



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
Perris Elementary School	33-67199-6032510	December 5, 2024	January 23, 2025

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement

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

In alignment with Perris Elementary Schools LCAP, this plan was developed as a result of a comprehensive needs assessment, inclusive of a root cause analysis, in order to meet the needs of students most at-risk of not meeting standards. Additionally, Perris Elementary School is eligible for ATSI for students experiencing homelessness (HOM). Specific actions are included in this plan to address the needs of students within this student group.

When deciding on the use of federal funds the principal met with the School Site Council (SSC), English Language Learner Advisory Committee (ELAC), and Multi Tiered Systems of Support (MTSS) Academic Team members to discuss student data, survey data, district programs, and site priorities. These meetings ensure that planning aligns with the appropriate use of federal funds.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

At Perris Elementary, we strive to build a strong partnership with parents and guardians. There are several opportunities for educational partners (including students) to give input, provide feedback and help to shape and support the school program.

Perris Elementary school has received input via the following meetings, events and survey administration:

- Title 1 Family Engagement Parent Survey
- Panorama Survey
- English Language Advisory Committee (ELAC)
- School Site Council (SSC)
- Student Empathy Interviews
- Staff Empathy Interviews
- Staff Leadership Meetings
- Coffee With the Principal
- African American Parent Advisory Committee (AAPAC)

The annual Title 1 Family Engagement Parent survey had 148 responses during the Spring 2024. The results from the survey indicate that 91% of parents who responded to the survey report that Teacher communications help in assisting students in doing well in school. ELAC meetings were attended by 16% of the parents who responded to the Title 1 Family Engagement survey. Coffee with the Principal was attended by 29% of the survey participants and School Site Council was attended by 28% of survey participants. There is a need to strengthen partnerships and increase Parent/Stakeholder engagement in these meetings.

Stakeholder meeting (ELAC, SSC and AAPAC) agendas include opportunity for input regarding the school plan. Minutes from these meetings reflect input and collaboration on sitewide initiatives and goals.

The Panorama Survey was administered two times to students in Kinder - 6th grade during the 2023 - 2024 school year.

Results from the Panorama Survey indicate 89% of students feel they have supportive relationships with an adult in the school. This is an improvement from previous survey data in the 2022-2023 school year.

53% of student that took the survey feel they can succeed in achieving academic outcomes. This is an improvement from previous survey data in the 2022 - 2023 school year.

An ATSI Action planning committee was created to perform a Root Cause Analysis, determine problem statements and develop aim statements. The results of this work and input from the committee will continue to be a part of the planning and continuous improvement plan for student outcomes. Site administration continues to work with the district education services department and RCOE in effort to collaborate, develop plans for improvement and ensure alignment to district LCAP.

Root Cause analysis results indicated that a lack in foundational skills is a significant factor prohibiting academic growth and achievement in ELA. Root Cause analysis results indicate the instructional minutes for math instruction may not be adhered to consistently within the instructional day. There is a need to collaborate on strategies, closely monitor these areas and provide professional development to better support student outcomes.

Root Cause analysis for absenteeism indicated that parent involvement and presentation of attendance expectations is a need for all student groups. Additionally, the school site should continue focusing on adults building meaningful relationships with students and creating learning environments that yield high levels of student engagement. These were both shown in empathy interviews to be motivating factors for regular student attendance. Administrators at Perris Elementary will conduct empathy interviews with students that are identified as Homeless to gain a deeper understanding of causes for absenteeism within this student group.

As an additional part of the root cause analysis and to determine how to better support the student groups that are eligible for ATSI, surveys were sent out to teachers in order to seek feedback and input on current ELA and Math instruction. A Survey was also sent out to students in grades 3rd - 6th to seek input on school engagement.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Administration visits classrooms on a regular basis. During classroom visits, administration provides in the moment support to students and feedback to teachers. Feedback on instructional practice is often discussed during collaboration meetings following the class visit.

Classroom observations indicate that teachers are utilizing core curriculum and there is an increased focus on the instruction of essential standards. Essential standards data is posted and instructional resources are available for all students. Supplemental programs will be used consistently to supplement instruction on essential standards and grade level expected outcomes.

There is a need to place additional focus on best first instruction and communicating clear learning targets to students. Student groups that qualify for ATSI will benefit from the intentional delivery of clear and targeted instruction around expected outcomes and individualized learning targets specific to essential standards achievement.

In addition to regular classroom visits, site administration conducts a minimum of two formal observations for selected teachers. Following each lesson observation, specific feedback and suggestions are given to teachers regarding the implementation of effective teaching practices.

Consistent classroom visits and timely feedback will continue to be an area of focus.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Perris Elementary utilizes CAASPP, ELPAC, and district assessments to ensure data-driven decisions are made to guide program planning and to modify instruction as needed in order to promote content mastery of California Standards for all students. A thorough analysis of data determines the area of instructional focus for academic achievement. Assessment results will be used to determine academic targets. District assessments will be used during the school year to monitor academic growth and to modify/plan instruction so that students meet the standards.

Goal #1:

The 2023 California Dashboard ELA Data indicates that all student groups are in the Red (very low) performance level.

The distance from standard (DFS) for each student group is listed here:

All students: 80.2(DFS)

English Learner: 83.3 (DFS)

Homeless Youth: 88.2 (DFS)

Socioeconomically Disadvantaged: 81 (DFS)

Students with Disabilities: 159.3 (DFS)

African American: 115.6 (DFS)

Hispanic: 79.4 (DFS)

Goal #2:

The 2023 California Dashboard Math Data indicates that all student groups are in the Orange (Low) or Red (very low) performance level.

The distance from standard (DFS) for each student group is listed here:

All students: 101.2(DFS)

English Learner: 100.6 (DFS)

Homeless Youth: 98.8(DFS)

Socioeconomically Disadvantaged: 102(DFS)

Students with Disabilities: 179.6 (DFS)

African American: 124.6 (DFS)

Hispanic: 101.4 (DFS)

Goal #3:

ELPI decreased by 12%

Reclassification rate for the 23/24 school year is 3.7%

Goal #4:

Chronic absenteeism rate is 44.8%. This is a decrease of 4.7% and indicated by yellow on the dashboard.

The Homeless Youth student group is indicated in Red on the dashboard with a chronic absenteeism rate of 60%. This is an increase of 3.3% from the previous year.

The district is eligible for DA based on AA Academics and Suspension. The district is eligible for DA based on Foster Youth Academics and Absenteeism.

At Perris elementary, the suspension rate for the AA student group is 2.9% which decreased by 2.8%

The Fall 2022 dashboard data indicated that Perris Elementary School was eligible for Additional Targeted Support and Improvement (ATSI) based on the reported data for 5 student subgroups. The most recent data (Fall 2023) reflects that Perris Elementary is no longer eligible for ATSI for the Socioeconomically Disadvantaged, Students with Disabilities, African American, and Hispanic student groups. These student groups will still be an area of focus and continued monitoring.

The Fall 2023 dashboard data indicates that Perris Elementary School continues to be eligible for Additional Targeted Support and Improvement (ATSI) for the Homeless Youth student group in the area of absenteeism.

The 2023 California Dashboard indicates that the homeless Youth is in the Red (very low) performance level Chronic Absenteeism.

This student group increases by 3.3% with 60% of students in this group being considered chronically absent.

There continues to be a need to support grade-level teams on data analysis and specific determining learning targets for students.

Grade-level teams will continue to analyze CAASPP, IAB, and formative assessment data to target a specific area of need, thus modifying instruction to target the area. All assessment results will be analyzed and utilized to determine academic targets and school programs.

District assessments will be used during the school year to monitor academic growth and to modify/plan instruction in order for students to meet the grade-level standards.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Informal assessments are analyzed every three weeks and formal assessments are analyzed every 6-8 weeks to ensure continuous progress towards goals.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of Perris Elementary School teachers are highly qualified as defined by ESEA.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers have been provided curriculum components and professional development to support the implementation of board adopted curriculum. New teacher induction, professional development programs, and competitive compensation help to retain teachers.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Teachers are trained on an on-going basis in Universal Design for English Learners, instruction of foundational skills using science of reading pedagogy, and building mathematical fluencies. There continues to be a need to support current and new teachers to improve instruction that is engaging culturally relevant and standards aligned.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Perris Elementary provides all teachers in grades K-6 with an academic coach. The coach offers on-site support for the instructional program with model lessons, co-teaching opportunities and staff training. The district's Content Expert provides professional development to the site coach and to teachers. The district EL TOSA provides professional development and follow up for EL programs. New teachers participating in Teacher Induction have an assigned Teacher Induction Coach.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Perris Elementary continues to support teachers in collaborating to analyze data and design differentiated/intervention instruction. Teachers meet throughout the year and approximately one hour every other week during the contractual day as grade-level teams to discuss data, review strategies, and plan instruction. Teachers are encouraged to participate in paid collaboration time to analyze data, develop lesson plans and create common formative assessments. There continues to be a need for additional collaboration by teams around implementing interventions to address academic gaps for all student groups.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All English Language learners receive Integrated and Designated ELD instruction. Integrated ELD is instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English. Designated ELD is instruction provided during a time during the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary to engage with rigorous academic content in English.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All grade levels in K-6 meet or exceed the recommended instructional minutes for reading/language arts and mathematics. The district provides standards-based Units of Study in the areas of ELA and Math that are followed by all teachers. These Units of Study allow for differentiation, provide additional resources, and opportunities for intervention.

