School Year: | 2024-25

Schoolwide Plan Program (SWP)
School Plan for Student Achievement (SPSA)

School Name	Contact Name and Title	Email and Phone
Peter Pendleton Elementary School	Humberto Alvarez Principal	halvarez@cvusd.us 760-398-0178
CDS Code	School Site Council (SSC) Approval Date	Local Governing Board Approval Date
33736766031710	May 13, 2024	June 27, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Peter Pendleton Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Coachella Valley Unified School District covers more than 1,200 square miles of mostly rural desert terrain, serving the communities of Coachella, Thermal, Mecca, Oasis, Indio, and the Salton Sea. The district currently operates fourteen elementary schools, three middle schools, three comprehensive high schools, one continuation high school, and one adult school.

Peter Pendleton Elementary School is located in the City of Coachella. During the 2023-2024 school year, a total of 479 students were enrolled, composed of 97.1% socioeconomically disadvantaged (SED) students, 47.6% English Language (EL) Learners, 3.8% Migrant students and 12.9% students with disabilities (SWD). We provide comprehensive instruction for students in grades K-6 in the areas of Language Arts, Math, English Language Development, Science, Social Studies, and Social Emotional Learning.

We are growing our Dual Language Immersion program and offer the DL program in grades K-6 for the 2023-2024 school year. Staff members have been trained in Transformational Learning and PBIS and work towards implementing our Transformational Model to ensure all children feel welcomed, valued, and appreciated. We provide daily social-emotional learning for all students, and implement community building circles. We facilitate parent information workshops and trainings throughout the school year. Support for our parents is done through the Parent Liaison position and a place is allocated for parents known as the Parent Center. At Peter Pendleton School, we commit to academic and social growth for every member of our community.

Additionally, we are an AVID elementary site and participate in the STEAM Grant with Riverside County Office of Education. Students do participate in the Valley-wide Math Field Day, National KidWind competition, and EXPL Program.

This School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students including our English Learner (EL) students an Students with Disabilities (SWD) who are currently scoring significantly below grade level; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals, including monitoring systems like iReady and district benchmarks to progress monitor the academic levels of all students.

Educational Partner Involvement

How, when, and with whom did your Peter Pendleton Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

As part of the frequent reflection of the SPSA, budgets and actions items are progress-monitored at each School Site Council Meeting (SSC). Members of SSC provided direct input on the completion of the SPSA. Additionally, members of the English Learners Advisory Committee also were afforded an opportunity to provide input on the development of the SPSA. Further input was solicited from the Peter Pendleton Leadership Team. Discussions were anchored around the effectiveness of the action items as they relate to student achievement. Moreover, the LCAP survey to staff and parents/community provided feedback relevant to the development of the SPSA.

As a result of our meetings with stakeholders, a variety of needs were identified and action items were developed to support said need. For example, our Districts MTSS focus on literacy resulted in an action item to set funds apart for Professional Development, substitute coverage for teachers to attend Professional Development, and the ability to purchase materials centered on literacy. An additional need identified by stakeholders is the need to support students that are not at grade level. As a result, funds were set aside for an Intervention Team Lead, substitute coverage for Intervention Meetings, and funds to provide academic support to Students with Disabilities. Our stakeholders noted the large English Learner (EL) population at Peter Pendleton. An action item was created to fund an "EL Mentor" to support our English Learners.

Our stakeholders attributed our academic growth to our Data Chats in which teachers developed academic goals, modeled instructional strategies, and shared resources. This resulted in an action item to support Data Chat coverage so teachers can meet throughout the school year.

Resource Inequities

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

Through our needs assessment, the following resource inequities were revealed:

Local assessments revealed 69% of students in grades K-6 were performing below grade level on foundational skills as measured by the winter administration of the iReady Reading assessment.
Local assessments revealed 82% of students in grades K-6 were performing below grade level on the winter administration of the iReady Mathematics assessment.

iReady Winter Diagnostic results indicate 30% of ALL students scored at grade level,16% of English Learner students are scoring at grade level on the English Language Arts Assessment. For Math, iReady Winter Diagnostic indicates 19% of ALL students are at grade level and 12% of English Learner Students are at grade level.   Upon analysis of the CAASPP Spring 2023 results, 22.88% of English Learners were at grade level or above in English Language Arts.   In Math, 25.42% of English Learners scored at grade level or above as measured by the spring 2023 CAASPP.

