



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Charles Peck Elementary School	34-67447-6034839	05/26/2021	September 28, 2021

## Purpose and Plan Summary

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

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable and sustained improvement of student outcomes.

Summarize 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.

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

- Goal 1: Connected School Communities
- Goal 2: Healthy Environments for Socio-Emotional Growth
- Goal 3: Engaging Academic Programs
- Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. Title I funded activities:

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);

- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
- Are reasonable, necessary, and allocable costs to the program (2 CFR 200.404 - 200.405);
- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

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## 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

Involvement with developing the School Plan began in the winter of school year 2020-21. Site Leadership teams, School Site Council and our English Learner Advisory Committee evaluated the current SPSA to determine if actions had been effective. Each group noted the success of our materials distribution ensuring that students had the necessary materials and supplies to complete lessons and participate in daily instruction via Zoom and asynchronously.

SSC met throughout the year (9/30, 10/28, 12/10, 1/27, 4/21, and 5/26). SSC was interested in continuing to fund our counselor, campus representative, and instructional aide positions. They also stressed the importance of ensuring that students had the devices needed to engage in both in

person and distance learning. Current academic data, expenditures, resources needed to support Distance Learning and return to in person learning, student engagement/attendance/barriers, and empathy gathering data were shared with the members.

SLT met 10 times and voiced concern about student engagement, student social/emotional well-being, reading and math data, extending learning opportunities, assessments, intervention, English Learner supports, empathy gathering, special education needs, and family support.

The ELAC met on various dates this past school year (10/6, 12/7, 2/1,4/5) and examined data related to the progress of English learners and asked about the supports they felt would best support their children. They expressed interest in tutoring opportunities and intervention services. Summer Learning opportunities and community resources were shared with families as well. During the ELAC meetings SSC agendas, minutes, and SPSA/budget were shared with families. Families were encouraged to provide feedback on Distance Learning barriers and what resources they felt were needed to increase engagement and attendance.

Listening/Empathy Sessions were held and groups reported the following: Stakeholder involvement was done virtually and the discussion shifted to meeting student needs while distance learning and mitigating learning loss. We held empathy sessions with staff, students, and parents. Zoom meetings were held and surveys were sent both in digital form and hard copy. Each stakeholder group was asked the same questions and their responses were recorded via Google Jamboard and shared via newsletter. The questions were as follows: 1. Describe what school staff, programs, and resources have helped your child learn best so far this school year. What else does your child need to learn better? 2. What are some things that have made your child feel connected to school and their classmates during distance learning? What would help your child feel more connected, safe, and supported at school as we transition to in-person learning? 3. As we prepare a summer program that includes both in-person and distance learning experiences, what might be some examples of programs and services that your child would a) benefit from and b) want to engage in to extend learning beyond the school year? Parents responses include connections with teachers and friends, in person learning opportunities, socializing opportunities, small group instruction, being able to see people on Zoom as important and helpful to their children feeling connected to school during the pandemic. Students shared that platforms such as Google Classroom, Zoom, iReady, Raz Kids, Mystery Science helped them stay connected academically. They felt that small group and breakout rooms were helpful as well. They shared that having more time for math and writing to support learning was important and the need for opportunities to connect with friends was missing during distance learning and looked forward to coming back to school on campus. The staff voiced many of the same concerns and bright spots as the parents and students. Staff felt that the platforms were very useful during distance learning and could carry over for use in an in person learning model too. They missed the interaction with students on a daily basis and worried about those students who were disengaged from learning. They expressed a desire to create opportunities for students to reconnect and build relationships during our return to in person learning.

Stakeholder Involvement for Fall 2020: An SPSA Goals/Actions Parent Input Google Form (Survey) was sent to parents via a Weekly Update Newsletter, ELAC Meeting Polls gathered parent input regarding SPSA input, and SSC parent members took part in discussions, serving a parent/community representatives. Staff also completed a SPSA input form along with providing input and feedback during multiple staff meetings and collaboration days. We will continue to ask for input from parents, community, staff, and students throughout the year and make adjustments based on data. Our site will continue to participate in the LCSSP Grant and conduct listening sessions over the course of the year. That information will also help us to monitor progress and needs, adjusting actions/expenditures as needed.

Prior to the pandemic: The School Plan was developed based on teacher, parent, community and staff input, feedback and considerations. As part of the planning process, the site engaged in LCAP Community Forums during both the 2018-19 and 2019-20 school years. The team consisted of staff, parents, and two students. As a site, we engaged in listening sessions with students, staff, and families. Data was shared and input was gathered at staff meetings, ELAC meetings, and School Site Council meetings. We digitally surveyed our staff as to what resources they feel make an impact on our site based on data, and had conversations at both the School Site Leadership Team level and whole staff level. As a SSC, we met eight times during the 2018-19 school year and four times during the 2019-20 school year, and each time, we shared data and engaged in rich conversation. The current SSC participated in the comprehensive needs assessment and development of the SPSA. The council consists of parents, teachers, other staff, and the principal. The SSC was very vocal about wanting a school counselor to assist students, families, staff and the increasing demands for social/emotional support at our site. They also shared that providing students with enriching extended learning opportunities was a priority along with ensuring that teachers had the appropriate instructional materials to deliver targeted instruction to help close learning gaps identified in our needs assessment. The group additionally vocalized a desire to support our technology maintenance and procurement plan and to align professional development with the gaps identified in our assessment. Lastly, the team identified vocalized a need to have intervention supports available after school to help meet the needs of struggling learners and to help close learning gaps amongst subgroups (EL, Foster Youth, Low SES, and Homeless). Staff validated parents concerns and explained that enrichment and tutoring are provided by school site staff, and other school responsibilities such as lesson planning, IEPs, and SSTs, may get in the way of staff being able to provide tutoring and enrichment. However, the staff did feel it was important to offer services and that some are willing to tutor students after school. During the 2019-20 school year, five staff members provided tutoring to approximately 40 students. The ELAC committee participated in the SPSA process and shared the same concerns and vocalized the need for counseling, tutoring, extended learning trips, instructional materials, professional development, and technology. Their input was shared with the staff and the SSC. The SPSA was shared with all stakeholder groups, and input was gathered in both private and in person formats. This year, we held our Title 1 Parent Meeting, a Parent Listening Session, and sent home a parent idea activity to help gather parent/family input. The materials were translated so that our EL parents could more easily contribute their ideas and voice. Input was also gathered during our Spring APTT meeting. All of the information gathered was used to create our plan. Stakeholder partners will continue to monitor implementation of the plan and revise as needed to meet the needs of students.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Through the Comprehensive Needs Assessment process with a focus on the current situation of distance learning and uncertainty student's academic progress and social-emotional well-being, the focus of this plan is to address resource inequities related to supporting students return to in-person instruction and preparing them to meet grade level standards. Actions are designed to promote academic success and engagement through innovative teaching strategies, intervention, effective communication, and support with technology as described below and the inequities listed in the 2019-2020 results continued throughout the pandemic and distance learning into the 2020-21 school year:

