Impact Team Manuals 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p>
<p>1.2 Continued (Intensive Intervention)</p> <p>A. Additional time for TK/K instruction will be provided for qualifying students as an extended learning opportunity should funding allow.</p> <p>B. FTE .80 Primary grade intervention teacher doing push-in foundational reading support.</p> <p>C. FTE Upper Grade Intervention teacher doing push-in guided reading.</p> <p>D. GATE enrichment activities/lessons provided to students/parents during the school year.</p> <p>F. One three hour instructional assistants doing guided reading in grade six .</p>	<p>A. Implemented as planned.</p> <p>B. Our primary intervention teacher does pull out tutoring for students in small groups providing foundational reading supports.</p> <p>C. The upper grade intervention teacher does pull out small group guided reading.</p> <p>D. Implemented as planned.</p> <p>F. Implemented as planned.</p>	<p>.80 FTE Early Intervention Tchr 1st & 2nd 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$88,617</p> <p>1 FTE CSR Intervention Tchr 3rd & 4th Grades 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$67,286</p> <p>1 FTE CSR Intervention Tchr 3rd & 4th Grades 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$67,286</p> <p>1Three hour instructional assistants to support 5th/6th grade intervention students</p>	<p>.80 FTE Early Intervention Tchr 1st & 2nd 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$88,617</p> <p>1 FTE CSR Intervention Tchr 3rd & 4th Grades 1000-1999: Certificated Personnel Salaries \$67,286</p> <p>1 FTE CSR Intervention Tchr 3rd & 4th Grades 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$67,286</p> <p>1Three hour instructional assistants to support 5th/6th grade intervention students</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$11,769	2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$11,769
		.80 FTE Early Intervention Tchr 1st & 2nd (20%) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$22,154	.80 FTE Early Intervention Tchr 1st & 2nd (20%) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$22,154
<p>1.3 AVID:</p> <p>A. Begin year 6 of AVID</p> <p>B. Monitor students that are AVID strong.</p> <p>C. Coordinate PBIS, SEL, and AVID programs</p> <p>D. Provide opportunities for teachers to attend AVID Path training and administrator to attend AVID conferences</p> <p>E. Purchase AVID supplies for all students in grades TK-6 and incentives. Adjustments may need to be made should a distance model be needed.</p>	<p>A. Implemented as planned.</p> <p>B. Implemented as planned.</p> <p>C. Implemented as planned.</p> <p>D. Due to sub shortages, and a lack of opportunities available, teachers did not attend AVID Path training this year. AVID summer institute will occur in August 2022.</p> <p>E. Implemented as planned.</p>	Supplies Materials (AVID) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,150	Supplies Materials (AVID) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0
		Incentives (AVID) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500	Incentives (AVID) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500
		Conferences/Travel (AVID) 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$400	Conferences/Travel (AVID) 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$0
<p>1.4 ELD</p> <p>A. 30 minutes of designated ELD instruction in TK-6 will be provided.</p> <p>B. Integrated EL support (i.e. evidence based strategies) will be provided over multiple subjects.</p>	<p>A. Implemented as planned.</p> <p>B. Implemented as planned.</p> <p>C. Implemented as planned.</p> <p>D. Implemented as planned, when possible.</p>	Salary, Two BLT (3 hrs.) (50%) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$21,419	Salary, Two BLT (3 hrs.) (50%) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$21,419
		Salary, Three BLT (3 hrs.) (50% for 2 & 100% for 1) 2000-2999: Classified Personnel Salaries	Salary, Three BLT (3 hrs.) (50% for 2 & 100% for 1) 2000-2999: Classified Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>C. EL levels for EL newcomers are determined at the district assessment center.</p> <p>D. When possible, classes are configured to have no more than 2 adjacent EL levels.</p> <p>E. Teachers monitor and evaluate EL levels using multiple measures including classroom assessments and ELPAC data.</p> <p>F. Bilingual Language Tutors support EL students by providing lesson reinforcement and reading support in both English and Spanish.</p> <p>G. Professional development to support ELD program will be provided. The new Ellevate platform will be accessible to teachers to support with ELD standards.</p>	<p>E. Implemented as planned.</p> <p>F. Implemented as planned.</p> <p>G. Implemented as planned.</p>	<p>LCFF Suppl/Conc -- 0707 \$45,880</p> <p>Salary, Translation 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$700</p> <p>Materials & Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$3,872</p> <p>Hourly IA 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,000</p> <p>Lease/Purchase 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$648</p>	<p>LCFF Suppl/Conc -- 0707 \$45,880</p> <p>Salary, Translation 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$700</p> <p>Materials & Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$3,872</p> <p>Hourly IA 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,000</p> <p>Lease/Purchase 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$648</p>
<p>1.5 Hourly Classified Four days of clerk hours to support the beginning and ending of school year.</p>	<p>Implemented as planned.</p>	<p>Hourly Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$400</p> <p>Hourly Office 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$410</p> <p>Hourly Office 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p>	<p>Hourly Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$400</p> <p>Hourly Office 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$410</p> <p>Hourly Office 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.6 Resources:</p> <p>A. Purchase additional materials to support AVID implementation, UOS, ELD, technology, and Collaborative Teaching including print material, web based supplemental materials and manipulatives. An emphasis on web based materials will be explored in the event of distance learning.</p> <p>B. Supplemental ELA, ELD, and Mathematics materials</p> <p>C. Digital Resources – Reading A-Z, Google suite, Zoom, Pear Deck, Flip grid, Seesaw, Kami, I-station</p> <p>D. Technology and software support for classroom integration - Document cameras and projectors</p>	<p>A. Additional materials to support AVID, ELD, technology were purchased. We did not purchase additional materials to support UOS. Teaching was implemented as planned.</p> <p>B. Implemented as planned.</p> <p>C. Implemented as planned, except we did not use I-station.</p> <p>D. Technology support for classrooms was provided, new hardware was not purchased this year, but will be purchased as needed.</p>	<p>Tech Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>Guided Reading Teacher Manuals (For New Teachers) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>Tech Coordinator Hourly (Esparza Extra Hours) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$400</p> <p>Software License 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$500</p> <p>Translation Services 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p> <p>Certificated Planning Time 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,000</p>	<p>Tech Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>Guided Reading Teacher Manuals (For New Teachers) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>Tech Coordinator Hourly (Esparza Extra Hours) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$400</p> <p>Software License 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$500</p> <p>Translation Services 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p> <p>Certificated Planning Time 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p>
<p>1.7 Pre-school Transition Plan:</p> <p>A. Peralta does not have a pre-school program on-site. However, special education pre-school students have transition meetings that are often attended by Peralta's principal, SLP, school psychologist, and Special Education teacher. Parents are always</p>	<p>A. Implemented as planned.</p> <p>B. Implemented as planned.</p>	<p>None Specified</p> <p>\$</p>	<p>\$</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>welcome to visit our TK-1 classroom to observe the quality of instruction and safe learning environment.</p> <p>B. Registration information for Transitional Kindergarten and Kindergarten will be sent to the parents of pre-school students in the Spring. All information will be sent in both English and Spanish.</p>			
<p>1.8 Communication Enhancement Program</p> <p>A. The Communication Enhancement Program (CEP) at Peralta is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.</p>	<p>A. Implemented as planned.</p>	<p>None Specified</p> <p>\$</p>	<p>\$</p>
<p>Inclusion</p> <p>The planned actions for Full Inclusion include:</p> <p>A. Continued professional development as needed for general education teachers, Educational Specialists, and paraprofessionals.</p> <p>B. If budget allows, release time for teachers to collaborate and plan for the support and success for all students.</p>	<p>A. Implemented as planned.</p> <p>B. Due to sub shortages, release time was not allotted.</p> <p>C. CPI training was offered, admin attended.</p>	<p>None Specified</p> <p>\$</p>	<p>\$</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
C. Classified and certificated behavior support and training (CPI Training, Student Attendant Aides-if not provided by the district).			