Inequities have manifested in various forms, including inadequate funding for English language supports, limited access to culturally relevant instructional materials, and insufficient professional development opportunities for educators working with English learners. Addressing these disparities requires a multifaceted approach that prioritizes equitable resource allocation, culturally responsive teaching practices, targeted interventions, and ongoing professional development to support English learners effectively. By investing in resources and initiatives that prioritize the unique needs of English learners, we can mitigate disparities in assessment outcomes and foster an inclusive learning environment where all students have the opportunity to thrive academically.

In analyzing 2023 ELA and Math CAASPP data, there was a disparity in achievement between the "ALL" student group and the "SWD" student group. For ELA, the "ALL" group scored -31.5 points below standard met. The "SWD" group scored -113.8 points below standard met.
For math, the "ALL" student group scored -42.8 points below standard met. The "SWD" student group scored -93.9 points below standard met. In an effort to support the "SWD" group, after school academic support in ELA and math will be provided.

2023 CAASPP Data - % of students that met or exceeded the standard
ELA:
All Students: 37.05%
English Learners: 22.88%
Hispanic: 36.86%
Students Students with disabilities: 17.86%

MATH:
All Students: 33.82%
English Learners: 25.42%
Hispanic: 33.94%
Students with disabilities: 25.00%

Data indicates that English Learner (EL) students and Students with Disabilities (SWD) are scoring significantly lower in Math and ELA in comparison to the All student group. These student groups are in need of additional instructional support. Teachers need professional development on direct instruction and strategies that support English learners and SWD. Other professional development needed by teachers is the co-plan co-teach model. Additional support will be provided to this student group in the areas of language arts and math during and after school.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The suspension rate indicator is in the orange. No other Dashboard indicators are red or orange.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

There are no student groups that are two or more levels below the All students group in any of the Dashboard Indicators.

Other Needs

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

Peter Pendleton is working to reduce the chronic absentee rate. The overall rate is currently at 37.2% based on the Dashboard. Local chronic absentee rate for Peter Pendleton as of March 8, 2024, is 30.7%

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Goal 1 for Peter Pendlton is to reach the yearly targeted point gain for ELA, Math, and EL Progress in order to reduce the achievement gap.

CAASPP ELA
Average Distance from Standard:

All Students will decrease distance from standard met from the baseline of YELLOW on the 2023 Dashboard by 8.8 points annually as measured by the CA School Dashboard, to be GREEN by 2026.
The stretch goal for All Students is to decrease 15 or more points annually as measured by the CA School Dashboard, to be BLUE by 2026.

English Learners will decrease distance from standard met from the baseline of YELLOW on the 2023 Dashboard by 14.6 points annually as measured by the CA School Dashboard, to be GREEN by 2026.
The stretch goal for All Students is to decrease 19.6 or more points annually as measured by the CA School Dashboard, to be BLUE by 2026.

Long Term English Learners: Data not available until the 2024 Dashboard
Homeless Students: Data not available due to privacy reasons .
Foster Students:Data not available due to privacy reasons.

Socioeconomically Disadvantaged Students will decrease distance from standard met from the baseline of YELLOW on the 2023 Dashboard by 9.2 points annually as measured by the CA School Dashboard, to be GREEN by 2026.

Students with Disabilities will decrease distance from standard met from the baseline of ORANGE on the 2023 Dashboard by 36.3 points annually as measured by the CA School Dashboard, to be GREEN by 2026.
The stretch goal for Students with Disabilities is to decrease 41.3 or more points annually as measured by the CA School Dashboard, to be BLUE by 2026.

CAASPP Math
Average Distance from Standard:

All Students will decrease distance from standard met from the baseline of YELLOW on the 2023 Dashboard by 5.9 points annually as measured by the CA School Dashboard, to be GREEN by 2026.
The stretch goal for All Students is to decrease 15 or more points annually as measured by the CA School Dashboard, to be BLUE by 2026.

English Learners will decrease distance from standard met from the baseline of YELLOW on the 2023 Dashboard by 10.9 points annually as measured by the CA School Dashboard, to be GREEN by 2026.
The stretch goal for All Students is to decrease 19.2 or more points annually as measured by the CA School Dashboard, to be BLUE by 2026.

Long Term English Learners: Data not available until the 2024 Dashboard
Homeless Students: Data not available due to privacy reasons .
Foster Students:Data not available due to privacy reasons.