Intervention: Student learning loss varies according to each student's circumstance. There is an inequity in learning loss based on poverty, language proficiency and environmental factors. There is a need for an indicator of learning loss so that each student's situation can be addressed appropriately. Intervention will be critical to eliminating learning gaps.

Effective communication: school and class newsletters, parent surveys, phone calls, emails, material distribution days when needed, Google Classroom, apps, and website.

Technology: While there is a digital divide, there is also an inequity in the level of comfort with technology and connectivity. While students have been provided Chromebooks, not all families have been provided the training they need to use the technology effectively.

#### 2019-2020 Inequities:

Through the Comprehensive Needs Assessment process with a focus on the current situation of distance learning and uncertainty around models of learning through 2020-21, the focus of this plan is to address resource inequities related to engagement in distance learning and mitigating learning loss.

Actions are designed to promote attendance and engagement through innovative teaching strategies, intervention, effective communication and support with technology. Described below:

Distance Learning: Providing instruction through a virtual model is new and teachers are adjusting to the shift. More resources and strategies for meeting student's academic and socio-emotional needs through a virtual platform are needed. Teachers are learning from each other. Collaboration time for teachers to refine and build capacity through shared experiences is critical.

Intervention: Student learning loss varies according to each student's circumstance. There is an inequity in learning loss based on poverty, language proficiency and environmental factors. There is a need for an indicator of learning loss so that each student's situation can be addressed appropriately. Intervention will be critical to eliminating learning gaps.

Effective communication: Utilizing common formats to support the delivery and receipt of critical information (2 way communication) via Google Classroom, Class Dojo, ClassTag, Interactive Newsletters as well as more traditional communication methods. Not all families have the same technology knowledge, language proficiency, or access to platforms, so we understand the importance of providing many opportunities for parents to hear information and to communicate their thoughts and needs with us.

Technology: While there is a digital divide, there is also an inequity in the level of comfort with technology and connectivity. While students have been provided Chromebooks, not all families have been provided the training they need in order to use the technology effectively. Many students are experiencing difficulties due to background distractions and lack the headphones to block out noises and other distractions. This affects their ability to hear and to respond consistently.

#### Comprehensive Needs Assessment Prior to Distance Learning:

Resources have been allocated to support both the academic readiness and the social-emotional well being of all of our students, especially our Low SES, EL, Foster Youth, and Homeless pupil populations. We allocated funds to build and sustain classroom libraries with a variety of leveled books and high interest books across many genres. Libraries need to be updated and replenished overtime as students either lose or damage some of the books. Also, there is a need to purchase

books according to student reading levels which can change with each class and each year. Common Core aligned instructional and intervention materials were purchased to supplement our adopted texts in order to close gaps and to differentiate instruction based on student need as measured via text level assessments, MAP, CAASPP, and other classroom assessments both formative and summative. Technology integration was an identified need and we purchased Chromebooks and iPads so that all students in grades 1-5 have access to a device for instruction and intervention purposes. Licenses were purchased to support both literacy and math instruction and intervention. Teachers use data from those programs to plan lessons targeted a a student's specific level of need. All classrooms are equipped with Apple TV/Large Screens to serve as visual supports for our EL learners and to support instruction and technology integration as students move toward digital literacy. Technology changes rapidly, so we need to allocate funds to keep up with those changes and advances as equipment becomes too old to operate or obsolete. We allocated funds to support our work with PBIS and school connectedness and data reflects that our community feels that our school climate is positive and that our campus is safe. We will continue to support this work and allocated funding to do so. Title I funds paid for a full time counselor and families benefited from that service. It provided them with a safe person to speak with and to help them deal with the trauma they experienced or continued to experience given their home circumstances. While that position was eliminated at the end of the year, the staff and parent groups have voiced a need to reinstate that position, and a counselor was hired in February in a temporary position. The SSC voiced that because there was little time to evaluate the true effectiveness of the position given the late hiring, so funding will be allocated for a full time counselor position and will be reflected in the SPSA Goals and Actions section; this was determined via vote and is reflected in meeting minutes. While students made gains in math and reading as measured in our CAASPP results and other measures throughout the 2019-20 year, there is still a need for our students to receive extra support, especially given the events and circumstances dealing with COVID-19, so funds will be allocated for after school tutoring for those students who require more intense and frequent intervention and/or instruction (Tutoring may be virtual due to COVID-19 health/safety guidelines).

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Connected School Communities

## LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

## SPSA/Goal 1

Charles Peck School will foster a connected school community through actively building community relationships, and connected students and families with resources to help them access the best opportunities.