The district has followed the CDE daily instructional minutes guidelines to include universal access, targeted intervention, and small group instruction.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The Perris Elementary School District provides a Unit of Study Resource to guide and assist with pacing lessons for grades K-6.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All student groups have complete access to standards based instructional materials for all subject areas.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Perris Elementary School uses SBE adopted and standards aligned instructional materials. There is a need for supplemental intervention materials in ELA and Math to address learning gaps. There continues to be a need for a refined intervention program focusing on students in all grades who are two or more years below grade level.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

There continues to be a need for Targeted Intervention, Universal Access, and small group instruction during the instructional day to enable under performing students to meet standards. Additionally, an Intervention Teacher is on staff to work with students who are two or more years below grade level.

Evidence-based educational practices to raise student achievement

There continues to be a need to increase student achievement and build early literacy skills. The Academic Coach works with teachers to ensure research based instructional strategies (including and not limited to: SDAIE methodology, Student Engagement, Checking for Understanding, and Differentiated Instruction through Universal Design) are implemented as a part of quality best first instruction. Additionally, students that are two or more years below grade level participate in the Read180 Intervention Program with the Reading Intervention Teacher.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The school is in need of continued parent involvement to support the academic growth of at-promise students and identified as English language learners. Perris Elementary continues to formally encourage parental involvement through the parent classes offered throughout the year. In addition, activities for parent involvement include family nights for ELA, Math, Science, AVID Elementary, special performances, and volunteer opportunities.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

There is a need for increased parent and community involvement opportunities for the planning, implementation, and evaluation of school programs. These opportunities will continue to be presented within the English Language Advisory Committee, African American Advisory Committee and School Site Council.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

An Intervention Teacher that works with students who are 2 or more years below grade level proficiency.

An Academic Coach to work with teachers on analyzing data, designing & planning instruction and training on the use of best teaching practices.

Perris Elementary also needs an intervention program in the form of after school tutoring. The intervention program should include supplemental materials and technology (hardware and software) as a means to provide intensive intervention. Targeted Intervention, Universal Access, and small group instruction during the instructional day enable under-performing students to meet standards.

Family involvement training, Content Coach, After School Tutoring, Professional Development, supplemental materials, Counseling support and supplemental technology will also be provided. Perris Elementary School District receives Title I funds, LCFF Supplemental/Concentration (unduplicated), and LCFF Supplemental/Concentration (English Learners) funds which provide additional monies to increase student achievement through instructional programs and services.

Fiscal support (EPC)

Perris Elementary School receives Title I funds, LCFF Supplemental/Concentration (unduplicated), and LCFF Supplemental/Concentration (English Learners) funds which provide additional monies to implement programs and services to increase student achievement.

Educational Partner 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

For the 2023/2024 school year, ELAC Meetings were held on:

September 20, 2023

October 18, 2023

November 8, 2023

December 12, 2023

January 24, 2024

February 21, 2024

March 20, 2024

May 24, 2024

June 5, 2024

School Site Council Meetings were held on:

September 20, 2023

October 18, 2023

November 8, 2023

December 12, 2023

January 24, 2024

February 21, 2024

March 20, 2024

May 24, 2024

June 5, 2024

Coffee With the Principal was held on:

September 20, 2023

October 18, 2023

November 8, 2023

December 12, 2023

January 24, 2024

February 21, 2024

March 20, 2024

AAPAC meetings were held on:

September 20, 2023

October 18, 2023

November 8, 2023

December 12, 2023

January 24, 2024

February 21, 2024

March 20, 2024

June 5, 2024

Consultations with SSC, ELAC and district teams impacted the SPSA development and evaluation in the following ways:

Family Involvement Policy and Parent Compact was jointly developed with input from committee members.

Budget reductions/reallocations were presented and discussed.

Participants had an opportunity to ask questions and provide input.

Review of assessment data such as the ICA, IAB, ELPAC and CAASPP.

The principal provided ongoing updates and progress on activities, programs and services offered to students and families.

During ELAC and SSC meetings, parents were also given the opportunity to give input on upcoming events and overall school programs.

Opportunities to ask questions about schoolwide initiatives was provided at each meeting.

Resource Inequities

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

Through using the Resource Equity Diagnostic, Analysis of Dimension 2 revealed that not all students with higher needs have access to effective teaching staff.

Additionally, only some students have access to teaching practices that are engaging, culturally relevant and standards aligned.

Consistent and targeted leadership coaching is necessary in order to further address these barriers and instructional inequities. Professional development and demonstration lessons will be provided by the academic coach.

Implementation and effectiveness will be measured through classrooms visits coupled with timely individualized feedback and discussions at grade level collaboration meetings.

Additional focus will be placed on students experiencing Homelessness. This focus may include empathy interviews, specific data analysis and intentionally assigning adult mentors. This student group remains eligible for ATSI.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.13%	0.15%	0.37%	1	1	3
African American	6.06%	7.46%	6.96%	47	51	57
Asian	0.39%	0.29%	0.73%	3	2	6
Filipino	0.13%	0.15%	0.24%	1	1	2
Hispanic/Latino	88.26%	86.84%	85.84%	684	594	703
Pacific Islander	%	0.15%	0.12%	0	1	1
White	2.71%	1.9%	2.44%	21	13	20
Multiple/No Response	0.52%	0.58%	0.98%	4	4	8
Total Enrollment				775	684	819

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	92	102	75
Grade 1	96	88	82
Grade 2	133	78	77
Grade 3	92	120	75
Grade 4	124	91	118
Grade 5	111	107	94
Grade 6	127	98	107
Total Enrollment	775	684	819

Conclusions based on this data:

1. Student enrollment has continued to grow over the past three years.
2. The Hispanic/Latino student group with 86.84 % has decreased over the last 3 years.
3. The African American student group is the 2nd largest student group and has continued to grow over the past three years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	354	322	411	46.7%	45.7%	50.1%
Fluent English Proficient (FEP)	39	23	31	7.8%	5.0%	3.8%
Reclassified Fluent English Proficient (RFEP)	16	12		5.4%	4.5%	

Conclusions based on this data:

1. Reclassification rate has decreased over the last 3 school years. There is a misalignment with instructional strategies and ELPAC outcomes necessary for designation.
2. There is a need for professional development around specific instructional strategies to increase English proficiency in all domains.
3. Parent and student knowledge of the English Learner program and the requirements to reclassify needs to be clearly communicated with embedded short term goal setting to support student growth.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	96	113	80	93	112	79	93	112	79	96.9	99.1	98.8
Grade 4	125	97	113	123	96	108	123	96	108	98.4	99.0	95.6
Grade 5	110	118	92	110	114	85	110	114	85	100.0	96.6	92.4
Grade 6	129	102	104	122	102	101	122	102	101	94.6	100.0	97.1
All Grades	460	430	389	448	424	373	448	424	373	97.4	98.6	95.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2361.	2362.	2372.	10.75	8.93	10.13	12.90	16.96	18.99	19.35	22.32	21.52	56.99	51.79	49.37
Grade 4	2382.	2376.	2381.	5.69	6.25	5.56	11.38	6.25	19.44	14.63	23.96	12.96	68.29	63.54	62.04
Grade 5	2439.	2416.	2401.	10.91	3.51	2.35	10.91	14.04	10.59	27.27	21.93	22.35	50.91	60.53	64.71
Grade 6	2455.	2459.	2436.	4.10	3.92	3.96	15.57	14.71	11.88	27.05	33.33	18.81	53.28	48.04	65.35
All Grades	N/A	N/A	N/A	7.59	5.66	5.36	12.72	13.21	15.28	22.10	25.24	18.50	57.59	55.90	60.86

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.60	10.71	7.59	49.46	57.14	50.63	41.94	32.14	41.77
Grade 4	4.88	3.13	7.41	57.72	53.13	48.15	37.40	43.75	44.44
Grade 5	7.27	7.02	4.71	64.55	52.63	50.59	28.18	40.35	44.71
Grade 6	5.74	3.92	1.98	52.46	47.06	39.60	41.80	49.02	58.42
All Grades	6.47	6.37	5.36	56.25	52.59	46.92	37.28	41.04	47.72