Socioeconomically Disadvantaged Students will decrease distance from standard met from the baseline of YELLOW on the 2023 Dashboard by 6.3 points annually as measured by the CA School Dashboard, to be GREEN by 2026.

The stretch goal for Socioeconomically Disadvantaged Students is to decrease 15 or more points annually as measured by the CA School Dashboard, to be BLUE by 2026.

Students with Disabilities will decrease distance from standard met from the baseline of YELLOW on the 2023 Dashboard by 23 points annually as measured by the CA School Dashboard, to be GREEN by 2026.
The stretch goal for Students with Disabilities is to decrease 31.3 or more points annually as measured by the CA School Dashboard, to be BLUE by 2026.

ELPAC:
Student performance on the ELPAC will increase to:
from 16.87% to 21% of students scoring at Level 4 - Well Developed
from 31.33% to 30% of students scoring at Level 3 - Moderately Developed

from 30.92% to 35% of students scoring at Level 2 - Somewhat Developed
from 20.88% to 14 % of students scoring at Level 1 - Minimally Developed

CAASPP ELA

All Students

2023 Baseline: -31.5	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	+8.8	-22.7	Yellow
3 Year Growth	+26.5	-5.0	Green

English Learner

2023 Baseline: -48.7	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	+14.6	-34.1	Yellow
3 Year Growth	+43.8	-4.9	Green

Long Term English Learners

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	n/a		
3 Year Growth	n/a		

Homeless Students

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	n/a		
3 Year Growth	n/a		

Foster Students

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	n/a		
3 Year Growth	n/a		

Socioeconomically Disadvantaged Students

2023 Baseline: -32.6	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	9.2	-23.4	Yellow
3 Year Growth	+27.6	-5.0	Green

Students with Disabilities

2023 Baseline: -113.8	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	+14.6	-99.2	Orange
3 Year Growth	+43.8	-70.0	Yellow

CAASPP Math

All Students

2023 Baseline: -42.8	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	+5.9	-36.9	Yellow
3 Year Growth	+17.8	-25.0	Green

English Learner

2023 Baseline: -57.6	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	+10.9	-46.7	Yellow
3 Year Growth	+32.6	-25.0	Green

Long Term English Learners

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	n/a		
3 Year Growth	n/a		

Homeless Students

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	n/a		
3 Year Growth	n/a		

Foster Students

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	n/a		
3 Year Growth	n/a		

Socioeconomically Disadvantaged Students

2023 Baseline: -43.8	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	+6.3	-37.5	Yellow
3 Year Growth	+18.8	-25.0	Green

Students with Disabilities

2023 Baseline: -93.9	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	+23.0	-70.9	Yellow
3 Year Growth	+68.9	-25.0	Green

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: Create equitable access to educational opportunities that will lead to academic success.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Identified Needs
Classroom Observations revealed that teachers would benefit from Professional Development (PD) on Direct Instruction during ELA and Math, in conjunction with language supports.

Local assessments revealed 69% of students in grades K-6 were performing below grade level on foundational skills as measured by the winter administration of the iReady Reading assessment.
Local assessments revealed 82% of students in grades K-6 were performing below grade level on the winter administration of the iReady Mathematics assessment.

63% of 3rd - 6th grade students scored at "Below Standard" on the ELA CAASPP.
Goal 1 (aligned to LCAP Goal 1)
By June 2024, all students will meet their iReady Typical Growth in Reading.

In analyzing our 2022 -2023 CAASPP data, we found that 37.05% of all students met the standard in English Language Arts and 33.82% of all students met the standard in Mathematics. SBAC and district assessments in ELA and Mathematics were below expectations indicating a need for more support for struggling students and additional Direct Instruction Professional Development for teachers. Our student group CAASPP data indicated:
* Latino/Hispanic 36.86% met the standard in ELA; 33.94% met the standard in Mathematics.
* Socio-economically Disadvantaged data 36.53% of student met the standard in ELA; 33.21% met the standard in Mathematics.
* English Learners 22.88% met the standard in ELA and 25.42% in Mathematics.
* Students with Disabilities 17.86% met the standard in ELA and 25% met the standard in Mathematics (27 students were tested)
* Reclassified Fluent English Proficient (RFEP) - 53.13% met the standard in ELA; 51.56% met the standard in Mathematics
* All data is based on a Chronic absenteeism rate of 30%, which impacts student standard mastery.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA (Priority 4) CA Dashboard	CAASPP ELA – 2023 CA School Dashboard: % of students that met or exceeded the standard All: 37.05% EL: 22.88% LTEL: 14.29% HOM: N/A FY: N/A SED: 36.53% SWD: 17.86%	CAASPP ELA – 2026 CA School Dashboard: % of students that met or exceeded the standard All: 52% EL: 37% LTEL: 29% HOM: N/A FY: N/A SED: 52% SWD: 32%
CAASPP Math (Priority 4) CA Dashboard	CAASPP Math – 2023 CA School Dashboard: % of students that met or exceeded the standard All: 33.82% EL: 25.42 LTEL: 9.52% HOM: N/A FY: N/A SED: 33.21% SWD: 25%	CAASPP Math – 2026 CA School Dashboard: % of students that met or exceeded the standard All: 48% EL: 40% LTEL: 25% HOM: N/A FY: N/A SED: 48% SWD: 40%