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

Prior to the pandemic, we supported school connections via our Academic Parent Teacher Teams, Family Events such as Sami Circuit, Motivational Assemblies, Guest Performances such as Phil Tulga, among others. We sent home both class and school wide bulletins/newsletters, conducted Listening Sessions in partnership with the LCSSP grant, and invited families to engage in ELAC, SSC, PTC, and other discussions. The implementation of the actions described above and in the 2019-2020 SPSA, were mostly interrupted in March due to the conversation to distance learning in response to COVID-19. The barriers to goal implementation continued throughout the 2020-2021 school year due to COVID-19 restrictions and the ongoing pandemic.

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

We were not able to complete our goals in their intended form due to the March closures and distance learning. The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning. The barriers to goal implementation continued throughout the 2020-2021 school year due to COVID-19 restrictions and the ongoing pandemic.

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.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward hybrid model of instruction. We are exploring different means of communication, will continue to reach out via Listening Sessions, newsletters, Surveys, APTT, Family Events (in-person or virtual) in accordance with safety guidelines during the pandemic.

**2020-21**

**Identified Need**

There is a need, based on data collected so far, for a two way communication system and for opportunities for school/site to connect more consistently and frequently. Given the ever changing situation brought on by COVID-19, there is a need to be flexible in how and when we connect with families.

**Annual Measurable Outcomes**

Metric/Indicator Baseline 2020-21 Expected Outcome 2021-22

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Implement various communication methods to create viable partnerships between families, community,	X All Students English Learners Low-Income Students Foster Youth Other	Admin & Site Teams	Title I Part A Site Allocation	500	School year 2021-22

	<p>and school. Continue to support the use of the Family Resource Area to nourish the well being of students and families. Publicize the resources provided. Inventory and monitor current resources and secure additional resources as needed. Solicit ideas for resources needs from parents through parent meetings, surveys,</p>					
1.2	<p>Schedule family meetings to share school data, academic progress, resources and curriculum, solicit ideas for school improvement, parent</p>	<p>All Students  X English Learners  X Low-Income Students  X Foster Youth  Other</p>	<p>Admin &amp; Site  Teams</p>	<p>Title I Part  A Site  Allocation  4000-4999:  Books And  Supplies</p>	<p>500</p>	<p>School year  2021-22</p>

	<p>engagement opportunities, family events, and other school related issues. Meetings will be scheduled either in person or via virtual platform in accordance with COVID-19 safety guidelines and instructions. Provide childcare for parent education opportunities for in person meetings in accordance with COVID-19 safety guidelines. This supports our Low SES and EL learners and reinforces our commitment to equity.</p>					
1.3	Plan and implement Family/Commu	X All Students English Learners Low-Income Students	Admin & Site Teams	Title I Part A Site Allocation	8,000	School year 2021-22

	<p>nity Nights and Engagement Events to promote a partnership between school, home, and the community via in person or virtual platform in accordance with health and safety guidelines during the COVID-19 pandemic. Create/secure motivational tools to encourage families to participate and engage in their child's education. Provide materials for APTT or other Academic Events to support parent &amp; teacher partnerships via various instructional models,</p>	<p>Foster Youth Other</p>		<p>None Specified</p>		
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	including but not limited to traditional, hybrid, or distance learning.					
1.4	Hire a parent liaison or establish a volunteer parent group to assist in maintaining the Family Resource Area and to engage in bringing in resources and education opportunities for our parent population to better connect with the educational process and expectations.	X All Students English Learners Low-Income Students Foster Youth Other	Admin & Site Teams	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	4,103	School year 2021-22

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Healthy Environments for Social-Emotional Growth

## LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

## SPSA/Goal 2

Charles Peck will implement healthy environments for social ad emotional growth by creating an inclusive, safe, equitable, culturally responsive and healthy environment through social and emotional learning.

# Annual Review

## SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

The implementation of the actions described in the 2019-2020 SPSA were mostly interrupted in March due to the conversion to distance learning in response to COVID-19. The barriers to goal implementation continued throughout the 2020-2021 school year due to COVID-19 restrictions and the ongoing pandemic.

Prior to the pandemic...We funded a full time counselor who met with groups of students or individual students based on areas of need. The counselor led clubs for 4th and 5th grade students to support school connectedness and attended IEP's, SST, and other meetings to provide data, resources, and program expertise in alignment with standards and identified need. We purchased SEL materials to support instruction and intervention services. Incentives and motivational materials were purchased to engage students in building community and following school and class rules for a safe and positive learning environment. Family nights and assemblies were funded to create positive partnerships with parents and students. Families were given learning materials to help

support continued learning at home and during the summer months. Our attendance clerk worked an extra hour each day to monitor chronic absenteeism and to work directly with families to improve attendance. We also hired a campus representative to improve the safety, climate, and collaborative culture of our school. Our rep worked with students to resolve conflicts and supported our safety plan and goals by ensuring that all visitors checked in, students were in class, and that the general safety procedures were followed.

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

The difference between intended and actual expenditures resulted from converting to distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were reallocated to supporting students and families through distance learning. The barriers to goal implementation continued throughout the 2020-2021 school year due to COVID-19 restrictions and the ongoing pandemic.

Prior to the pandemic...Our professional development in Social-Emotional Learning was limited and the use of Skills Streaming was not consistent as teachers felt it was not student friendly. They wanted to research more appropriate materials to meet student need. We purchased Strong Kids and Strong Start and teachers implemented instruction and use of those materials based on the needs of the students in their classes. We attended Restorative Practices training as a whole site and implementation levels varied based upon student needs and teacher discretion. Due to closures and Distance Learning, we were not able to implement this fully at this time. We will continue to expand our implementation over the course of the next 2 years and will evaluate its efficacy.

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.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward hybrid model of instruction.