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.53	2.70	5.06	43.01	40.54	48.10	49.46	56.76	46.84
Grade 4	2.44	3.13	1.85	39.02	33.33	40.74	58.54	63.54	57.41
Grade 5	7.27	1.75	3.53	40.00	43.86	35.29	52.73	54.39	61.18
Grade 6	1.64	5.88	0.99	37.70	42.16	31.68	60.66	51.96	67.33
All Grades	4.46	3.31	2.68	39.73	40.19	38.61	55.80	56.50	58.71

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.30	6.25	7.59	75.27	73.21	70.89	20.43	20.54	21.52
Grade 4	4.88	4.17	6.48	62.60	66.67	67.59	32.52	29.17	25.93
Grade 5	5.45	4.39	4.71	74.55	65.79	60.00	20.00	29.82	35.29
Grade 6	9.84	3.92	7.92	69.67	70.59	67.33	20.49	25.49	24.75
All Grades	6.25	4.72	6.70	70.09	69.10	66.49	23.66	26.18	26.81

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.45	7.14	7.59	55.91	55.36	62.03	37.63	37.50	30.38
Grade 4	5.69	5.21	7.41	52.03	59.38	58.33	42.28	35.42	34.26
Grade 5	5.45	6.14	3.53	57.27	56.14	55.29	37.27	37.72	41.18
Grade 6	9.02	6.86	7.92	63.93	68.63	58.42	27.05	24.51	33.66
All Grades	6.70	6.37	6.70	57.37	59.67	58.45	35.94	33.96	34.85

Conclusions based on this data:

1. Overall achievement of students in grades 3rd - 6th who met proficiency in the ELA standards decreased by 1.44%. There is a need to increase student performance outcomes and the ability to write/respond on high stakes test.
2. Students in 4th and 5th grade have the highest percentage of students in the Standard Not Met category. There is a need to increase teacher clarity on expected outcomes on grade level standards.
3. Students in 5th grade scoring in the Standard Not Met category increased from 50.91% to 60.53% in comparison to the previous year. There is a need to provide professional development on high leverage instructional practices to teachers at this grade level.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	96	113	80	95	111	80	95	111	80	99.0	98.2	100
Grade 4	126	96	113	124	96	110	124	96	110	98.4	100.0	97.3
Grade 5	110	117	92	108	113	90	108	113	90	98.2	96.6	97.8
Grade 6	129	102	104	125	102	102	125	102	102	96.9	100.0	98.1
All Grades	461	428	389	452	422	382	452	422	382	98.0	98.6	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2374.	2367.	2379.	6.32	5.41	3.75	18.95	18.02	22.50	17.89	21.62	28.75	56.84	54.95	45.00
Grade 4	2380.	2378.	2386.	2.42	1.04	3.64	8.87	10.42	10.00	18.55	23.96	24.55	70.16	64.58	61.82
Grade 5	2412.	2404.	2403.	1.85	1.77	4.44	4.63	5.31	7.78	25.93	20.35	10.00	67.59	72.57	77.78
Grade 6	2415.	2438.	2401.	2.40	3.92	0.98	5.60	12.75	5.88	22.40	24.51	14.71	69.60	58.82	78.43
All Grades	N/A	N/A	N/A	3.10	3.08	3.14	9.07	11.61	10.99	21.24	22.51	19.37	66.59	62.80	66.49

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.53	7.21	6.25	36.84	39.64	46.25	52.63	53.15	47.50
Grade 4	2.42	3.13	2.73	29.03	28.13	33.64	68.55	68.75	63.64
Grade 5	1.85	0.88	2.22	31.48	36.28	34.44	66.67	62.83	63.33
Grade 6	2.40	1.96	0.00	35.20	41.18	23.53	62.40	56.86	76.47
All Grades	3.98	3.32	2.62	32.96	36.49	33.77	63.05	60.19	63.61

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.26	5.41	5.00	58.95	54.05	63.75	35.79	40.54	31.25
Grade 4	2.42	3.13	3.64	37.90	48.96	49.09	59.68	47.92	47.27
Grade 5	2.78	1.77	2.22	43.52	43.36	42.22	53.70	54.87	55.56
Grade 6	1.60	2.94	0.98	50.40	54.90	45.10	48.00	42.16	53.92
All Grades	2.88	3.32	2.88	47.12	50.24	49.48	50.00	46.45	47.64

Conclusions based on this data:

1. Overall achievement of students in 3rd- 6th grades in the Standard Exceeded and Standard Met categories increased by 2.52% in comparison to the previous year. There is a need to continue instruction in mathematical fluencies and reading/writing within math.
2. The current data shows there is a decrease in the number of students in the below standard student group. Mathematical instruction and problem solving will continue to be an area of focus, attention and feedback.
3. A second area of need for all students is Problem Solving and Modeling/Data Analysis. A focus should be given to conceptualizing math skills and applications within the context of word problems.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1377.8	1394.0	1397.2	1395.1	1393.2	1408.3	1337.2	1395.8	1371.1	51	60	144
1	1417.1	1421.7	1408.0	1439.2	1427.1	1426.9	1394.5	1415.7	1388.6	37	39	38
2	1439.3	1449.6	1463.7	1453.3	1449.1	1470.2	1424.7	1449.6	1456.7	64	39	38
3	1482.1	1474.6	1468.0	1482.3	1469.0	1460.1	1481.4	1479.7	1475.4	43	55	39
4	1502.5	1492.8	1494.7	1498.4	1489.2	1492.6	1506.1	1495.7	1496.4	62	42	56
5	1516.9	1528.5	1480.7	1517.1	1532.9	1479.5	1516.2	1523.8	1481.3	49	52	46
6	1530.6	1522.9	1518.0	1526.3	1518.3	1518.7	1534.5	1527.1	1516.7	66	41	39
All Grades										372	328	400

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	11.67	27.08	15.69	6.67	15.97	47.06	38.33	24.31	37.25	43.33	32.64	51	60	144
1	0.00	0.00	0.00	21.62	25.64	18.42	35.14	38.46	28.95	43.24	35.90	52.63	37	39	38
2	1.56	2.56	10.53	29.69	38.46	36.84	35.94	28.21	26.32	32.81	30.77	26.32	64	39	38
3	20.93	10.91	2.56	27.91	25.45	41.03	27.91	32.73	25.64	23.26	30.91	30.77	43	55	39
4	16.13	19.05	10.71	38.71	21.43	42.86	29.03	35.71	23.21	16.13	23.81	23.21	62	42	56
5	16.33	26.92	15.22	30.61	38.46	15.22	40.82	26.92	32.61	12.24	7.69	36.96	49	52	46
6	19.70	17.07	15.38	43.94	34.15	41.03	22.73	34.15	28.21	13.64	14.63	15.38	66	41	39
All Grades	11.02	13.11	15.75	30.91	26.22	26.75	33.60	33.54	26.25	24.46	27.13	31.25	372	328	400

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1.96	0.00	29.86	27.45	25.00	17.36	35.29	31.67	15.28	35.29	43.33	37.50	51	60	144
1	5.41	2.56	10.53	35.14	41.03	28.95	45.95	33.33	21.05	13.51	23.08	39.47	37	39	38
2	23.44	10.26	26.32	21.88	35.90	34.21	34.38	35.90	26.32	20.31	17.95	13.16	64	39	38
3	41.86	16.36	25.64	16.28	29.09	28.21	20.93	25.45	15.38	20.93	29.09	30.77	43	55	39
4	32.26	28.57	32.14	38.71	38.10	35.71	19.35	11.90	12.50	9.68	21.43	19.64	62	42	56
5	30.61	40.38	23.91	53.06	48.08	34.78	12.24	7.69	10.87	4.08	3.85	30.43	49	52	46
6	42.42	31.71	35.90	39.39	43.90	41.03	7.58	14.63	7.69	10.61	9.76	15.38	66	41	39
All Grades	26.61	18.29	27.50	33.33	36.59	28.00	23.92	22.87	15.25	16.13	22.26	29.25	372	328	400

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	13.73	3.39	34.03	49.02	50.85	22.22	37.25	45.76	43.75	51	59	144
1	32.43	17.95	26.32	59.46	64.10	34.21	8.11	17.95	39.47	37	39	38
2	25.00	17.95	31.58	53.13	71.79	60.53	21.88	10.26	7.89	64	39	38
3	44.19	21.82	33.33	39.53	54.55	43.59	16.28	23.64	23.08	43	55	39
4	43.55	33.33	35.71	48.39	52.38	44.64	8.06	14.29	19.64	62	42	56
5	10.20	26.92	17.39	75.51	61.54	56.52	14.29	11.54	26.09	49	52	46
6	19.70	12.20	28.21	65.15	80.49	51.28	15.15	7.32	20.51	66	41	39
All Grades	26.61	18.65	30.75	55.91	61.16	39.00	17.47	20.18	30.25	372	327	400