Analysis

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

Overall, action steps were implemented as planned. Some modifications were made as we transitioned back into in person learning. Not all planned PD occurred, but we will look to have those opportunities in the coming school year. This school year, our students benefitted from the addition of a math interventionist. This staff member met with students who needed additional support with math skills. Initially, the interventionist met with all students K-6 who needed supports. Next year, based on NWEA data, the scope of students targeted will be smaller. As seen by the spring 2022 NWEA data, we have many students in need of extra support. We will work to make sure that lessons in all classrooms are effective and students are given the tools they need to succeed. Our intervention team will meet with students in small groups and we will target students who are in need of individual support.

AVID continues to be an integral part of how we do things in the classroom. The AVID supplies students need are provided for students, and these items are essential to a successful AVID implementation. Teachers received professional development on AVID strategies. The staff continues to develop the Peralta definition of what AVID strong looks like. There is a schoolwide expectation that we support students being college/career ready. Six staff members will attend the AVID summer institute in the summer of 2022 to continue developing college/career readiness in students and supporting a climate and culture that ensures students have the skills they need for a successful future.

Technological resources are used daily as part of instruction. Students benefit from 1:1 Chromebooks. Teachers are able to access SeeSaw, Raz Kids, and Kami to support online instruction in an in person environment. Our EMCC supports the use of technology and having staff with additional hours to support technology has been integral in things running smoothly and students having the technological tools they need to be successful. Our technology coordinator has provided hours of professional development to support teachers in their knowledge and growth in technology use to enhance instruction. Teachers use their projectors and document cameras daily to support instruction.

Our GATE teachers have provided support for gifted students and provided opportunities for students to learn and grow beyond daily grade level material. GATE students are working in all areas of STEAM and have even learned how to paint like the master painters of the past. Their artwork is proudly displayed in the cafeteria/MPR for all to see. The GATE teachers work to encourage college/career readiness among their GATE students and provide them opportunities to enhance their learning. Peralta is a full inclusion model school. Our students receive services and support from both teachers and paraprofessionals. Supplies needed to support our full inclusion students are provided to each of our three RSP teachers. Additionally, each RSP teacher has a paraprofessional to provide additional hours of support to students.