English Learner Progress Indicator (ELPI) (Priority 4). Ca. Dashboard	ELPI 2023 CA School Dashboard: 60.2%	ELPI 2026 CA School Dashboard:70%
ELPAC (Priority 4)	2023 ELPAC: Level 4 – Well Developed: 16.87% Level 3: Moderately Developed: 31.33% Level 2: Somewhat Developed: 30.92% Level 1: Beginning to Develop: 20.88%	2026 ELPAC: Level 4 – Well Developed: 18% Level 3: Moderately Developed: 34% Level 2: Somewhat Developed: 33% Level 1: Beginning to Develop: 23%
EL Reclassification Rate – DataQuest – when Available (Priority 4)	2022-23 Percent of Students Reclassified: 10%	2025-26 Percent of Students Reclassified: 15%
EL Reclassification Rate – local data (Priority 4)	EL Reclassification Rate – 10%	EL Reclassification Rate – local data
iReady (local Data)	i Ready ELA: All: 31% EL: 16% LTEL: - not reported HOM: not reported FY: not reported SED: 22% SWD: not reported	i Ready ELA: All: 34% EL: 19% LTEL: - not reported HOM: not reported FY: not reported SED: 25% SWD: not reported
iReady (local Data) Math	i Ready Math: All: 19 % EL: 12% LTEL: not reported HOM: not reported FY: not reported SED: 11% SWD: not reported	i Ready Math: All: 22% EL: 15% LTEL: not reported HOM: not reported FY: not reported SED: 14% SWD: not reported
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024) (grades 4-6): My school sets high expectations for my academic achievement. Strongly Agree/Agree: 94%	SEL - School Climate Survey (Spring 2027) My school sets high expectations for my academic achievement. Strongly Agree/Agree: 100%
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024) (grades 4-6)	SEL - School Climate Survey (Spring 2027)

		My teachers understand my learning needs and work to address them. Strongly Agree/Agree: 72%	My teachers understand my learning needs and work to address them. Strongly Agree/Agree: 87%
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024) (grades 4-6) I regularly participate in hands-on learning activities or lessons that connect to the real-world. Strongly Agree/Agree: 84%	SEL - School Climate Survey (Spring 2027) I regularly participate in hands-on learning activities or lessons that connect to the real-world. Strongly Agree/Agree: 100%	
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024)(grades 4-6) My teachers talk to me about my academic progress. Strongly Agree/Agree: 92%	SEL - School Climate Survey (Spring 2027) My teachers talk to me about my academic progress. Strongly Agree/Agree: 100%	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
1.1	Literacy Supplies and Materials	Funds to cover supplemental Instructional supplies to provide supplemental material to support standards based instruction in ELA , Math, AVID, VAPA, and Science, such as, but not limited to, chart paper and copies, and other supplies needed to implement school wide initiatives.	TK-6, E.L., SWD	Phonics Survey, iReady, ELA & Math Benchmarks	5,648.00 Title I 3010 1.1a 2,000.00 LCFF Supplemental/Concentration 0701 1.1b
1.2	Student Intervention Team	Student Intervention Team - provide extra services for a teacher to facilitate and support the coordination of Intervention Team activities.	TK-6, E.L., SWD	Attendance Rate, Chronic Absenteeism Rate, iReady, IABs, District Benchmarks	787.04 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 1.2b
1.3	Substitute coverage	Student Intervention Team - provide substitute coverage for classroom teacher to attend Intervention Team meeting.	TK-6, E.L., SWD	Attendance Rate, Chronic Absenteeism Rate, iReady, IABs, District Benchmarks	1,755.60 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 1.3b