Prior to the pandemic...The staff and parent groups reinstated the counselor position because of the social-emotional needs that are affected by student academic performance and overall well-being of our students. We will continue to support our PBIS program and have added Strong Kids/Strong Start, Restorative Practices, and Zones of Regulation materials to support our work with Social-Emotional Learning. Our entire general education teaching staff participates in APTT to help form more productive partnerships with parents in our work to close academic achievement gaps. We will continue to fund that work and purchase materials to give to parents as learning and instruction supports. It is important to note that in 2018-19 our APTT teacher participation was not school-wide. Beginning in 2019-20 all general ed teachers will participate in APTT. Also, we will continue participate in Family Nights geared to engage students in goals setting and families in ways they can support their children in academic, behavior, and social-emotional areas. The staff participated in Restorative Practices training at the beginning of this school year and has asked for more training in the SEL area. Implementation of goal/actions will vary depending up which learning model we are in according to COVID-19 guidelines.

## 2020-21

### Identified Need

Healthy Environments...Welcoming and school environments that value all students and families provide a foundation for effective learning. All district stakeholders will cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social emotional learning.

Prior to the pandemic: Student referrals for social-emotional conflict/behaviors brought the need for a counselor to the attention of staff and parents; There were 17 referrals made in early September 2019. The caseload far exceeded the MTSS social worker's ability to meet student need. There were 135 Behavior Information Forms submitted from August 15-October 31, 2019, highlighting the need for counselor support. Students continue to need emotional support during Distance Learning and the school counselor along with the Student Support Center are working in unison to establish and sustain services needed during this time. They will continue to provide services during any transition or learning model as COVID-19 guidelines allow. The barriers to goal implementation continued throughout the 2020-2021 school year due to COVID-19 restrictions and the ongoing pandemic. Due to the social isolation caused by the pandemic, data shows the continued need for counselor, attendance, safety, and student engagement support.

### Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Winter Survey Results for School Culture/Safety from Stakeholders and Chronic Absenteeism	Results from the Winter Survey 2020-2021	Growth of 2% on Winter Survey 2021-2022
District Survey - School Culture Staff. Percent strongly agree/agree overall.	96%	98%
District Survey - School Culture Parent. Percent strongly agree/agree overall.	91.4.5	93.4%
District Survey - School Culture Student. Percent strongly agree/agree overall.	88.4%	90.4%
School Chronic Absenteeism.	19.9%	17.9%

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
District Survey - Safety Staff. Percent strongly agree/agree overall.	96%	98%
District Survey - Safety Parent. Percent strongly agree/agree overall.	86.1%	88.1%
District Survey - Safety Student. Percent strongly agree/agree overall.	93.6%	95.6%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Pay additional hours to the attendance clerk to implement the attendance improvement plan to increase school-wide attendance and closely monitor chronic absenteeism. Schedule Habitual Truancy Conferences to support parents and students.	X All Students English Learners Low-Income Students Foster Youth X Other Chronically Absent Groups	Admin & School Teams	LCFF Supplemental Site Allocation  LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	2,500  860	School year 2021-22

2.2	Purchase motivational tools for student attendance.	X All Students English Learners Low-Income Students Foster Youth Other	Admin & School Teams	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,000	School year 2021-22
2.3	Provide ongoing support and training for teachers, students and parents including but not limited to PBIS, Restorative Practices, De-escalation, Growth Mindset, Trauma Informed Care, Equity, and Mindfulness. In addition, purchase resources and materials to support staff learning ie.	X All Students English Learners Low-Income Students Foster Youth Other	Admin & School Teams	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	1,000	School year 2021-22

	book study opportunities.					
2.4	Purchase supplemental support materials as needed including but not limited to books, instructional resources, recognition awards, and incentives to address the behavior/social-emotional needs of students, while promoting a positive climate for students, families, and staff. Provide materials and supplies to support the Positive School Climate & Social Skills Instruction.	X All Students English Learners Low-Income Students Foster Youth Other	Admin & School Teams	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,000	School year 2021-22
2.5	Provide school counseling services for students in the areas of	X All Students English Learners Low-Income Students Foster Youth Other	Admin & School Teams	Title I Part A Site Allocation 1000-1999: Certificated	68,277	School year 2021-22

	academic, behavior, social, emotional learning, student performance, personal and social relations, and parent and family relations.			Personnel Salaries		
2.6	Hire a Campus Representative to support increased student attendance, parent-school communication , and parent and community involvement to increase student achievement by providing additional support and incentive to students in feeling safe and ready to learn.	X All Students English Learners Low-Income Students Foster Youth Other	Admin & School Teams	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	36,117	School year 2021-22

2.7	Purchase safety resources and materials to support and sustain a positive, safe school climate.	X All Students English Learners Low-Income Students Foster Youth Other	Admin & School Teams	LCFF Supplemental Site Allocation	1,000	School year 2021-22
2.8	Pay additional hours to Rec. Aides as needed to increase school wide safety measures and support a positive school climate.	X All Students English Learners Low-Income Students Foster Youth Other	Admin & School Teams	LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified Personnel Salaries	3,000	School year 2021-22
2.9		All Students English Learners Low-Income Students Foster Youth Other				

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Engaging Academic Programs

## LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

## SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

The implementation of the actions described in the 2019-20, were mostly interrupted in March due to the conversion to distance learning in response to COVID 19.

Prior to March 2019:

We purchased supplemental literacy, math, and ELD materials to support student growth, we added titles to classroom libraries and purchased take home books, materials were purchase to support APTT and STEAM activities, and we funded class field trips. We purchased a variety of Read Aloud books to support equity, continued to fund GLAD training and Guided Reading training, we continued to purchase needed devices to support 1:1 ratio in grades 1-5, and funded tutoring for students.