Band is available to students at Peralta. They have the opportunity to learn to play recorders and other instruments. The students look forward to their band time.

Our TK program is popular and well-attended. We have an outstanding program that provides incoming four-year-olds a solid foundation and start for their educational careers. Students are given foundational learning in letters and numbers, counting, shapes, story sequencing, and basic skills. All students are welcome and given academic and SEL support. Students learn to work cooperatively and collaborate as a team. Students are given resources and support in order to be successful.

Teachers are working to support the needs of all of their EL students. They tailor lessons and instruction to meet individual student needs. Teachers work to ensure EL students are moving toward mastery of English language skills. They provide instruction that is supportive of student learning needs including provided additional resources and support for students. We did not meet the goal of 40% of students being proficient, we reached 34.05% of students being proficient. We believe that with continued academic focus from teachers, and providing additional supports for students we will continue to get closer to that goal.

Strategies to meet goal 1 were implemented. As we move forward, we hope to continue to enhance instruction and increase student achievement.

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

Students and staff transitioned well back into in-person learning. We continue to determine the effectiveness of the strategies and activities as we transitioned back to in-person instruction. Impact teams were started and utilized during teacher planning time. AVID continues to be a focus as we prepare students for college and career readiness. Students successfully transitioned back to school and the strategies and activities that were set to achieve goals were implemented effectively.

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

We did not spend as much on substitute teachers and professional development as planned. With a return to in-person instruction and a change in administration, there was no plan shared in regard to planned professional development and school wide plans. The primary initiatives were met, but additional professional development was not completed. Professional development will occur in the 2022-2023 school 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.

Our biggest change is moving from i-Station to NWEA. Many endeavors that were planned were fully implemented as the transition back to in-person instruction took much time, effort, and energy. We look forward to stabilizing systems and keep moving forward with planned initiatives. We are also moving away from Impact Teams, we've done some work with professional development and Impact Teams, but will not be pursuing Impact Teams in the future. All other action steps were implemented, even if not fully due to substitute teacher shortages and the transition to a new principal mid-September.

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
P 5 School attendance rate	Maintain an attendance rate at 96.5% or higher.	Attendance Rates: TK: 90.15 K: 88.73 1: 91.03 2: 90.8 3: 93.37 4: 94.01 5: 91.47 6: 94.62
P5 Chronic Absenteeism rate	Maintain a Chronic Absentee rate of 6% or lower.	School: 14.4% EL: 17.8% Students with Disabilities: 11% Socioeconomically Disadvantaged: 17.4%
P6 Pupil Suspension rate	Maintain a Pupil Suspension Rate of 1.0% or lower.	0.0%
P6 Surveys of pupils, parents, teachers on sense of safety	LCAP Surveys: Extremely Safe or Moderately Safe Students - 90% or higher Parents - 93% or higher Staff - 90% or higher	LCAP Student Survey, Spring 2022 How often do you worry about violence at your school?: 52% of students responded almost never or once in a while.
P6 Surveys of pupils, parents, teachers on sense of safety	CHKS Survey: Students surveyed reported feeling safe all of the time/most of the time/some of the time: 95% Students reported feeling safe all of the time: 50% Students reported feeling safe most of the time: 31%	LCAP Student Survey, Spring 2022 For students who need extra support, how difficult is it for them to get the support that they need?64% responded not at all difficult or slightly difficult.

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>Students reported feeling safe some of the time: 14%</p> <p>Students reported never feeling safe: 5%</p>	
<p>P6 Surveys of pupils, parents, teachers on sense of safety- BrightBytes</p>	<p>BrightBytes Survey</p> <p>90% or more students reporting that teachers address respectful online behavior.</p> <p>80% or more of students reporting that teachers address how to respond to online bullying.</p> <p>85% or more of students report that teachers address how to protect your online identity.</p> <p>70% or more of students reporting always feeling safe working online and at least 20% reporting usually feeling safe online.</p> <p>75% or more of students reporting classmates treating each other with respect and at least 20% reported classmates usually treating each other with respect.</p>	<p>LCAP Parent/Family Survey Spring 2022: How well do you feel this school or district is currently doing in the following area: Diversity and inclusion of all students? 75% responded "quite well" or "extremely well."</p>

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.1 Supervision and Support</p> <p>A. Safety and Healthy School Environment</p> <p>Supervisors will participate in training that focuses on conflict resolution and positive reinforcement. Should Distance learning be necessary, supervisors will support re-engagement of students, distribution of supplies, and supporting lunch distributions. For In-person instruction, supervisors will supervise PTA sponsor events that may require additional supervision. Activity supervisors will provide appropriate campus supervision, enforce the school dress code, and enforce school rules</p>	<p>A. Implemented as planned.</p> <p>B. Implemented as planned.</p> <p>C. Modified to include school based trainings, posters were not provided to teachers, and attendance incentives were not given as the school faced a large number of Covid related absences and forced quarantines.</p> <p>D. Implemented as planned.</p> <p>E. Implemented as planned.</p>	<p>Health Aide Clerk 3hrs. (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$19,329</p> <p>Hourly, Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$500</p> <p>Substitute Teacher: Develop Safety Plan 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$300</p>	<p>Health Aide Clerk 3hrs. (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$19,329</p> <p>Hourly, Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$500</p> <p>Substitute Teacher: Develop Safety Plan 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$300</p>