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	0.00	29.86	56.86	61.67	35.42	43.14	38.33	34.72	51	60	144
1	2.70	2.56	0.00	72.97	71.79	71.05	24.32	25.64	28.95	37	39	38
2	20.31	20.51	23.68	54.69	51.28	63.16	25.00	28.21	13.16	64	39	38
3	41.86	27.27	28.21	37.21	38.18	35.90	20.93	34.55	35.90	43	55	39
4	30.65	33.33	37.50	58.06	42.86	41.07	11.29	23.81	21.43	62	42	56
5	67.35	80.77	47.83	26.53	15.38	15.22	6.12	3.85	36.96	49	52	46
6	65.15	48.78	56.41	24.24	41.46	25.64	10.61	9.76	17.95	66	41	39
All Grades	34.14	30.49	32.00	46.24	45.43	39.00	19.62	24.09	29.00	372	328	400

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1.96	13.33	9.03	56.86	60.00	68.75	41.18	26.67	22.22	51	60	144
1	5.41	5.13	10.53	18.92	35.90	21.05	75.68	58.97	68.42	37	39	38
2	7.81	7.69	7.89	42.19	51.28	50.00	50.00	41.03	42.11	64	39	38
3	6.98	7.27	2.56	39.53	43.64	48.72	53.49	49.09	48.72	43	55	39
4	1.61	14.29	0.00	64.52	38.10	60.71	33.87	47.62	39.29	62	42	56
5	6.12	15.38	4.35	57.14	48.08	32.61	36.73	36.54	63.04	49	52	46
6	12.12	4.88	2.56	54.55	39.02	41.03	33.33	56.10	56.41	66	41	39
All Grades	6.18	10.06	6.00	49.46	46.04	52.50	44.35	43.90	41.50	372	328	400

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	3.92	26.67	22.22	29.41	28.33	43.06	66.67	45.00	34.72	51	60	144
1	2.70	0.00	0.00	29.73	64.10	36.84	67.57	35.90	63.16	37	39	38
2	0.00	5.13	13.16	43.75	53.85	52.63	56.25	41.03	34.21	64	39	38
3	16.28	10.91	0.00	67.44	63.64	69.23	16.28	25.45	30.77	43	55	39
4	20.97	16.67	10.71	61.29	50.00	60.71	17.74	33.33	28.57	62	42	56
5	18.37	13.46	10.87	61.22	67.31	47.83	20.41	19.23	41.30	49	52	46
6	16.67	26.83	7.69	71.21	60.98	82.05	12.12	12.20	10.26	66	41	39
All Grades	11.56	14.94	12.75	53.23	54.57	52.75	35.22	30.49	34.50	372	328	400

Conclusions based on this data:

- Overall Language scores indicate a decrease of 2.09% in the number of students scoring in the Well Developed category. There is a need to align instructional practices with the ELPAC assessment expectations.
- Overall Language scores indicate that there are no students in first grade scoring at Level 4. Fifth grade shows the highest number of students (26.92%) of students scoring at Level 4. There is a need to provide additional professional development to staff regarding foundational language skills.
- Overall Language scores indicate that there are more students scoring at Level 1 in comparison to the previous year. In 21-22 there were 24.46% of students scoring at Level 1 and in 22-23, that number increased to 27.13%. Kinder and first grade show the highest number of students scoring at Level 1, indicating that more support may be needed in those grade levels.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
684	89.2	47.1	0.1
Total Number of Students enrolled in Perris Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	322	47.1
Foster Youth	1	0.1
Homeless	21	3.1
Socioeconomically Disadvantaged	610	89.2
Students with Disabilities	87	12.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	51	7.5
American Indian	1	0.1
Asian	2	0.3
Filipino	1	0.1
Hispanic	594	86.8
Two or More Races	4	0.6
Pacific Islander	1	0.1
White	13	1.9

Conclusions based on this data:

- 47.1% of the students population are English Learners.

2. 89% of the student population is socioeconomically disadvantaged.
3. We have one student in foster care, and twenty-one students who are in the homeless student group. These families may benefit from additional services, supports and resources.

School and Student Performance Data

Overall Performance

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	Chronic Absenteeism Yellow	Suspension Rate Blue
Mathematics Orange		
English Learner Progress Red		

Conclusions based on this data:

1. Suspension Rates are in BLUE indicating the highest performance.
2. There are performance indicators with the status of RED, for English Language Arts, and English learner progress and one performance indicator with a status of ORANGE for mathematics.
3. Chronic Absenteeism rates have a status of YELLOW.

School and Student Performance Data

Academic Performance English Language Arts

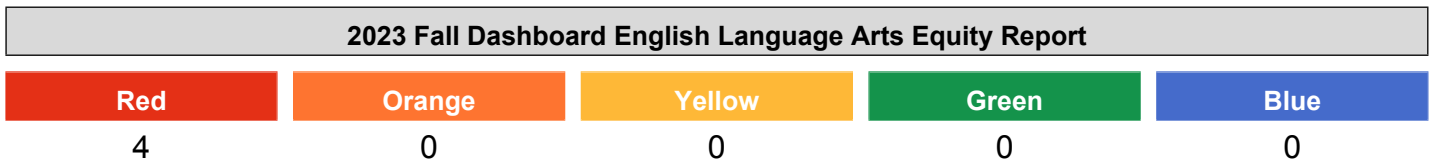
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>80.2 points below standard</p> <p>Decreased -5.6 points</p> <p>376 Students</p>	<p>English Learners</p> <p>Red</p> <p>83.3 points below standard</p> <p>Decreased -10.8 points</p> <p>194 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>88.2 points below standard</p> <p>13 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>81 points below standard</p> <p>Decreased -3.6 points</p> <p>356 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>159.3 points below standard</p> <p>Decreased Significantly -15.1 points</p> <p>73 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>115.6 points below standard</p> <p>Decreased Significantly - 29.4 points</p> <p>27 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Red</p> <p>79.4 points below standard</p> <p>Decreased -5.7 points</p> <p>336 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>Less than 11 Students</p> <p>6 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>96.5 points below standard</p> <p>Decreased -8.5 points</p> <p>171 Students</p>	<p>14.7 points above standard</p> <p>Decreased Significantly -32.9 points</p> <p>23 Students</p>	<p>78.2 points below standard</p> <p>Maintained +0.1 points</p> <p>178 Students</p>

Conclusions based on this data:

1. Currently all four student groups are in the RED performance band: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic.
2. The data for our Students with Disabilities decreased significantly, indicating that further "root cause" analysis and empathy interviews with special education students and staff will be a next step.
3. Reclassified English Learners are 14.7 points above standard, which is significantly higher than English only students and current English learners. Next steps include work to increase reclassification rates.

School and Student Performance Data

Academic Performance Mathematics

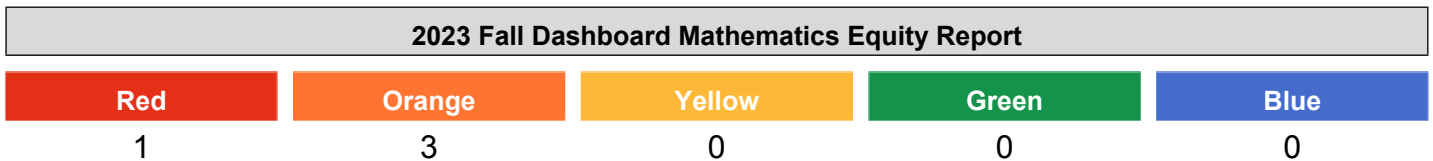
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Orange 101.2 points below standard Increased +4.9 points 375 Students	English Learners Orange 100.6 points below standard Increased +4.7 points 193 Students	Foster Youth Less than 11 Students 0 Students
Homeless 98.8 points below standard 13 Students	Socioeconomically Disadvantaged Orange 102 points below standard Increased +6.7 points 355 Students	Students with Disabilities Red 179.6 points below standard Maintained +0.7 points 73 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>124.6 points below standard</p> <p>Maintained -1.4 points</p> <p>26 Students</p>	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange <p>101.4 points below standard</p> <p>Increased +3.4 points</p> <p>335 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>Less than 11 Students</p> <p>6 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>112.5 points below standard</p> <p>Maintained +2.5 points</p> <p>170 Students</p>	<p>12.7 points below standard</p> <p>Increased Significantly +18.9 points</p> <p>23 Students</p>	<p>102.9 points below standard</p> <p>Increased +4.4 points</p> <p>178 Students</p>

Conclusions based on this data:

1. Overall student performance is in the ORANGE band with English Learners, SED and Hispanic groups increasing their performance levels.
2. Overall student performance for Students with Disabilities is in the RED performance band. Further "root cause" analysis and empathy interviews with special education students and staff will be a next step.
3. Overall performance of Reclassified English Learners increased significantly. Reclassified English Learners increased their distance from standard by 18.9 points.