2018-2019 - We purchased common core aligned supplemental literacy and math materials to support differentiated instruction and intervention. All students in grades 1-5 have daily access to Chromebooks and iPads to support instructional and intervention practices and to allow the integration of technology across curricular areas. All classrooms also have Apple TV systems and big screen tv's to support EL learners with language acquisition visuals and to make instructional materials more clearly visible to all learners. All teachers, including RSP and Intervention, are now trained in the use of GLAD strategies to support the delivery of integrated English Language instruction. Teachers attended Benchmark training opportunities, our Kindergarten and first grade teams attended early literacy training and our first grade team attended guided math professional development. All K-2 teachers have received guided reading training and implement the strategies daily during their literacy block. We held data conversations throughout the year and teachers were released from class to engage in inquiry regarding data and to plan next steps instruction based on data results and student need. Teachers received resource materials such to support our site writing goal and our learning Thursdays were dedicated to examining data and use it to inform our writing instruction. Common agreements were made to better align our assessments with our instructional goals and practices across the school. Books were purchase to build and sustain classroom libraries to to provide students with summer reading materials in order to curb the summer learning slide. We focused on student engagement via supplemental STEAM materials and learning opportunities that integrated more hands on experiences that were aligned with current adoptions and common core standards. Teachers participated in APTT meetings with parents, presented data points, helped to established smart goals, and gave parents materials and resources to support academic achievement in math and literacy in relation to data/goals. Learning Platform Licenses were purchased to support math and literacy in grades K-5 (Lexia, RazKids, Reflex Math, ESGI).

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

Due to the Covid-19 pandemic, we were not able to implement all of our goals or expenditure requests. We were not able to participate in the end of the year APTT meeting and students didn't receive their slow the summer slide materials and learning supports. We were not able to complete end of the year assessments for growth via text levels or CAASPP. Engagement and instruction were limited and inconsistent during the closure period and students did not receive the support intended in our implementation plans. The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning.

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.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward hybrid model of instruction. We will continue to support students via both synchronous and asynchronous instruction opportunities with accommodations, modifications, and scaffolds as needed. iReady reading and math assessments will be used to measure growth at this time. APTT is an option for teachers wishing to continue with

implementation as a vehicle for student achievement support. We have identified the need for an instructional assistant and intervention teacher to support students and slow learning loss during Distance Learning and other instructional models we may implement due to the pandemic and it's affects on student engagement and academic growth.

**2020-21**

**Identified Need**

Connected communities and personal relationships are foundational for learning. We will ensure each student is engaged and supported in a challenging and broad course of study that builds skills, knowledge and experiences preparing students to be critical thinkers who communicate effectively, collaborate and are civic minded.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Text Level Assessment	All Students K-1: 34.52% Low SES: 33.64% EL: 17.86%	All Students Goal: +5% Low SES Goal: +7.5% EL Goal: +5%
Local assessments - iReady Diagnostic Tests	Spring iReady Reading - for students tested Overall in Grades 1-5, Tier 1 39%, Tier 2 30%, & Tier 3 31% 1st Grade Tier 1 51%, Tier 2 43%, & Tier 3 6% 2nd Grade Tier 1 38%, Tier 2 34%, & Tier 3 28% 3rd Grade Tier 1 44%, Tier 2 17%, & Tier 3 40% 4th Grade Tier 1 24%, Tier 2 35%, & Tier 3 41% 5th Grade Tier 1 24%, Tier 2 24%, & Tier 3 51%  Spring iReady Math - for students tested Overall in Grades 1-5 Tier 1 35 %, Tier 2 35%, & Tier 30%	Spring 2022 iReady Reading Spring 2022 iReady Math  Tier 1 at or above grade level: All Students Goal: +5% Low SES Goal: +7.5% EL Goal: +5%

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
	1st Grade Tier 1 59%, Tier 2 35%, & Tier 3 6% 2nd Grade Tier 1 30%, Tier 2, 43%, & Tier 3 28% 3rd Grade Tier 1 35%, Tier 2 24%, & Tier 3 41% 4th Grade Tier 2 21%, Tier 2 31%, & Tier 3 48% 5th Grade Tier 1 29%, Tier 2 33%, & Tier 3 38%	
Winter School Survey 2019-20 Climate of Support for Academic Learning/Academic Progress. Percent strongly agree/agree overall	Overall 91.7%% of students strongly agree/agree	Overall 93.7% of students strongly agree/agree

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Identify and obtain supplemental materials/resources needed to support CCSS Literacy, Math, and ELD instruction in all academic areas for all modes of	X All Students English Learners Low-Income Students Foster Youth Other	Admin & Site Teams	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation	14,000 6,000	School year 2021-22

	<p>instruction including but not limited to in person and distance learning settings. Materials will be procured based on data and the targeted needs of our student groups. Attention will be paid to our English Learners, Foster Youth, Homeless, and Low SES student populations to ensure that they have the appropriate instructional materials and resources.</p>			4000-4999: Books And Supplies		
3.2	<p>Provide professional development for teachers and support staff to support Literacy, Math, and ELD</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Admin & Site Teams	Title I Part A Site Allocation None Specified	1,000	School year 2021-22

	<p>instruction. Professional development consists of conferences, workshops, and professional consultations both in person and/or virtual. Purchase books/resources for staff to participate in professional learning team book studies in support of Literacy, Math, and ELD instruction and improving student literacy, math, and language proficiency.</p>					
3.3	<p>Purchase reading materials for classroom libraries including book bags/boxes to provide students with independent</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Admin &amp; Site Teams</p>	<p>Title I Part A Site Allocation 4000-4999: Books And Supplies</p>	<p>2,527</p>	<p>School year 2021-22</p>

	<p>reading books, furniture for book organization. Update and organize classroom environments annually to support student learning. Purchase at home libraries for students to support distance learning and mitigate learning loss and purchase books as needed in the school library to support a variety of levels and genres.</p>					
3.4	<p>Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 1.0 FTE ELD</p>	<p>All Students X English Learners Low-Income Students Foster Youth Other</p>	<p>Admin &amp; Site Teams</p>	<p>LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries</p>	<p>127,087</p>	<p>School year 2021-22</p>

3.5	<p>Hire an Intervention teacher to support and nurture improved instructional processes, resulting in increased student achievement. An Intervention Teacher's time includes (but is not limited to): Building rapport with staff, identifying the specific needs of students to help the teacher implement effective instructional strategies, collaborating with teacher teams on lesson design and instruction, and student academic</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Admin & Site Teams	<p>Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Other 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries</p>	<p>138,881 85,000 35,000</p>	School year 2021-22

interventions, engage in discussions on formative and summative assessment, and assisting in the development of school Title 1 programs. Intervention teachers may also work with the principal and Parent Liaison to accomplish the school's PIP, work directly with parents of English Learners, teachers in the classroom, teachers outside the classroom, with students. Intervention teachers will participate in trainings and other duties as assigned and should have experience in best practices

teaching strategies, knowledge of strategic and intensive interventions, data analysis, and understanding of the role of both formative and summative assessments, possess a strong knowledge of the key areas of both primary and intermediate literacy development, and possess collaborative skills for working with staff, parents, and students.