**Planned
Actions/Services**

and procedures. Students and staff will participate in monthly fire drills and practice disaster procedures. Supervisors will also provide babysitting for parent training and meetings such as PTA, ELAC, and SSC. There will be a meeting each trimester with supervisors to discuss health and safety concerns on campus. The school will create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through various activities (red ribbon week, bullying assemblies, digital citizenship, common sense media, health awareness workshops)

B. Health Aide
The health aide will provide appropriate health care and nursing services.

C. PBIS/ BSEL
PBIS/ BSEL coordinator and staff will provide a school-wide assertive discipline program.(PBIS Program). PBIS implementation will include training and materials for teaching social skills with social skills posters, Class Dojo, TAKE 15 MORE attendance rewards and incentives. SEL efforts will be provided regularly and supported by the school psychologist and behavior specialist

D. 100 Mile Club
Peralta will operate the 100 Mile Club if In-person instruction takes place. This program focuses on student health and well being by having them participate in

**Actual
Actions/Services**

[Empty cell for actual actions/services]

**Budgeted
Expenditures**

Materials & Supplies Safety
4000-4999: Books And Supplies
Title I Basic -- 3010
\$350

Supplies (PBIS), (Attendance),
(100 Mile)
Incentives & Awards

4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$1,000

Mental Health Counselors
1000-1999: Certificated
Personnel Salaries
Title I Basic -- 3010
\$

**Estimated Actual
Expenditures**

Materials & Supplies Safety
4000-4999: Books And Supplies
Title I Basic -- 3010
\$350

Supplies (PBIS), (Attendance),
(100 Mile)
Incentives & Awards

4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$0

Mental Health Counselors
1000-1999: Certificated
Personnel Salaries
Title I Basic -- 3010
\$

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>running and monitoring the number of miles they run. Students will develop self-monitoring strategies. Steps are provided to track should distance learning be in effect.</p> <p>E. Safety Supplies &/or Walkie-Talkies. Peralta will replace inoperable walkie-talkies. Supplies in the event of an emergency will be prioritized and purchased within the constraints of the budget.</p>			
<p>2.2 Positive Behavior Intervention Support (PBIS) and Social Emotional Learning (SEL)</p> <p>A. PBIS/ SEL Coach & Committee The PBIS coach along with the PBIS committee will facilitate the implementation of the components of the PBIS model. Teachers will teach short lessons that focus on the sixteen character traits. The PBIS coach will provide staff development and support in planning these short lessons. Student incentives will be given in the classroom and schoolwide to reward positive behavior. SEL efforts will be provided regularly and supported by the school psychologist and behavior specialist</p> <p>B. PBIS Meetings The PBIS team will meet regularly to review data and provide support and resources for classroom management strategies.</p> <p>C. PBIS Incentives</p>	<p>A. PBIS is now called BSEL, there is a coach and a committee. Short lessons were not used in all classrooms. Morning meetings replaced many of the lessons and we hosted multiple school wide assemblies and classroom presentations.</p> <p>B. PBIS is now called BSEL. Regular meetings were planned and held on Wednesdays.</p> <p>C. Implemented as planned.</p> <p>D. Implemented as planned, 2X10 mentoring, SST process.</p>	<p>Supplies (Incentives) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p>	<p>Supplies (Incentives) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The PBIS team will develop incentives to reinforce positive behaviors from students.</p> <p>D. Tier 2 support The Tier 2 support system will build in a network of influential individuals on staff for students in need and establish a check-in system to motivate and coach these students to make the necessary behavior corrections. Incentives will accompany these systems and serve as reinforcement for growth in making positive behavior choices.</p>			
<p>2.3 School Safety Plan</p> <p>A. Create and revise the Safe School Plan containing three essential components: Assuring each student a safe physical environment.</p> <p>B. Assuring each student a safe & respectful, accepting and emotionally nurturing environment; Developing each student's resiliency skills.</p> <p>C. Provide appropriate campus supervision.</p> <p>D. Participate in Red Ribbon Week Activities.</p> <p>E. Follow child abuse mandated reporting procedures.</p> <p>F. Develop and practice routine disaster procedures.</p>	<p>A. Implemented as planned.</p> <p>B. Implemented as planned.</p> <p>C. Implemented as planned.</p> <p>D. Implemented as planned.</p> <p>E. Implemented as planned.</p> <p>F. Implemented as planned.</p> <p>G. Implemented as planned.</p> <p>H. Implemented as planned.</p> <p>I. Implemented as planned.</p>	<p>Supplies (Incentives + Shakey's) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>Saturday School Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$100</p> <p>Material & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$368</p>	<p>Supplies (Incentives + Shakey's) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>Saturday School Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>Material & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$368</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>G. Maintain and acquire emergency/disaster supplies.</p> <p>H. Notify teachers of dangerous students.</p> <p>I. Distribute the discrimination and harassment policy to employees, students, and parents.</p>			
<p>2.4 Health Services</p> <p>A. A Health Care Aide will provide support to ensure a healthy environment by attending to student health needs and parent outreach for vision, health and dental referral.</p> <p>B. Support for a Healthy lifestyle will include: 100 Mile Club, PE, Upper grade intramural sports, and Jump Rope for Heart.</p> <p>C. A School Psychologist is employed part time on the site to support Behavior support plans, IEP's, and student assessment.</p> <p>D. A Mental Health Counselor will be contracted for behavior support.</p>	<p>A. Implemented as planned.</p> <p>B. Implemented as planned except intramural sports did not occur and Jump Rope for Heart was changed to Run for Your Heart Jog A Thon.</p> <p>C. Implemented as planned.</p> <p>D. Implemented as planned.</p>	<p>Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$280</p> <p>Student Incentives (100 Mile Club) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>Mental Health Counselor 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3,500</p>	<p>Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$280</p> <p>Student Incentives (100 Mile Club) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>Mental Health Counselor 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3,500</p>