School and Student Performance Data

Academic Performance English Learner Progress

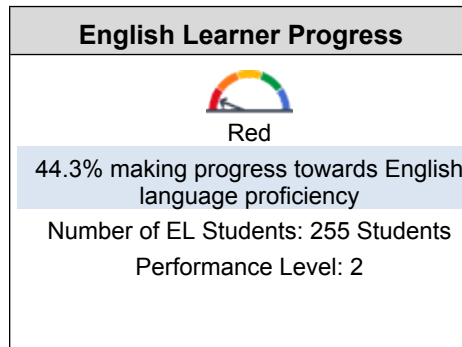
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
45	97	11	102

Conclusions based on this data:

- 40% of English Learners progressed at least one ELPI Level. Additional data analysis will help to reveal specific domains in which students require extra support to move up a level.
- 17.6% of English Learners decreased one ELPI level. This is an area of concern and there is a need to look closely at these students to determine causes for the decline in the performance level.
- Greater emphasis needs to be placed on monitoring the progress of our English Language Learners and plans need to be in place to ensure ALL EL students are progressing at least one ELPI level each year. Teachers need to be aware of the domains in which each student is struggling and supports need to be in place to ensure growth in the domain specific areas.

School and Student Performance Data

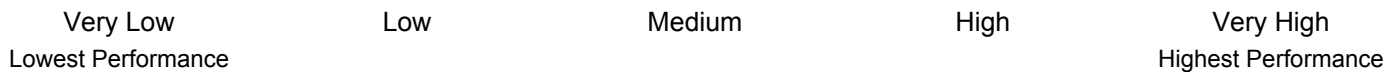
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

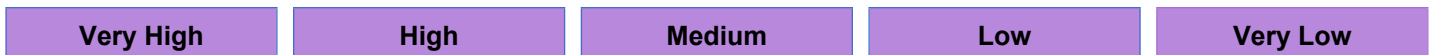
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



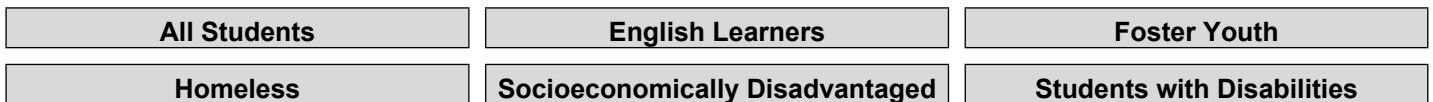
This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

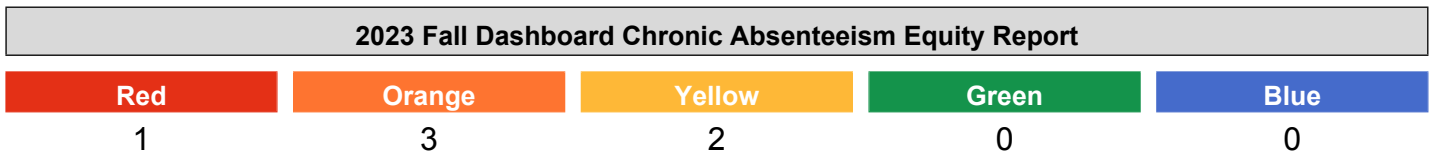
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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





This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>44.8% Chronically Absent</p> <p>Declined Significantly -4.7</p> <p>768 Students</p>	<p>English Learners</p> <p>Orange</p> <p>40.1% Chronically Absent</p> <p>Declined -1.8</p> <p>359 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>9 Students</p>
<p>Homeless</p> <p>Red</p> <p>60% Chronically Absent</p> <p>Increased 3.3</p> <p>30 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>45.5% Chronically Absent</p> <p>Declined Significantly -5.1</p> <p>701 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>44.7% Chronically Absent</p> <p>Declined -7</p> <p>114 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 52.5% Chronically Absent Declined -3.7 59 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 43.2% Chronically Absent Declined Significantly -6.3 665 Students	70.8% Chronically Absent Increased 27.1 24 Students	Less than 11 Students 1 Student	53.3% Chronically Absent Increased 11.7 15 Students

Conclusions based on this data:

- Overall, the Chronically Absent indicator declined significantly by 4.7% and is indicated by YELLOW on the dashboard. The school site will continue with work that supports consistent attendance (i.e. school partnership, incentives and engaging students in learning)
- While most groups demonstrated a decline, Homeless youth increased by 3.3%. Empathy interviews will help school staff understand absenteeism within this student group.
- Socioeconomically Disadvantaged students showed a significant decline of 5.1% and are YELLOW. The school site will continue with work that supports consistent attendance (i.e. school partnership, incentives and engaging students in learning)

School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

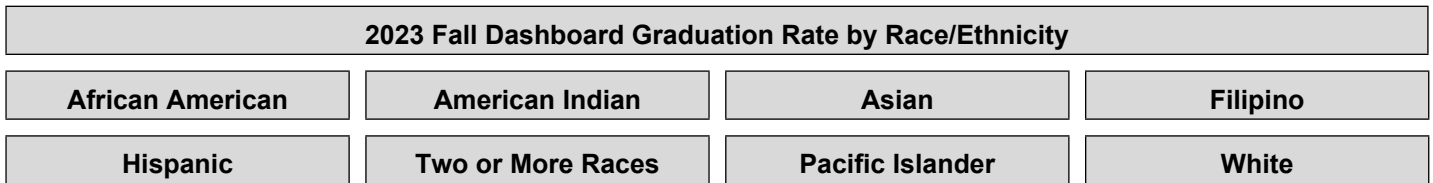
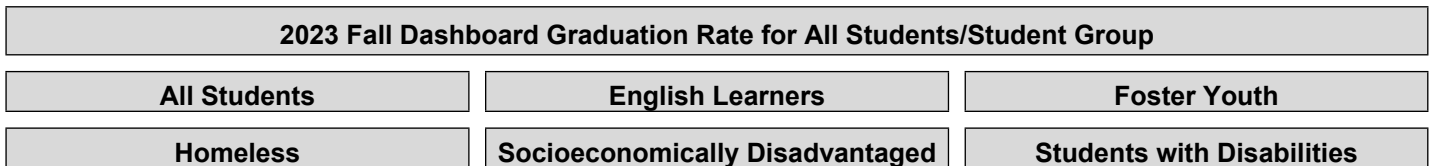
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

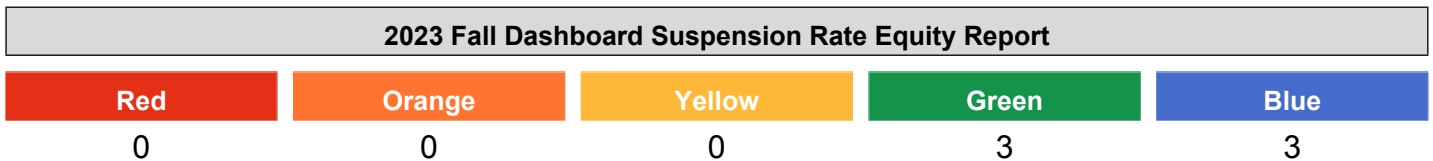
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Blue 0.7% suspended at least one day Declined Significantly -1.2 821 Students	English Learners Green 0.8% suspended at least one day Declined -0.7 373 Students	Foster Youth Less than 11 Students 10 Students
Homeless Blue 0% suspended at least one day Maintained 0 33 Students	Socioeconomically Disadvantaged Blue 0.8% suspended at least one day Declined Significantly -1.3 749 Students	Students with Disabilities Green 1.6% suspended at least one day Declined -1.1 126 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 2.9% suspended at least one day Declined -2.8 69 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.4% suspended at least one day Declined Significantly -1.3 703 Students	3.8% suspended at least one day Maintained 0.1 26 Students	Less than 11 Students 1 Student	0% suspended at least one day Maintained 0 18 Students

Conclusions based on this data:

1. Perris Elementary's Overall Suspension Rate declined significantly and is BLUE for this indicator. The continued focus in the areas of social emotional learning and will be a priority for all student groups.
2. All student groups maintained or declined, with our African American student group declining by 2.8% and is GREEN for this indicator. The continued focus in the areas of social emotional learning and restorative practices will be a priority for this student group.
3. Socioeconomically Disadvantaged student group declined significantly and is BLUE for this indicator. The continued focus in the areas of social emotional learning and restorative practices will be a priority for this student group.

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

English Language Arts

LEA/LCAP Goal

LCAP Goal 3: PESD will provide all students a highly qualified, rigorous core instructional program implementing the California Standards in English Language Arts and Mathematics as well as English Language Development standards and the Next Generation Science Standards.