1.4	Data Chats	Provide substitute coverage for student supervision while grade levels meet to identify academic SMART goals, model instructional strategies, and share resources	All, with emphasis on English Learners. TK-6, E.L., SWD	Observations and Walkthroughs show evidence of instructional alignment	7,809.44 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 1.4b
1.5	School Activities	Extra services for certificated staff to help with or coordinate activities such as, but not limited to, Math Field Day, Spelling Bee, Read Across America. This is for 40 hours	TK-6, E.L., SWD	Student engagement, Attendance, parent engagement, School Climate Survey	5,509.26 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 1.5b
1.6	Tutoring	Provide Students with Disabilities extra support in ELA and Math focused on mastery of content standards outside of the school day.	SWD	CAASPP, iReady Math, iReady ELA Benchmark	1,574.07 LCFF Supplemental/Concentration 0701 1.6b

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The implementation of the strategies and activities during the school year 2023-2024 were effective. Teachers were provided professional development in the areas of Math, ELD, AVID, and MTSS. Teachers were provided various opportunities to meet with their grade level to conduct data collection meetings to analyze student data and make instructional decisions that will support student learning. Students had access to materials in their classroom that supported the implementation of AVID. The actions were effective as evidence by growth on winter iReady Diagnostic assessment. The fall reading Diagnostic showed 15% of students at grade level. The winter diagnostic showed 32% of students at grade level. For math, the fall diagnostic demonstrated 4% of students at grade level. The winter diagnostic demonstrated 19% of students were at grade level. This information is for students in TK-6 Grade.

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

The activities and allocated amounts were adjusted based on needs and changes in other funding sources. For instance, Action item 2.8b was intended for the purchase of desktop computers for a computer lab with $13,000.00 allocated. A proposal to purchase these items was submitted to Educational Services, and the computers were funded with district level funds. As such, funds were reallocated to professional development and the purchase of additional instructional supplies. Another major difference between the intended activity and actual usage was action item 2.9b "Administrator Professional Development." These funds were moved to cover the costs associated with Math Professional Development by UCI and RCOE for grades four and five. These funds were intended to pay for all costs associated with AVID Summer Institute Professional Development for the Assistant Principal. We were informed the AVID Conference expenditures will hit next year's budget as the training is occurring during the month of July, and the fiscal year ends on June 30, 2024.

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.

The revisions to this year's SPSA plan targeted improvements in instructional practices to enhance student academic achievement. Students will have opportunities to orally practice and apply complete sentences, learning objectives, language objectives, success criteria, and student discussions. Emphasis will be placed on lesson organization and progression, integrating insights gained from various professional development sessions attended by teachers during the 2023-2024 school year. For the 2024-25 school year, additional Professional Development will be provided to teachers on Direct Instruction, language objectives, and student discourse.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Goal 2 for Peter Pendleton is to provide student recognition for academic achievement through incentives and activities.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP Goal 2: Provide equitable access to health and wellness to ensure social emotional and academic success. Peter Pendleton Elementary will focus on improving attendance rates by cultivating a learning environment that fosters students' sense of responsibility, ownership of attendance, safety, value, and acceptance. To achieve this, students will benefit from Social Emotional Learning (SEL) initiatives embedded in the school's culture, including clear behavioral expectations and social skills development that promote responsible decision-making and positive conduct. Additionally, daily SEL lessons will be provided to further support students in developing these crucial skills.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

While Peter Pendleton's attendance is showing improvement according to the California Dashboard data, we are still facing a challenge as 37.2% of our students are chronically absent. To enhance attendance, it's pivotal to empower students to cultivate a strong sense of responsibility and ownership regarding their attendance by fostering a culture that values punctuality and consistent participation. Encouraging students to see attendance as a personal investment in their own learning journey can significantly bolster their commitment and engagement in the educational process.