Analysis

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

Peralta School has a safe, orderly, and inviting school environment. It is a team effort. Parents and community members are welcomed by our front office staff and they work to meet the needs of school visitors and provide them with resources and support. We provide training to staff on conflict resolution and positive reinforcement. Our activity supervisors have grown in their skills this year as they work to enforce rules, procedures, and the dress code. We have had several

new activity supervisors join our school family this year. New staff means new energy and additional training needed. Our activity supervisors have also provided babysitting for our parent meetings, especially the ELAC meetings. Their help has been invaluable this year to help support a safe climate and a positive culture. All staff participate in trainings that include, but are not limited to harassment policies and mandatory reporting. Harassment policies are distributed to all stakeholders.

Our school health aide has been instrumental this school year. The additional hours added to her schedule have been very helpful to keep things running smoothly. She provides appropriate care for students and makes sure that all students get what they need. In addition to our health aide, our school psychologist and counselors have been essential to the social emotional welfare of students. Students who are struggling with school and home life situations are nurtured and supported through the school psychologist and counselors. We reach out to those staff daily and in times of crisis, and students get what they need in that moment. They have helped and supported numerous students as well as getting help for family members.

Students at Peralta School know the Panda Star as it is a guide for school wide behaviors and expectations. We teach all students that a Peralta Panda is safe, respectful, responsible, kind, and ready. Students know that if they follow these guidelines, their success is limitless. We use tenets of PBIS to guide students to make good choices each day. Through the help of our BSEL coordinator and our BSEL team, we proactively develop ways to support student behaviors and overall SEL. Teachers use Class Dojo to communicate with parents. Both positive reinforcements and reminders are sent digitally to parents. This tool allows teachers and parents to communicate in a timely manner and address needs immediately. Classes participate in Morning Meetings which support SEL. If students are in need of extra support, Tier 2 interventions are in place and we utilize the SST process to identify students in need and coordinate interventions to help them be successful. Interventions for student social emotional learning include check in systems, 2X10 mentoring, coaching, reinforcements for growth in making positive behavior choices.

Students participate in Red Ribbon week activities and also celebrate AVID by participating in events that encourage college and career readiness. Peralta School works to equip students and is always looking for different ways to celebrate students and their achievements. Our campus has a college and career focus and classroom discussions include conversations about being college and career ready. We also focus on student goals and support creating goals, celebrate once those goals are achieved, and encourage students to set new goals.

Students and staff participate in the 100 mile club to work on building healthy habits. Teachers encourage students to complete laps and support students in developing self-monitoring skills. Students and staff celebrate students as they complete their laps and t-shirts are purchased and worn to recognize student athletic achievement.

All classrooms are equipped with safety supplies in case of an emergency. Drills are completed monthly to ensure students and staff exit the buildings and get to safety. Many staff have walkie talkies and we are looking to purchase new ones so that each staff member has a radio to use in case of an emergency. Peralta school has a split level campus so it is vital that staff on both levels of the campus are able to effectively communicate with each other in emergency situations.

Peralta School provides a safe and orderly learning environment for staff and students.

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

The strategies listed were effectively implemented to achieve the goal. Our school works hard to create and maintain a safe and healthy school environment.

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

Some of the proposed expenditures did not match the actual expenditures as there were still restrictions in place due to Covid. As those restrictions continue to be removed, we are hopeful that we will be able to provide additional incentives to students. Other expenditures did occur as planned.

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.

PBIS mini lessons were replaced with Morning Meetings, an SEL check in that occurred in the mornings in classrooms. We are still working on full implementation, but those who implement them with fidelity have noticed a change in classroom climate and culture. We did not do any rewards or incentives for attendance as Covid hit our school hard among staff and students. Forced quarantines meant that many students and staff stayed home for extended periods of time to wait out the quarantine period. Parents and volunteers were not a daily part of our campus with the safety protocols in place, we are hoping to expand those opportunities as guests are welcomed back on campus. Otherwise, all action steps will remain in place for the next school year and we continue towards a more traditional school year.