Goal 1

Perris Elementary School will increase the CAASPP ELA score by a minimum of 15 points as measured by the Fall 2025 California Dashboard.

Identified Need

Student performance in English Language Arts continues to be an area of identified need. Currently, the total student subgroup is 80.2 points from standard on the 2023 dashboard. Dashboard data indicates that all student groups are in the lowest status (Red) for ELA. We will seek to increase the rate of proficient students by ensuring that they have highly effective teachers, who use research based instructional strategies in the classroom as well as during the extended learning opportunities. Extended learning opportunities such as intervention and enrichment will also be geared toward increasing the number of students proficient in ELA. As of 2023, Perris Elementary is eligible for ATSI for the Homeless student group.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
IAB Assessment	<p>IAB: Information 26 students above grade level 154 students near grade level</p> <p>FIAB: Listen/Interpret 35 students above grade level 163 near standard</p> <p>IAB: Research 42 students above grade level 149 students below grade level</p>	<p>Increase in the number of students above grade level by 50% on each IAB Administered.</p> <p>IAB: Information 103 students above grade level</p> <p>FIAB: Listen/Interpret 117 students above grade level</p> <p>IAB: Research 117 students above grade level</p>
CAASPP Assessment	<p>2023 CAASPP Data Indicated that 19% of students were at or above grade level. The overall distance from standard was 80.2 on the 2023 CAASPP Assessment.</p>	<p>As indicated by the Tableau target setting tool, CAASPP data will show a increase of 15 points (decreasing the distance form standard from 80.2 points to 65.2 points).</p>

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students in Grades K - 6, with greater emphasis placed on low performing student groups including students with disabilities.

Strategy/Activity

Professional development will focus on the implementation of the Science of Reading practices, lesson design in literacy with a focus on daily intervention and explicit instruction of foundational skills.
 Professional development will focus on the areas of writing across the content areas with a systematic connection between written work produced by students and the text or prompt presented during instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

<p>5000</p>	<p>Title I Part A: Professional Development</p> <p>Training to support the implementation of Science of Reading best practices, lesson design in literacy with a focus on daily intervention and explicit instruction of foundational skills. Pre, Mid and post test will be administered to determine effectiveness.</p>
<p>2000</p>	<p>Title I Part A: Supplemental Materials and Supplies</p> <p>Supplemental writing materials to support early foundational skills and writing instruction. Increase writing across the content areas with a systematic connection between written work produced by students and the text or prompt presented during instruction. Classroom visits and lesson plans will reflect level of implementation. Pre, Mid and post test will be administered to determine effectiveness</p>

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students in Grades K - 6, with greater emphasis placed on low performing student groups including students with disabilities.

Strategy/Activity

Teachers will collaborate with grade level teams to analyze learning outcomes, plan for instruction and small group intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

28517

Source(s)

Title I Part A: Collaboration

Teachers will have opportunities through collaborative release time (with a sub) and/or extra duty after school. Detailed agendas will reflect discussions on the analysis of learning outcomes, planning for instruction and small group intervention.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students in Grades K - 6, with greater emphasis placed on low performing student groups including students with disabilities and students identifies as homeless youth.

Strategy/Activity

Parent Involvement training and opportunities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

Title I Part A: Parent Involvement

Provide Parent involvement activities and workshops to bridge the home to school connection for all students with a greater focus on student groups as indicated by ATSI status. Sign in sheets will be collected to track implementation.

Survey results will indicate effectiveness of activities and workshops.

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 deleted.

ANALYSIS

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

See attached SPSA Monitoring & Evaluation Tool.

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

See attached SPSA Monitoring & Evaluation Tool.

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.

See attached SPSA Monitoring & Evaluation Tool.

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

Math

LEA/LCAP Goal

LCAP Goal 3: PESD will provide all students a highly qualified, rigorous core instructional program implementing the California Standards in English Language Arts and Mathematics as well as English Language Development standards and the Next Generation Science Standards.

Goal 2

Perris Elementary School will increase the CAASPP Math scores by a minimum of 18 points as measured by the Fall 2025 California Dashboard.

Identified Need

Achievement in math continues to be an area of identified need. Currently the total student subgroup is 101.2 points from standard on the 2023 dashboard. Dashboard data indicates that total student group increased by 4.9 points and currently is in the Orange performance level. We will seek to increase the rate of proficient students by ensuring that classrooms have highly effective teachers, who use research based instructional strategies in the classroom as well as during the extended learning opportunities. Perris Elementary is eligible for ATSI for the Homeless student group.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Assessment Data	2023 Dashboard Data Indicated that the overall student group had a 101.2 point distance from standard.	CAASPP data will show a decrease in the distance from standard from 101.2 points to 83.2 points.
IAB Assessments	IAB Assessment results: an average of 16 students above standard an average of 84 students near standard.	IAB results will indicate a decrease in the number of students below standard by 50%.

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL students with a greater emphasis placed on Students with disabilities and African American students groups.

Strategy/Activity

Professional development to support teachers in implementing the building thinking classrooms approach
Professional development will be planned monthly (for 1 hour) for all site staff in order to support school-wide math programs and initiatives in mathematics.
Three members from Perris Elementary school will be sent to the California Math Conference (CMC) - funded by district.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
17200	Title I Part A: Professional Development
0	Title I Part A: Professional Development California Math Conference - funded by district.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL students

Strategy/Activity

Teachers will have opportunities through collaborative release time (with a sub) and/or extra duty to collaborate with their teams on best instructional practices for Math.
The focus of the collaboration will be analyzing data for chosen essential standards and planning for small group instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15500	Title I Part A: Collaboration Extra Duty Pay for teachers to collaborate outside of contract time. Substitute teacher to cover classes and allow for release time.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide Parent involvement activities and workshops to bridge the home to school connection including specific student groups (SWD, homeless youth)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

Title I Part A: Parent Involvement

Teachers will plan and facilitate activities and workshops to support math instruction which will include strategies that families can use at home, review of math standards and expected student outcomes.

500

Title I Part A: Supplemental Materials and Supplies

Materials and supplies to support workshop topics and key strategies that can be implemented at home to support foundational skill acquisition.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students - with a specific focus on underperforming student groups.

Strategy/Activity

Instructional Materials to support instruction and engagement in learning with a focus on foundational skills and mathematical fluencies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5000

Title I Part A: Supplemental Materials and Supplies

Instructional Materials to support instruction in math

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 deleted.

ANALYSIS

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

See attached SPSA Monitoring & Evaluation Tool.

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

See attached SPSA Monitoring & Evaluation Tool.

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.

See attached SPSA Monitoring & Evaluation Tool.

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

English Language Learners

LEA/LCAP Goal

LCAP GOAL 3: PESD will provide all students a high quality, rigorous instructional program implementing the California Standards in English Language Arts and Mathematics as well as English Language Development standards and the Next Generation Science Standards.

Goal 3

10% of English Learners will be Reclassified English Language Proficient (RFEP) as measured by district reclassification criteria in the spring of 2025.

Identified Need

2023 CA Dashboard data indicates 44.3%
 Perris Elementary School has reclassification rate of 3.7% which is a decrease from the previous year.
 2023 CA Dashboard data indicates that English Language Learners are in the lowest status (RED). With scores at 83.3 points below standard in ELA (this includes our EL and RFEP students). For Mathematics, our English Language Learners performance is in ORANGE with scores 100.6 points below standard.
 There is a need to focus English Language Development instruction on skills that allows students to demonstrate English Proficiency on the ELPAC assessment.
 Demonstrating English proficiency on the ELPAC will further allow students to increase academic outcomes on ELA and Math CAASPP assessment.
 There continues to be a need for additional support for newcomers and long term English language learners (LTEL).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPI Dashboard	The English Language Progress Indicator is RED with 44.3% of students making progress in English according to ELPAC data.	Students making progress according to ELPAC data will increase by 48.4%
DFS/ELA for English Learners	English Learners are 83.3 dDFS in ELA	CAASPP ELA: English Learners data will increase a minimum of 15 points overall from -83.3 dfs to -68.3 dfs as

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>measured by the California Dashboard.</p> <p>CAASPP Math data: English Learners will increase a minimum of 10 points overall from -100.6 to -96.1 dfs as measured by the California Dashboard.</p>
Reclassification Data	Perris Elementary reclassified 12 EL students in 2023. 2022-2023 Reclassification Rate was 3.7%.	10% of English learners will be reclassified.

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL students will benefit from having well trained, highly effective teachers and support staff. Greater emphasis will be placed on English Learner students experiencing homeless.