Research consistently shows that students who are frequently absent from school struggle academically. They fall behind their peers, leading to lower grades, reduced academic achievement, and ultimately, decreased chances of success in higher education. By tackling Chronic Absenteeism, we can help ensure that every student has the opportunity to thrive academically and reach their full potential.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate TK – 8 (Priority 5)	Chronic Absenteeism 2023 CA School Dashboard All:　37.2% EL:　34.5 % LTEL:　N/A HOM:　53.8% FY:　Less than 11 students - data not displayed for privacy SED:　38.3 % SWD:　38.0 % 2023-24 Chronic Absenteeism (local measure) August 24, 2023 – March 1, 2024: 30.70%	Chronic Absenteeism 2026 CA School Dashboard All:　28% EL:　25 % LTEL:　N/A HOM:　44 % FY:　N/A SED:　29 % SWD:　29% 2026-27 Chronic Absenteeism (local measure) August, 2026 – March 1, 2027:　9.5%
Suspension Rate (Priority 6)	2023 Suspension Rate CA School Dashboard All:　1.5% EL:　1.1 % LTEL:　N/A HOM:　0% FY:　Less than 11 students - data not displayed for privacy SED:　1.6% SWD:　0%	2026 Suspension Rate CA School Dashboard All:　1.0 % EL:　0.5 % LTEL:　N/A HOM:　0% FY:　N/A data not displayed for privacy SED:　0.5% SWD:　0.0%
Expulsion Rate (Priority 6)	2023 Expulsion Rate: DataQuest All: 0 % EL: 0% LTEL: 0% HOM: 0% FY: 0% SED: 0% SWD: 0%	2026 Expulsion Rate: DataQuest All: 0% EL:　0% LTEL: 0% HOM: 0% FY:　0% SED: 0% SWD: 0%
Attendance Rate (local measure) (Priority 5)	2023-24 Attendance Rate August 24, 2023 – March 1, 2024 A. Regular Program School Attendance rate:　92.74% B. Special Education Program School Attendance rate:　91.70% C. Overall Average Attendance Rate: 92.20%	2026-27 Attendance Rate August, 2026 – March 1, 2027 A. Regular Program School Attendance rate:　96.74% B. Speical Education Program School Attendance rate:　96.70% C. Overall Average Attendance Rate: 96.7%
SEL Survey (local measure) (Priority 6)	SEL - School Climate Survey (Spring 2024)	SEL - School Climate Survey (Spring 2027)

Grades 4-6	I feel respected, accepted and welcomed at school. Strongly Agree/Agree: 84%	I feel respected, accepted and welcomed at school. Strongly Agree/Agree: 90%
SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey (Spring 2024) I feel I am valued at school. Strongly Agree/Agree: 80%	SEL - School Climate Survey (Spring 2027) I feel I am valued at school. Strongly Agree/Agree: 90%
SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey (Spring 2024) I feel safe at school. Strongly Agree/Agree: 76%	SEL - School Climate Survey (Spring 2027) I feel safe at school. Strongly Agree/Agree: 90%
SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey (Spring 2024) I have access to a safe place at school. Strongly Agree/Agree: 84%	SEL - School Climate Survey (Spring 2027) I have access to a safe place at school. Strongly Agree/Agree: 90%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
2.1	Student Recognition	Incentives/Activities to recognize student achievement and for students improving attendance rates in order to promote their academic success.	TK-6, E.L.'s, SWD	Number of students meeting/exceeding state testing standards, number of students meeting benchmarks and/or site goals, Attendance rate	1,200.00 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 2.1b

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

From 2023-24 SPSA Goal 1. Two Action Items:

1. Professional Services: Provided engaging school-wide culture through signage and academically themed promotional materials that engage students in the school setting.
2. Incentives to recognize student achievement: Provided incentives/activities to recognize student achievement.

The effectiveness of these action items was an increase in student engagement in the school setting as measured by the number of students that feel safe and valued at school - 84%.

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

There were no differences.

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.

A shift in how we improve attendance will be having meaningful discussions with parents and students regarding taking ownership of their own learning journey by being present at school each day. This will come in the form of parent workshops and student presentations (including workshops on overcoming barriers to attendance). Currently, funding for parent workshops comes from the LCAP. Each site is allocated 25 hours of extra services for parent workshops. Should the LCAP not provided such funding in the future, SSC will have the opportunity to allocate funding for parent workshops.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Goal 3 for Peter Pendleton is to provide all parents, specifically spanish speaking parents, access to and ability to communicate during parent conferences and workshops.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP Goal 3: Strengthen parent and community partnerships through effective communication for student success. Peter Pendleton will focus on increasing Parent Engagement through multiple lines of communication, grade reports, classroom awareness, school events, and through survey feedback.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