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 Parent Engagement	LCAP Parent Engagement: (Parent Survey) Extremely or Moderately Satisfied - 95% or higher Extremely or Moderately Satisfied with Instruction - 95% or higher Extremely or Moderately Likely to Recommend School - 95% or higher Extremely or Moderately Effective office Staff - 95% or higher Extremely or Moderately Well Informed: School-wide Activities - 95% or higher Extremely or Moderately Well Informed Classroom Activities - 95% or higher Extremely or Moderately Welcoming - 95% or higher Opportunities to be involved in district decision making - 80% or higher	LCAP Parent/Family survey, Spring 2022 For this school or district to be successful over the next 3 years, how important is it to focus on...community partnerships. 100% responded "Extremely Important" or "Quite Important."
P5 Student Engagement	LCAP Student Engagement: (Student Survey) Extremely or Moderately Safe - 90% or higher An adult that cares about me: Strongly Agree or Moderately Agree- 90% or higher Like coming to school - 90% or higher	LCAP Parent/Family survey, Spring 2022 For this school or district to be successful over the next 3 years, how important is it to focus on student activities and extracurricular activities. 81% responded "Extremely Important" or "Quite Important."
P5 Student Engagement	CHKS Student Engagement Extremely or Moderately Feel Connected to the school - 80% or higher All the Time or Most of Time Happy at School - 80% or higher	LCAP Teacher Survey, Spring 2022 On most days, how enthusiastic are the students about being at school? 60% responded "quite enthusiastic" or "extremely enthusiastic."

Metric/Indicator	Expected Outcomes	Actual Outcomes
	All of the Time or Most of the Time Feel Like Part of School - 80% or higher	
P6 Surveys of pupils, parents, teachers on sense of school connectedness	LCAP Staff Survey Strongly Agree or Moderately Agree Welcoming Environment - 90% or higher Strongly Agree or Moderately Agree Collaborative Culture - 95% or higher Strongly Agree or Moderately Agree Involved in District Decision Making - 90% or higher	LCAP Student Survey, Spring 2022 Overall, how much do you feel like you belong at your school? 74% of students responded, "belong quite a bit" or "completely belong."

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.1 Parent Engagement and Leadership</p> <p>A. Increase parent involvement in school/district advisory committees to review current school/district programs and make recommendations. The principal will provide regular updates to parents about classroom/school activities and programs through Q communications, the school website, and marquee. When necessary these meetings will take place in a virtual environment.</p> <p>B. The school will communicate to parents the board policies and other requirements of the Transitional Kindergarten program. Parents will be provided with steps for registration.</p>	<p>A. Implemented as planned, Q communications morphed into Parent Square communications. Some meetings did occur in a virtual environment.</p> <p>B. Implemented as planned.</p>	<p>Hourly, Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$126</p>	<p>Hourly, Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$126</p>
<p>3.2 Parent Involvement Opportunities</p> <p>A. If Covid restrictions are removed, increasing parent involvement by providing the opportunity to participate in</p>	<p>A. PTA opportunities did occur, but in a virtual environment. PTA events did happen, but were run by Peralta staff members.</p>	<p>Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707</p>	<p>Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>PTA-sponsored events and as classroom volunteers. The goal is to engage parents in their children's education by helping them develop skills to use at home that support their children's academic efforts at school. Information will be provided in both English and Spanish and will be sent home on a timely manner.</p> <p>B. If Covid restrictions are removed, the school staff will invite parents to participate in site-based activities such as the School Site Council, ELAC, 100 Mile Club, Fall Festival, Book Fair, Pastries with Parents, and AVID workshops. Many of these events can continue virtually should Covid restrictions not allow for in-person participation.</p>	<p>B. The school site council occurred both in person and virtually. We still had ELAC and 100 Mile Club. Other events did not occur due to Covid restrictions.</p>	<p>\$500</p>	<p>\$.0</p>
<p>3.3 Parent Communication and Connectivity</p> <p>A. Assist parents in understanding academic common core state standards, state and local academic assessments, requirements of Title I, and how to monitor a child's progress and work with educators to improve student achievement using Parent Connect and Parent Phone System. Peralta will provide a parent station to ensure all parents have access to parent connect and other district resources.</p> <p>B. Parents will regularly be informed of student progress through Back-to-School Night, parent conferences, progress reports, report cards, Parent</p>	<p>A. Parents were communicated with using a variety of resources, but a parent station did not happen. At the annual Title I meeting, parents were educated on Title I, how it helps students, and the student, teacher, and staff roles in a Title I school.</p> <p>B. Implemented as planned except some events were held virtually.</p> <p>C. Implemented as planned.</p>	<p>Clerical - Overtime 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p>	<p>Clerical - Overtime 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Connect, parent phone system, Class Dojo, and flyers sent home. Should distance learning continue, office hours will be provided to families by classroom teachers. If these events cannot be done safely in-person, they will be provided virtually.</p> <p>C. Parent meetings, parent-teacher conferences, report cards, informational newsletters, flyers, office communication, and parent resources will be provided in both English and Spanish to meet the needs of our Spanish speaking population. Translators will be provided for parent meetings. If these events cannot be done safely in-person, they will be provided virtually.</p>			
<p>3.4 Community Involvement and Student Transition Peralta believes in a collaborative partnership among teachers, parents, students, family members and the community. To promote parent involvement, Peralta employs the following:</p> <p>A. Regular, two-way communication between the school and home which fosters a clearer vision for each student and promotes higher student achievement. Peralta staff members assist in facilitating written communication in both English and Spanish.</p>	<p>A. Implemented as planned.</p> <p>B. Implemented as planned.</p> <p>C. Implemented as planned.</p> <p>D. Implemented as planned.</p> <p>E. Parenting classes and community events did not occur at Peralta this year due to Covid restrictions.</p> <p>F. Implemented as planned.</p> <p>G. Parent workshops did not occur due to Covid restrictions.</p>	<p>Materials & Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$200</p> <p>Postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$50</p>	<p>Materials & Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$0</p> <p>Postage 5000-5999: Services And Other Operating Expenditures Title I District -- 500 3010 \$0</p>