Hire an additional 1.0 FTE Intervention Teacher as part of the ELO Grant Plan to increase direct

	services to students and address learning loss issues based on ongoing data and progress monitoring through a cycle of inquiry.					
3.6	Hire an Instructional Assistant for 6 hours per day to provide direct services and support to socioeconomically disadvantaged and low performing students and assist the teacher in implementing content standards and providing quality instruction. Instructional Assistant will provide daily support base	All Students English Learners X Low-Income Students Foster Youth Other	Admin & Site Teams	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	40,798	School year 2021-22

	on student identified needs. .75 FTE					
3.7	Allocate funds for extra student support through tutoring opportunities, especially for our low Income, EL, Foster Youth, and homeless populations.	All Students X English Learners X Low-Income Students X Foster Youth Other	Admin & Site Teams	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	5,000 5,000	School year 2021-22
3.8	Refine technology/instruction plan to integrate the skills of technology, creative and critical thinking, and collaboration to support the development of 21st Century Skills in all classrooms in	X All Students English Learners Low-Income Students Foster Youth Other	Admin & Site Teams	Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental Site Allocation	12,000 22,000	School year 2021-22

	alignment with the CC ELA/ELD, and Math standards. Purchase materials, supplies, technology, licenses, and instructional materials/equipment needed to support ELA/ELD and Math practices, including other content areas aligned to the CCSS.			4000-4999: Books And Supplies		
3.9		All Students English Learners Low-Income Students Foster Youth Other				
3.10		All Students English Learners Low-Income Students Foster Youth Other				
3.11		All Students English Learners Low-Income Students Foster Youth				

		Other				
3.12		All Students English Learners Low-Income Students Foster Youth Other				

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Clear Pathways to Bright Futures

## LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

## SPSA/Goal 4

Charles Peck will offer clear pathways to bright futures by engaging each student in discovering their limitless potential to prepare them for college, career, and bright futures with opportunity.

# Annual Review

## SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

The implementation of the actions described in the 2020 SPSA were impacted by the transition to hybrid learning in March. Intended goals were not implemented to their fullest intended extent.

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

The difference between intended and actual expenditures resulted from converting to distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic and having to move to a hybrid format. Resources were reallocated to supporting students and families through distance learning.

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.

Due to the newly developed LCAP, the SPSA was changed to reflect our goals. Changes and actions are largely related to supporting distance learning, addressing learning loss, and moving forward to a hybrid model of instructions as conditions allow. This is a new goal created to align with the San Juan Local Accountability Plan (LCAP.) This goal creates a platform for exposing students to opportunities and pathways beyond core subjects.

**2020-21**

**Identified Need**

We continue to see a need to offer school clubs as a means of providing students with learning beyond the core. This gives them an opportunity to explore career options as well as expand their knowledge and interests in career/college readiness. STEAM activities and Field Trips also offer extended learning opportunities that might otherwise not be available to our students especially those in the target areas of EL, Low SES, Foster Youth, and Homeless. The same is true for any guest speakers, assemblies, or other means that expose our students to the world around them.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Winter 2019-20 School Survey - College and Career - Students know what classes to pass to graduate high school. Percent strongly agree/agree.	Parents: 57.1% Students: 46.0%	Parents: 59.9% (an increase of 2%) Students: 41.7% (an increase of 2%)
Winter 2019-20 School Survey - College and Career - Students and Parents know the kinds of curses they need to pass to be prepared for college. Percent strongly agree/agree.	Parents: 52.8% Students: 48.0%	Parents: 53.8% (an increase of 2%)
Number of enrichment opportunities offered before, during or after school.	Lunch Bunch Groups were offered during the pandemic. There were no clubs offered due to the pandemic, however, clubs will resume in 2021-22 and will be available to students in grades 4-5 initially and then will gradually include all grades to the extent possible.	School Clubs for all grades increase of 5% engagement

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	STEAM and Extended/Enrichment Learning Opportunities via Field Trips, Speakers, Clubs, Assemblies, Arts Integration, and other resources, materials, and activities. Provide students opportunities, materials, and resources to engage in higher order thinking and creativity to support learning and the demonstration of knowledge through the	X All Students English Learners Low-Income Students Foster Youth Other	Admin & Site Teams	Title I Part A Site Allocation 4000-4999: Books And Supplies	4,000	2021-22

	use of multiple modalities and through the integration of other subject areas including, but not limited to, the arts and sciences.					
4.2	Provide opportunities, resources, materials for students to engage in goal setting, progress monitoring, and next step goals. Provide opportunities for character building and student engagement through activities including by not limited to assemblies, guest speakers school events, clubs, etc. Provide opportunities to explore college	X All Students English Learners Low-Income Students Foster Youth Other	Admin & Site Teams	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	4,000	2021-22

and career interests.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$631,150.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Centralized Services (District Only)	\$3,000.00
LCFF Supplemental English Learner Central	\$127,087.00
LCFF Supplemental Site Allocation	\$45,360.00
Other	\$85,000.00
Title I Part A Parent Involvement	\$4,103.00
Title I Part A Site Allocation	\$366,600.00