An identified need is to keep families engaged with the school community. Supporting parents in their native language allows them to feel more comfortable in interacting with the school community. Another way to keep families engaged is to provide meaningful parent workshops. A related need is to increase parent attendance at workshops. According to the LCAP Parent Survey, 100% of parents agreed/strongly agreed the school provides opportunities for parent involvement.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at Back to School Night	2023-24 Attendance at Back to School Night 70%	2026-27 Attendance at Back to School Night 100%
Attendance at Parent Liaison Workshops	2023-24 Attendance at Parent Liaison Workshops 90%	2026-27 Attendance at Parent Liaison Workshops 100%
Attendance at Coffee with the Principal	2023-24 Attendance at Coffee with the Principal 5 parents	2026-27 Attendance at Coffee with the Principal 15+ parents
Attendance at ELAC Meetings:	2023-24 Attendance at ELAC Meetings: 3 parents	2026-27 Attendance at ELAC Meetings: 10+ parents

LCAP Family Survey	Spring 2024 LCAP Family Survey	Spring 2027 LCAP Family Survey
My student's teachers communicate their academic progress to their students and their families regularly.	My student's teachers communicate their academic progress to their students and their families regularly. Strongly Agree/Agree: 96%	My student's teachers communicate their academic progress to their students and their families regularly. Strongly Agree/Agree: 100%
LCAP Family Survey My culture, opinions, and input are valued at my student's school.	Spring 2024 LCAP Family Survey My culture, opinions, and input are valued at my student's school. Strongly Agree/Agree: 100%	Spring 2027 LCAP Family Survey My culture, opinions, and input are valued at my student's school. Strongly Agree/Agree: 100%
LCAP Family Survey I consistently receive information and updates from the school/district.	Spring 2024 LCAP Family Survey I consistently receive information and updates from the school/district. Strongly Agree/Agree: 100%	Spring 2027 LCAP Family Survey I consistently receive information and updates from the school/district. Strongly Agree/Agree: 100%
LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making.	Spring 2024 LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making. Strongly Agree/Agree: 100%	Spring 2027 LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making. Strongly Agree/Agree: 100%
LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school.	Spring 2024 LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school. Strongly Agree/Agree: 100%	Spring 2027 LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school. Strongly Agree/Agree: 100%
LCAP Family Survey I understand my legal rights and can advocate for my student and all students.	Spring 2024 LCAP Family Survey I understand my legal rights and can advocate for my student and all students. Strongly Agree/Agree: 100%	Spring 2027 LCAP Family Survey I understand my legal rights and can advocate for my student and all students. Strongly Agree/Agree: 100%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
3.1	Interpreting	Assist with interpreting at parent events, parent conferences, etc.	those with parents that only speak spanish	Number of parent meetings, 3 of participants	2833.00 Title I 3010 3.1a

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall implementation and effectiveness of actions items were successful. One of our most successful action items was to provide support to our parents in completing the online registration. Our families often need assistance in utilizing online platforms and parent feedback for our SPSA affirmed how important this support was. The Parent Liaison was changed to an eleven month position and will be available to support parents with registration. Another critical need was interpretation services during parent conferences as many of our parents only speak Spanish and not all teachers speak Spanish.

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

There were no major differences between intended implementation and budgeted expenditures.

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.

For this goal, the budget only allowed us to set funds aside for interpreting services. Professional Development and child care will be paid for through district funds.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **Professional Development**
> The desired goals are to provide time for our teachers to meet in order to identify best instructional strategies and routines to ensure students meet state standards.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> LCAP Goal 4: Provide professional learning to build the capacity of all staff to enhance learning.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