**Planned
Actions/Services**

B. Parent/Student/Teacher Compact is signed each year of In-person instruction and reviewed virtually in the event of distance learning.

C. Parents are invited and encouraged to attend Parent-Teacher conferences with translators assigned as needed. These are also offered virtually when in a distance learning format. Home visits are provided if necessary.

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

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

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

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

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

**Actual
Actions/Services**

H. Back to School night was held virtually. A readiness orientation did not occur.

I. Covid restrictions did not allow parents to be on campus.

J. Implemented as planned.

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>I. If Covid restrictions are removed, Kindergarten families will be invited to attend Pastries with Parents to learn additional information about the kindergarten curriculum and to better familiarize themselves with the teachers and classroom.</p> <p>J. Sixth-grade students will attend an assembly in person or virtually that will introduce them to the middle school environment.</p>			
<p>3.5 Involvement of staff, parents and community</p> <p>A. Teachers will hold meetings in-person or virtually with parents to explain standards, homework, assessments, progress, etc. to enhance student achievement. Translation will be provided. Parents will be encouraged to attend parent meetings and school functions. All parents will sign a school-parent compact. Parents will be encouraged to attend Back to School Night. Parents will receive copies of individual student assessment results. Teachers will review state and district assessment results. School-wide data will be shared with and interpreted for the SSC and ELAC. Parents are invited to special activities and encouraged to volunteer on campus. Communication goes out to parents via school flyers, telephone calls and wording on the marquee.</p>	<p>A. Virtual meetings were held with parents. As we transitioned to a new testing measure, we did not provide copies home to parents. Parent meetings and school functions did not occur due to Covid restrictions. Back to School Night was held virtually. Parents were encouraged to join ELAVC and SSC, data was shared regarding the school wide plan, but not assessment data. There were no special events planned where parents could attend. Communication did go out to parent via flyers, Parent Square, telephone calls, and the marquee.</p> <p>B. Parents were involved in ELAC, PTA, and SSC. We did not host on site activities. An end of the year picnic is being planned for families depending on Covid restrictions.</p>	<p>Hourly, Other Certificated 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$200</p> <p>Printing 5000-5999: Services And Other Operating Expenditures Title I Parent Involvement -- 3010 1902 \$131</p> <p>Translation Services 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$964</p>	<p>Hourly, Other Certificated 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$0</p> <p>Printing 5000-5999: Services And Other Operating Expenditures Title I Parent Involvement -- 3010 1902 \$0</p> <p>Translation Services 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>B. At Peralta, we recognize we serve not only our students, but their families as well. Our parent involvement opportunities include the traditional parent participation in School Site Council, English Learner Advisory Committee, Parent-Teacher Association and attendance at events such as Back-to-School Night and Parent/Teacher Conferences. We endeavor to go further than these typical involvement opportunities. We include Read Across America Day, Peralta Family Picnics, and Pastries with Parents. We plan to build upon these opportunities in the coming year.</p>			
<p>3.6 Communication Enrichment A. Students who have gone through the Student Study/Success Team (SST) process and who are perceived to have communication challenges will receive enrichment through CEP within the school day and will receive home activities for additional reinforcement.</p>	<p>A. Implemented as planned.</p>		

Analysis

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

Peralta believes in a collaborative partnership among teachers, parents, students, family members and the community. There are a variety of ways that we communicate with our stakeholders. Parents receive information via Parent Square, our marquee, the school website, class dojo, teacher and admin phone calls, and both virtual and in-person meetings. We provide regular two-way communication with parents as we discuss curriculum, student progress, academic achievement, school events, and student behavior.