Strategy/Activity

Professional development will be provided to support instruction in reading, writing, speaking and listening, within integrated and designated ELD.
 Professional development will be provided to instructional aides focused on ELPAC domains, instructional strategies, and small group instruction to support the acquisition of reading, writing, speaking and listening.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

LCFF 0702: EL Supplemental

Certificated and Classified Extra Duty

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Bilingual Instructional Aides will provide support to English Language Learners afterschool. Priority of services will be provided to newcomers and LTELs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

LCFF 0702: EL Supplemental

Instructional aide extra duty

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners - focusing on LTELs and newcomers

Strategy/Activity

Parent Professional Development

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4500

Source(s)

LCFF 0702: EL Supplemental

Parent Classes provided by teachers and/or academic coach

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners - with intentional focus on LTELs and newcomers.

Strategy/Activity

Collaboration to align instructional practices with the ELPAC expected outcomes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6253

Source(s)

LCFF 0702: EL Supplemental
Collaboration

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

English Language Advisory Committee will meet at least 7times throughout the school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

982

Source(s)

LCFF 0702: EL Supplemental
Materials, supplies, etc.

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

School Climate and Culture

LEA/LCAP Goal

PESD is committed to providing a comprehensive, engaging and relevant instructional program for students, thereby creating an educational environment and culture where students feel safe and are motivated to come to school. Parents will also feel welcomed and are encouraged to actively participate in their child's education.

Goal 4

Perris Elementary School will work to improve school climate and culture as evidenced by an increase in average daily attendance rates to 95% during the 2024/2025 school year. Additionally, climate and culture will improve as measured by suspension rates maintaining (and no more than) 2%.

Identified Need

All student groups were identified as in need of additional support, as measured by school attendance rates. Although the need to improve attendance is consistent across all student groups, chronic absenteeism among our students with disabilities is extremely high.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title 1 Family Engagement Survey	148 parents took the survey. Title 1 survey indicated that 36% attended the AVID parent night.	50% of parents will attend AVID parent night.
CA Dashboard Attendance Data	44.8% of all students are considered chronically absent.	Chronic absenteeism data will decrease 5% overall from to 39.8% for all students.
CA Dashboard Suspension Data	African American student group: 2.9% English Learner: .8% Students with disabilities: 1.6% Hispanic .4% Homeless Youth 0% Socioeconomically disadvantaged .8%	Suspension rates will remain at or below 2% for all student groups.
Panorama Survey	32% of 6th grade students believe they can succeed in achieving academic outcomes.	41% of 6th grade students will believe they can succeed in achieving high academic outcomes.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	52% of students in 3rd -5th grade students believe they can succeed in achieving academic outcomes.	61% of students in 3rd -5th grade students believe they can succeed in achieving academic outcomes.

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups with intentional focus on students in the

Strategy/Activity

The MTSS (Student Support Team) will meet to review Tier 1 processes and school with expectations.
 The MTSS team will review and analyze the implementation and effectiveness of Tier 2 and Tier 3 interventions.
 The MTSS team will track the progress of students receiving Tier 2 and Tier 3 support.
 The MTSS team will plan for and coordinate the Tiered Fidelity Inventory.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6000	LCFF 0707: Supplemental Concentration MTSS Meeting, collaboration, data analysis - Extra duty
4000	LCFF 0707: Supplemental Concentration Materials and Supplies
500	LCFF 0707: Supplemental Concentration Substitute teachers to allow for release time
4000	LCFF 0707: Supplemental Concentration Classified Extra duty

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students with an additional focus on the homeless youth and African American student group.

Strategy/Activity

Chronic absenteeism will be closely monitored through the SART/SARB process. Family attendance conferences will be held to discuss attendance provide education, prevention, and intervention services to help educate parents about the importance of regular school attendance. School counselor will work with targeted student groups to develop social skills and set individualized attendance goals; helping to remove barriers to learning and promote academic achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

955

LCFF 0707: Supplemental Concentration

Materials and Supplies for Attendance goal setting program

1946

LCFF 0707: Supplemental Concentration

Extra duty, collaboration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students with intentional focus on our students with disabilities, homeless youth, and African American student groups.

Strategy/Activity

A team of 9 certificated staff members will attend AVID summer institute for professional development. Perris Elementary will focus on WICOR and writing across content areas using AVID Weekly as a basis for writing at least 1 time er month. Professional development and collaboration meetings will compare student outcomes using a common rubric. Students will set individualized goals aligned with grade level standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

9489

LCFF 0707: Supplemental Concentration

	AVID Summer Institute
13280	LCFF 0707: Supplemental Concentration
	AVID Materials and Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase student workbooks for all students in K - 6th Grade
 Purchase teacher edition of workbook for all teachers.
 Plan for 1 day of coaching with site assigned coach to support fidelity implementation.
 Continue with Leader in Me membership allowing staff to access instructional resources.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5610	LCFF 0707: Supplemental Concentration Leader in Me Membership
6891	LCFF 0707: Supplemental Concentration Leader in Me Workbooks
7800	LCFF 0707: Supplemental Concentration Leader in Me Professional Development Coaching Days
5000	LCFF 0707: Supplemental Concentration Materials and supplies to support implementation

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

To foster ART/STEM collaboration, provide professional development focused on integrating STEM and art. Facilitate collaborative planning sessions where teachers design interdisciplinary lessons. Support teachers with resources to ensure effective implementation, and offer an optional art club

as an enrichment activity where students can explore STEM concepts through creative projects and hands-on experimentation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
950	LCFF 0707: Supplemental Concentration Professional Development
1200	LCFF 0707: Supplemental Concentration Extra Duty for collaboration or afterschool enrichment
3000	LCFF 0707: Supplemental Concentration Materials and supplies to facilitate interdisciplinary lessons.

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service

SUBJECT: Centralized Services for Planned Improvements in Student Performance in the subject areas of English Language Arts, Mathematics, and
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Academic Coach	July 1, 2024 - June 30, 2025	Claudia Velez Marie Cancel	Professional Development for Coaches to provide site based co-teaching, demo lessons, data analysis and collaboration.		Centralized Services	146,842
Reading Intervention Teacher	July 1, 2024 - June 30, 2025	Claudia Velez Jenni McHale	Reading intervention will be provided to those students meeting program criteria. Intervention will be provided at students instructional and independent reading level.		Centralized Services	136,444

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	\$77,717
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$77,717

Other Federal State and Local Funds

List the **additional Federal programs** that the school is including in the schoolwide program. Adjust the tables 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: \$77,717

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 (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$95,477

Total of federal, state, and/or local funds for this school: \$173,194

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Parent Involvement	777	-3,223.00
LCFF 0707: Supplemental Concentration	70,621	0.00
LCFF 0702: EL Supplemental	18,735	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF 0702: EL Supplemental	18,735.00
LCFF 0707: Supplemental Concentration	70,621.00
Title I Part A: Collaboration	44,017.00
Title I Part A: Parent Involvement	4,000.00
Title I Part A: Professional Development	22,200.00
Title I Part A: Supplemental Materials and Supplies	7,500.00

Expenditures by Budget Reference

Budget Reference	Amount
	115,239.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF 0702: EL Supplemental	18,735.00
	LCFF 0707: Supplemental Concentration	70,621.00
	Title I Part A: Collaboration	44,017.00
	Title I Part A: Parent Involvement	4,000.00
	Title I Part A: Professional Development	22,200.00

Title I Part A: Supplemental Materials
and Supplies

7,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	37,517.00
Goal 2	40,200.00
Goal 3	18,735.00
Goal 4	70,621.00

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Total Title I Part A Allocation Amount Specified in Form C	77,717	0
Title I Part A: Parent Involvement	777	-3,223.00
LCFF 0707: Supplemental Concentration	70,621	0.00
LCFF 0702: EL Supplemental	18,735	0.00

Centralized Services: Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF 0702: EL Supplemental	18,735.00
LCFF 0707: Supplemental Concentration	70,621.00
Title I Part A: Collaboration	44,017.00
Title I Part A: Parent Involvement	4,000.00
Title I Part A: Professional Development	22,200.00
Title I Part A: Supplemental Materials and Supplies	7,500.00

Centralized Services: Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Centralized Services	283,286.00

Total Title I Part A Allocation	
Funding Source	Total Amount Expended
Title I Part A : Parent Involvement	4000
Title I Part A : Professional Development	22,200.00
Title I Part A : Intervention	
Title Part A : Collaboration	44,017.00
Title I Part A : Supplemental Technology	
Title I Part A: Supplemental Materials and Supplies	7,500.00
Total Title I Part A : Allocation (Expended)	77,717
Total Title I Part A Allocation Amount Specified in Form	77,717

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
Kelley Pebley	Principal
Michelle Suarez	Classroom Teacher
Socorro Gonzalez	Classroom Teacher
Christine Ullerich	Classroom Teacher
Clarissa Whaley	Other School Staff
Rebecca Moonstone	Parent or Community Member
Griselda Gonzalez	Parent or Community Member
Theresa Ballesteros	Parent or Community Member
Arianna Salcedo	Parent or Community Member
Esmerelda Lua	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

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 24, 2024.