> Based on a review of Dashboard and local data, below is the data and area of significant need.
>
> Classroom Observations revealed that teachers have a need for Professional Development (PD) on Direct Instruction during ELA and Math.   LCAP Staff Survey revealed 68% of teachers wanted professional development on "Supporting the learning needs and challenges of students." This data correlates with classroom observation data. Specifically, the different steps of Direct Instruction and how this supports the learning needs and challenges of students.
>
> Local assessments revealed 69% of students in grades K-6 were performing below grade level on foundational skills as measured by the winter administration of the iReady Reading assessment.
> Local assessments revealed 82% of students in grades K-6 were performing below grade level on the winter administration of the iReady Mathematics assessment.
>
> 63% of 3rd - 6th grade students scored at "Below Standard" on the ELA CAASPP.
>
> In analyzing our 2022 -2023 CAASPP data, we found that 37.05% of all students met the standard in English Language Arts and 33.82% of all students met the standard in Mathematics. SBAC and district assessments in ELA and Mathematics were below expectations indicating a need for more support for struggling students and additional Direct Instruction Professional Development for teachers. Our student group CAASPP data indicated:
> * Latino/Hispanic 36.86% met the standard in ELA; 33.94% met the standard in Mathematics.
> * Socio-economically Disadvantaged data 36.53% of student met the standard in ELA; 33.21% met the standard in Mathematics.
> * English Learners 22.88% met the standard in ELA and 25.42% in Mathematics.
> * Students with Disabilities 17.86% met the standard in ELA and 25% met the standard in Mathematics (27 students were tested)
> * Reclassified Fluent English Proficient (RFEP) - 53.13% met the standard in ELA; 51.56% met the standard in Mathematics
> * All data is based on a Chronic absenteeism rate of 30%, which impacts student standard mastery.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Math & ELA Benchmarks, CAASPP Assessments	2022-2023 CAASPP data, we found that 37.05% of all students met the standard in English Language Arts and 33.82% of all students met the standard in Mathematics. SBAC and district assessments Local assessments revealed 69% of students in grades K-6 were performing below grade level on foundational skills as measured by the winter administration of the iReady Reading assessment. Local assessments revealed 82% of students in grades K-6 were performing below grade level on the winter administration of the iReady Mathematics assessment.	The expected outcome is is an 8 point growth in ELA & Math as measured by CAASPP results. Additionally, the expected growth on local assessments is 10% growth for ELA and Math.
Focused Walk-Throughs	Currently, 20% of teachers are not using the Direct Instruction teaching model. A major District focus will be Direct Instruction Professional Development during the 2024-2025 school year.	During focused Walk-Throughs, site admin will be able to observe teachers using the Direct Instruction model. The expected outcome is 100% of teachers will use the skills, strategies, and techniques learned through Direct Instruction Professional Development during instruction.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
4.1	Professional Development	Professional Development: provide substitute coverage for professional development.	TK-6, E.L, SWD	Lexile, Quantile, iReady, CAASPP, sign-in sheets	9,782.00 Title I 3010 4.1a LCFF Supplemental/Concentration 0701 4.1b
4.2	Professional Development	Professional Development: all costs associated with, but not limited to, extra services, training registrations, meals, mileage, hotel, etc. Professional Development will support TK-6, E.L.'s, and SWD by building the capacity of	TK-6, E.L, SWD	Lexile, Quantile, iReady, CAASPP, sign-in sheets	16,264.60 LCFF Supplemental/Concentration 0701 4.2b

		teachers with emphasis on Direct Instruction.			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

N/A - This goal is new to the 2024-25 SPSA

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

N/A - This goal is new to the 2024-25 SPSA

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.

N/A - This goal is new to the 2024-25 SPSA

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$55,163.01
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

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/Concentration 0701	$36,900.01
Title I 3010	$18,263.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $55,163.01

Total of federal, state, and/or local funds for this school: $55,163.01

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

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental/Concentration 0701	36,900.01
Title I 3010	18,263.00

Expenditures by Budget Reference

Budget Reference	Amount
	10,481.00
1000-1999: Certificated Personnel Salaries	15,861.34
4000-4999: Books And Supplies	1,200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental/Concentration 0701	19,838.67
1000-1999: Certificated Personnel Salaries	LCFF Supplemental/Concentration 0701	15,861.34
4000-4999: Books And Supplies	LCFF Supplemental/Concentration 0701	1,200.00
	Title I 3010	18,263.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	25,083.41
Goal 2	1,200.00

| Goal 3 | 2,833.00 |
| Goal 4 | 26,046.60 |

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
Humberto Alvarez	Principal
San Juana Lira	Other School Staff
Magdalena Hoy	Classroom Teacher
Teresa Quintanar	Classroom Teacher
Cheri Diaz	Classroom Teacher
Natalie Elenes	Parent or Community Member
Maria Lopez	Parent or Community Member
Candelaria Chaidez	Parent or Community Member
Ana Perez	Parent or Community Member
Martin GII	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other:

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

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

This SPSA was adopted by the SSC at a public meeting on: _May 13, 2024_

Attested:

_____
Principal Signature

Principal Name: _Humberto Alvarez_ Date: _5/13/2024_

_____
SSC President Signature

SSC President: _Martin Gil_ Date: _5/13/24_