At Peralta, we recognize we serve not only our students, but their families as well. Parents are encouraged to participate in PTA. This year we had many families join the PTA. Meetings were held virtually. We were able to plan school wide events and fundraisers through the PTA. The events were manned by school staff as Covid restrictions limited our ability to bring volunteers on campus. We look forward to our future when PTA members will be on campus to support events like the jog-a-thon. Other school wide events such as the fall festival, book fairs, pastries with parents, parent workshops and AVID workshops

will be brought back to life at Peralta as we bring parent volunteers back to campus. We still hosted many events, but parents were not included beyond planning.

Communication occurred with parents regarding curriculum and standards. Teachers helped parents understand common core, the curriculum used to teach language arts and math, and our new district wide assessment tool, NWEA. Teachers held virtual meetings with parents, made phone calls, and shared information digitally through Class Dojo, PowerSchool Learning pages, and Google classroom. Additionally, parents were communicated with regarding student academic progress. Back to School Night helped teachers set the stage for academic learning, and as the school year progressed, teachers shared how students were mastering skills and concepts and identifying areas in need of additional support.

Our ELAC team worked to support the needs of our English language learners. They met five times this school year and were presented information on a variety of topics. Parents were also able to ask questions and share insight as to how things were going at the school site. Our ELAC President served as our DELAC representative and she was an advocate for parents and students. She readily shared information from the district meetings with our site based team and encouraged all parents to attend DELAC.

The School Site Council worked tirelessly to make decisions for our school. As the elected team of parents, staff, and parents, they were given insights into the school, the programs, and structures we use for success. The SSC voted to approve our Title I Parent Involvement Plan as well as other structures we use to maintain accountability. They offered suggestions and feedback and supported staff and students ensuring things ran smoothly at Peralta this school year.

At the beginning of the year, the School Site Council was presented with information regarding Title I. Parents were taught the basics of Title I, what it is, how it helps schools, and how it helps their children. All teachers, parents, and students signed a compact sharing the roles and responsibilities of each stakeholder. The parent involvement plan was shared and parents understood that while we wanted them to be on campus, Covid restrictions were still in place.

Sixth grade students were able to meet staff from the middle school they plan to attend. Our students attend either Jurupa Middle School or Mission Middle School. Students attended presentations that taught them what to expect in middle school and were given opportunities to ask questions.

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

Many of the strategies and activities did not occur as planned due to Covid restrictions. As these restrictions go away, we will work as a team to put these events onto the school wide calendar for next school year.

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

Money was not spent as events did not happen as planned. These planned but not implemented events will occur in the coming school year and Covid restrictions are removed.

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.

Changes that will be made to this goal include the addition of Parent Square for communication of information to families. We have already implemented and frequently used Parent Square, and this will become our preferred tool to communicate school wide events and information to parents. As NWEA was new to Peralta, we did not provide structured sharing of information to families regarding student achievement data. As students and staff become accustomed to taking the assessment and analyzing the provided data, we will be sharing data in a structured format to parents.

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	205,512
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	481,663.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	130,350	0.00
Title I Parent Involvement -- 3010 1902	1,695	0.00
Title I District -- 500 3010	69,214	0.00
Title III LEP -- 4203	4,253	0.00
LCFF Suppl/Conc -- 0707	123,830	0.00
LCFF District -- 500 0707	152,321	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	152,321.00
LCFF Suppl/Conc -- 0707	123,830.00
Title I Basic -- 3010	130,350.00
Title I District -- 500 3010	69,214.00
Title I Parent Involvement -- 3010 1902	1,695.00
Title III LEP -- 4203	4,253.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	260,136.00
2000-2999: Classified Personnel Salaries	188,136.00
4000-4999: Books And Supplies	24,513.00
5000-5999: Services And Other Operating Expenditures	8,878.00
5800: Professional/Consulting Services And Operating Expenditures	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	69,214.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	83,107.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	41,938.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	60,325.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	16,717.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	4,850.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Suppl/Conc -- 0707	0.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	79,312.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	43,740.00
4000-4999: Books And Supplies	Title I Basic -- 3010	3,400.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	3,898.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Basic -- 3010	0.00
1000-1999: Certificated Personnel Salaries	Title I District -- 500 3010	69,214.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement -- 3010 1902	200.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	964.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	401.00
5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement -- 3010 1902	130.00

1000-1999: Certificated Personnel Salaries
4000-4999: Books And Supplies

Title III LEP -- 4203
Title III LEP -- 4203

258.00
3,995.00

School Site Council Membership

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

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

Name of Members	Role
Lisha Larsen-Nutt	Parent or Community Member
Iris Saavedra	Parent or Community Member
Nayeli Valdez	Parent or Community Member
Jennifer Bustamante	Parent or Community Member
Ashlynn Walker	Parent or Community Member
Rosa Lopez de Gutierrez	Other School Staff
Mike Nelson	Classroom Teacher
Krystina DeCaro	Classroom Teacher
Megan Lara	Classroom Teacher
Melinda Schlosser	Principal
Thu-Huyen Vo (Alternate)	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a).

At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner 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 5/16/2022.

Attested:

	Principal, Melinda Schlosser on 5-16-22
	SSC Chairperson, Mike Nelson on 5-16-22

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 measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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