Subtotal of state or local funds included for this school: \$631,150.00

Total of federal, state, and/or local funds for this school: \$631,150.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	45,360	0.00
LCFF Supplemental English Learner Central	127,087	0.00
LCFF Supplemental Centralized Services (District Only)	3,000	0.00
Title I Part A Site Allocation	366,600	0.00
Title I Part A Parent Involvement	4,103	0.00
Title I Part A Centralized Services (District Only)	0	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	3,000.00
LCFF Supplemental English Learner Central	127,087.00
LCFF Supplemental Site Allocation	45,360.00
Other	85,000.00
Title I Part A Parent Involvement	4,103.00
Title I Part A Site Allocation	366,600.00

## Expenditures by Budget Reference

Budget Reference	Amount
	4,000.00
1000-1999: Certificated Personnel Salaries	459,245.00
2000-2999: Classified Personnel Salaries	89,018.00
3000-3999: Employee Benefits	860.00
4000-4999: Books And Supplies	56,027.00
5800: Professional/Consulting Services And Operating Expenditures	13,000.00
None Specified	9,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	127,087.00
	LCFF Supplemental Site Allocation	3,500.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	5,000.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	860.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	35,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	1,000.00
1000-1999: Certificated Personnel Salaries	Other	85,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	4,103.00
	Title I Part A Site Allocation	500.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	242,158.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	81,915.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	21,027.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	12,000.00
None Specified	Title I Part A Site Allocation	9,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	13,103.00
Goal 2	115,754.00
Goal 3	494,293.00
Goal 4	8,000.00

# School Site Council Membership

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

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

Name of Members	Role
Kirsten Marshall	Parent or Community Member
Amanda Conaway	Parent or Community Member
Elizabeth Babbin	Parent or Community Member
Morgan Medrano	Parent or Community Member
Denise Armstrong	Parent or Community Member
Callan Franklin	Other School Staff
Gail Dunham	Classroom Teacher
Shelley Littlefield	Classroom Teacher
Alison Jones	Classroom Teacher
Mary Cardoso	Principal

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



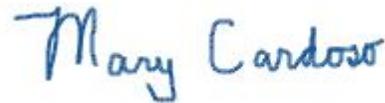
English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/26/2021.

Attested:



Principal, Mary Cardoso on 05/26/2021



SSC Chairperson, Gail Dunham on 05/26/2021

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

# Budget By Expenditures

## Charles Peck Elementary School

**Funding Source: LCFF Supplemental Centralized Services (District Only) \$3,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Pay additional hours to Rec. Aides as needed to increase school wide safety measures and support a positive school climate.	2000-2999: Classified Personnel Salaries	\$3,000.00	Healthy Environments for Social-Emotional Growth	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$3,000.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

**Funding Source: LCFF Supplemental English Learner Central \$127,087.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 1.0 FTE ELD	1000-1999: Certificated Personnel Salaries	\$127,087.00	Engaging Academic Programs	
LCFF Supplemental English Learner Central Total Expenditures:		\$127,087.00		
LCFF Supplemental English Learner Central Allocation Balance:		\$0.00		

**Funding Source: LCFF Supplemental Site Allocation \$45,360.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Allocate funds for extra student support through tutoring opportunities, especially for our low Income, EL, Foster Youth, and homeless populations.	1000-1999: Certificated Personnel Salaries	\$5,000.00	Engaging Academic Programs	

## Charles Peck Elementary School

	3000-3999: Employee Benefits	\$860.00	Healthy Environments for Social-Emotional Growth
Pay additional hours to the attendance clerk to implement the attendance improvement plan to increase school-wide attendance and closely monitor chronic absenteeism. Schedule Habitual Truancy Conferences to support parents and students.		\$2,500.00	Healthy Environments for Social-Emotional Growth
Purchase motivational tools for student attendance.	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments for Social-Emotional Growth
Provide ongoing support and training for teachers, students and parents including but not limited to PBIS, Restorative Practices, De-escalation, Growth Mindset, Trauma Informed Care, Equity, and Mindfulness. In addition, purchase resources and materials to support staff learning ie. book study opportunities.	5800: Professional/Consulting Services And Operating Expenditures	\$1,000.00	Healthy Environments for Social-Emotional Growth
Purchase supplemental support materials as needed including but not limited to books, instructional resources, recognition awards, and incentives to address the behavior/social-emotional needs of students, while promoting a positive climate for students, families, and staff. Provide materials and supplies to support the Positive School Climate & Social Skills Instruction.	4000-4999: Books And Supplies	\$2,000.00	Healthy Environments for Social-Emotional Growth
Purchase safety resources and materials to support and sustain a positive, safe school climate.		\$1,000.00	Healthy Environments for Social-Emotional Growth
	4000-4999: Books And Supplies	\$6,000.00	Engaging Academic Programs
	4000-4999: Books And Supplies	\$22,000.00	Engaging Academic Programs

## Charles Peck Elementary School

Provide opportunities, resources, materials for students to engage in goal setting, progress monitoring, and next step goals. Provide opportunities for character building and student engagement through activities including by not limited to assemblies, guest speakers school events, clubs, etc. Provide opportunities to explore college and career interests.	4000-4999: Books And Supplies	\$4,000.00	Clear Pathways to Bright Futures
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LCFF Supplemental Site Allocation Total Expenditures: \$45,360.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

### Funding Source: Other \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	1000-1999: Certificated Personnel Salaries	\$85,000.00	Engaging Academic Programs	

Other Total Expenditures: \$85,000.00

Other Allocation Balance: \$0.00

### Funding Source: Title I Part A Parent Involvement \$4,103.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Hire a parent liaison or establish a volunteer parent group to assist in maintaining the Family Resource Area and to engage in bringing in resources and education opportunities for our parent population to better connect with the educational process and expectations.	2000-2999: Classified Personnel Salaries	\$4,103.00	Connected School Communities	

# Charles Peck Elementary School

Title I Part A Parent Involvement Total Expenditures: \$4,103.00

Title I Part A Parent Involvement Allocation Balance: \$0.00

## Funding Source: Title I Part A Site Allocation

**\$366,600.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Implement various communication methods to create viable partnerships between families, community, and school. Continue to support the use of the Family Resource Area to nourish the well being of students and families. Publicize the resources provided. Inventory and monitor current resources and secure additional resources as needed. Solicit ideas for resources needs from parents through parent meetings, surveys,		\$500.00	Connected School Communities	
Schedule family meetings to share school data, academic progress, resources and curriculum, solicit ideas for school improvement, parent engagement opportunities, family events, and other school related issues. Meetings will be scheduled either in person or via virtual platform in accordance with COVID-19 safety guidelines and instructions. Provide childcare for parent education opportunities for in person meetings in accordance with COVID-19 safety guidelines. This supports our Low SES and EL learners and reinforces our commitment to equity.	4000-4999: Books And Supplies	\$500.00	Connected School Communities	

## Charles Peck Elementary School

<p>Plan and implement Family/Community Nights and Engagement Events to promote a partnership between school, home, and the community via in person or virtual platform in accordance with health and safety guidelines during the COVID-19 pandemic. Create/secure motivational tools to encourage families to participate and engage in their child's education. Provide materials for APTT or other Academic Events to support parent &amp; teacher partnerships via various instructional models, including but not limited to traditional, hybrid, or distance learning.</p>	None Specified	\$8,000.00	Connected School Communities
<p>Provide school counseling services for students in the areas of academic, behavior, social, emotional learning, student performance, personal and social relations, and parent and family relations.</p>	1000-1999: Certificated Personnel Salaries	\$68,277.00	Healthy Environments for Social-Emotional Growth
<p>Hire a Campus Representative to support increased student attendance, parent-school communication, and parent and community involvement to increase student achievement by providing additional support and incentive to students in feeling safe and ready to learn.</p>	2000-2999: Classified Personnel Salaries	\$36,117.00	Healthy Environments for Social-Emotional Growth
<p>Identify and obtain supplemental materials/resources needed to support CCSS Literacy, Math, and ELD instruction in all academic areas for all modes of instruction including but not limited to in person and distance learning settings. Materials will be procured based on data and the targeted needs of our student groups. Attention will be paid to our English Learners, Foster Youth, Homeless, and Low SES student populations to ensure that they have the appropriate instructional materials and resources.</p>	4000-4999: Books And Supplies	\$14,000.00	Engaging Academic Programs

## Charles Peck Elementary School

<p>Provide professional development for teachers and support staff to support Literacy, Math, and ELD instruction. Professional development consists of conferences, workshops, and professional consultations both in person and/or virtual. Purchase books/resources for staff to participate in professional learning team book studies in support of Literacy, Math, and ELD instruction and improving student literacy, math, and language proficiency.</p>	None Specified	\$1,000.00	Engaging Academic Programs
<p>Purchase reading materials for classroom libraries including book bags/boxes to provide students with independent reading books, furniture for book organization. Update and organize classroom environments annually to support student learning. Purchase at home libraries for students to support distance learning and mitigate learning loss and purchase books as needed in the school library to support a variety of levels and genres.</p>	4000-4999: Books And Supplies	\$2,527.00	Engaging Academic Programs
<p>Refine technology/instruction plan to integrate the skills of technology, creative and critical thinking, and collaboration to support the development of 21st Century Skills in all classrooms in alignment with the CC ELA/ELD, and Math standards. Purchase materials, supplies, technology, licenses, and instructional materials/equipment needed to support ELA/ELD and Math practices, including other content areas aligned to the CCSS.</p>	5800: Professional/Consulting Services And Operating Expenditures	\$12,000.00	Engaging Academic Programs

## Charles Peck Elementary School

Hire an Intervention teacher to support and nurture improved instructional processes, resulting in increased student achievement. An Intervention Teacher's time includes (but is not limited to): Building rapport with staff, identifying the specific needs of students to help the teacher implement effective instructional strategies, collaborating with teacher teams on lesson design and instruction, and student academic interventions, engage in discussions on formative and summative assessment, and assisting in the development of school Title 1 programs. Intervention teachers may also work with the principal and Parent Liaison to accomplish the school's PIP, work directly with parents of English Learners, teachers in the classroom, teachers outside the classroom, with students. Intervention teachers will participate in trainings and other duties as assigned and should have experience in best practices teaching strategies, knowledge of strategic and intensive interventions, data analysis, and understanding of the role of both formative and summative assessments, possess a strong knowledge of the key areas of both primary and intermediate literacy development, and possess collaborative skills for working with staff, parents, and students.

1000-1999: Certificated  
Personnel Salaries

\$138,881.00 Engaging Academic  
Programs

Hire an additional 1.0 FTE Intervention Teacher as part of the ELO Grant Plan to increase direct services to students and address learning loss issues based on ongoing data and progress monitoring through a cycle of inquiry.

## Charles Peck Elementary School

Hire an Instructional Assistant for 6 hours per day to provide direct services and support to socioeconomically disadvantaged and low performing students and assist the teacher in implementing content standards and providing quality instruction. Instructional Assistant will provide daily support base on student identified needs. .75 FTE	2000-2999: Classified Personnel Salaries	\$40,798.00	Engaging Academic Programs
	2000-2999: Classified Personnel Salaries	\$5,000.00	Engaging Academic Programs
	1000-1999: Certificated Personnel Salaries	\$35,000.00	Engaging Academic Programs
STEAM and Extended/Enrichment Learning Opportunities via Field Trips, Speakers, Clubs, Assemblies, Arts Integration, and other resources, materials, and activities. Provide students opportunities, materials, and resources to engage in higher order thinking and creativity to support learning and the demonstration of knowledge through the use of multiple modalities and through the integration of other subject areas including, but not limited to, the arts and sciences.	4000-4999: Books And Supplies	\$4,000.00	Clear Pathways to Bright Futures

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Title I Part A Site Allocation Total Expenditures: \$366,600.00

Title I Part A Site Allocation Allocation Balance: \$0.00

Charles Peck Elementary School Total Expenditures: \$631,150.00