Attested:

	Principal, Kelley Pebley on May 24, 2024
	SSC Chairperson, Pamela Marquez on May 24, 2024



What is a School-Parent Compact?

A School-Parent Compact for Achievement is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all our students reach or exceed grade-level standards. It contains the following:

- A link to goals of the school improvement plan
- A Focus on student learning skills
- Describes how teachers will help students develop those skills using high-quality instruction
- Shares strategies parents can use at home
- Explains how teachers and parents will communicate about student progress
- Describes opportunities for parents to volunteer, observe, and participate in the classroom

Jointly Developed

The parents, students and staff of Perris Elementary School developed this School-Parent Compact for Achievement. Teachers suggested learning strategies to learn at home, parents added ideas to make them more specific, and students told us what would help them learn. Meetings are held each year to review the Compact and make changes based on input from all stakeholder groups.

Building Partnership

- Back to School Night 8/21/24
- Title I Meeting 8/21/24
- Playworks Night 8/28/24
- Family Movie Night 9/27/24
- Trunk or Treat 10/25/24
- Family STEAM Event 11/06/24
- Parent Conferences 11/18/24 - 11/22/24
- Candy Cane Lane 12/13/24
- Family Reading Event 3/05/25
- Career Day 3/28/25
- Open House 4/9/25
- Family Dance 5/21/25
- Multicultural Day 6/10/25
- Kinder Celebration 6/16/25
- 6th grade Promotion 6/17/25
- Town Hall 1st Friday of the month

Regularly Scheduled Events

Leadership Town Hall
Coffee with the Principal
English Language Advisory Committee
African American Parent Advisory Committee
School Site Council

Communication about Student Learning

Perris Elementary School is committed to frequent two-way communication with families about children's learning. Some of the ways you can expect us to reach you are:

- Thrill Share
- AVID Planner
- Email/Phone calls
- Updates on the school website
- Current grades on Parent Portal
- Parent-Teacher Conferences in November



LEADERSHIP ACADEMY

2024-2025

School-Parent Compact for Achievement

KELLEY PEBLEY, PRINCIPAL

DENISE MARTIN, ASSISTANT PRINCIPAL

[HTTPS://WWW.PERRISESD.ORG/PERRISES](https://www.perrisesd.org/perrises) (951) 657-2124

Our Goals for Student Achievement

Perris Elementary School District Goals

PESD will provide all students a high quality, rigorous core instructional program implementing the California Standards in all core content areas as well as in English Language Development.

Perris Elementary School Goals

- Increase English Language Arts CAASPP assessment score by 15 points.
- Increase Mathematics CAASPP assessment score by 18 points.
- 10% percent of EL students will reclassify
- Average Daily Attendance Rate will be at 95%
- Suspension rates will not exceed 2%

It is important that families and schools work together to help students achieve high academic standards. Through a process that includes teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.



Staff Pledge

I agree to carry out the following responsibilities:

- Provide high-quality curriculum & instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child develop a love of learning.
- Communicate regularly with families about student progress.
- Provide meaningful, daily homework assignments to reinforce and extend learning.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make school accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff, and families.

Staff Member _____



Family Parent Pledge

I agree to carry out the following responsibilities:

- Provide a quiet time and place for homework and monitor screen time.
- Read to my child or encourage my child to read to me every day.
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent/teacher conferences, Back to School Night, Open House, and Family Nights.
- Communicate the importance of education and learning to my child.
- Respect the school staff, students, and families.

Parent/Guardian Signature _____



Student Pledge

I agree to carry out the following responsibilities:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and classroom expectations.
- Ask for help when I need it.
- Communicate regularly with a caring adult about school experiences so that they can help me to be successful in school.
- Limit my screen time and instead study or read every day after school.
- Respect my school, fellow students, teachers and other staff.

Student Signature _____





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LEADERSHIP ACADEMY

2024-2025

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School-Parent Compact for Achievement

KELLEY PEBLEY, PRINCIPAL

DENISE MARTIN, ASSISTANT PRINCIPAL

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- Limit my screen time and instead study or read every day after school.
- Respect my school, fellow students, teachers and other staff.

Student Signature _____





¿Qué es un acuerdo entre la escuela y los padres?

Un Pacto Escuela-Padre para el éxito es un acuerdo que padres, estudiantes y maestros desarrollan juntos. Explica cómo los padres y los maestros trabajarán juntos para asegurar de que todos nuestros estudiantes alcancen o excedan los estándares del nivel de grado.

- Conexión con las metas del plan de mejoramiento escolar
- Enfoque en las habilidades de aprendizaje del estudiante
- Describir cómo los maestros ayudarán a los estudiantes a desarrollar esas habilidades usando instrucción de alta calidad
- Compartir estrategias que los padres pueden usar en casa
- Explicar cómo los maestros y los padres se comunicarán sobre el progreso del estudiante
- Describir oportunidades para que los padres se ofrezcan como voluntarios, observen y participen en el salón de clases

Desarrollados conjuntamente

Los padres, estudiantes y personal de la Escuela Primaria Perris desarrollaron este Pacto para el Logro entre Escuela y Padres. Los profesores sugirieron estrategias de aprendizaje para aprender en casa, los padres agregaron ideas para hacerlas más específicas y los estudiantes nos dijeron qué les ayudaría a aprender. Cada año se llevan a cabo reuniones para revisar el Pacto y realizar cambios basados en los aportes de todos los grupos de partes interesadas.

Construyendo asociaciones

- Noche de regreso a clases 8/21/24
- Reunión de Título I 8/21/24
- Noche de playworks 8/28/24
- Family Movie Night 9/27/24
- Trunk or Treat 10/25/24
- Evento de STEAM 11/06/24
- Conferencias de padres 11/18/24 - 11/22/24
- Candy Cane Lane 12/13/24
- Evento de lectura familiar 3/05/25
- Día de la profesión 3/28/25
- Open House 4/09/25
- Family Dance 5/21/25
- Día multicultural 6/10/25
- Celebración de kinder 6/16/25
- Ceremonia de clausura de 6o 6/17/25
- Ayuntamiento de Liderazgo 1er viernes del mes

Eventos programados regularmente

Ayuntamiento de liderazgo
Cafe con la directora
Comité Asesor del Idioma Inglés
Consejo Escolar

Comunicación sobre el aprendizaje del estudiante

La escuela de Perris Elementary está comprometida con la comunicación bidireccional frecuente con las familias sobre el aprendizaje de los niños. Algunas de las formas en que puede esperar que nos comuniquemos con usted son:

- Planificador de AVID
- Llamadas automáticas por Connect Ed
- Actualizaciones en la página de red de la escuela
- Grado actual en el portal de padres
- Conferencias de padre e maestro en noviembre



LEADERSHIP ACADEMY

2024-2025

**Compacto para
éxito de
Escuela-Padre**

KELLEY PEBLEY, DIRECTORA

DENISE MARTIN, SUB DIRECTORA

[HTTPS://WWW.PERRISESD.ORG/PERRISES](https://www.perrisesd.org/perrises) (951) 657-2124

Nuestras metas para el logro estudiantil

Metas del Distrito Escolar de Perris Elementary

PESD proporcionará a todos los estudiantes un programa de instrucción básico riguroso y de alta calidad que implementará los Estándares de California en todas las áreas de contenido básico, así como en el desarrollo del idioma inglés.

Metas de Perris Elementary School

- Incrementar el puntaje de la evaluación CAASPP de Artes del Lenguaje Inglés en 15 puntos.
- Incrementar el puntaje de la evaluación CAASPP de Matemáticas en 18 puntos.
- El 10% de los estudiantes EL se reclasificarán
- La tasa promedio de asistencia diaria será del 95%
- Las tasas de suspensión no excederán el 2%

Es importante que las familias y las escuelas trabajen juntas para ayudar a los estudiantes a alcanzar altos estándares académicos. A través de un proceso que incluye a maestros, familias, estudiantes y representantes de la comunidad, se acuerdan los siguientes roles y responsabilidades que nosotros, como socios, llevaremos a cabo para apoyar el éxito de los estudiantes en la escuela y en la vida.



Compromiso del personal

Estoy de acuerdo en llevar a cabo las siguientes responsabilidades:

- Proporcionar un currículo e instrucción de alta calidad.
- Esforzarme para motivar a mis estudiantes a aprender.
- Tener altas expectativas y ayudar a cada niño a desarrollar un amor por el aprendizaje.
- Comunicarse regularmente con las familias sobre el progreso del estudiante.
- Proporcionar tareas diarias significativas para reforzar y extender el aprendizaje.
- Participar en oportunidades de desarrollo profesional que mejoren la enseñanza y el aprendizaje y apoyen la formación de asociaciones con las familias y la comunidad.
- Participar activamente en la toma de decisiones en colaboración y trabajar consistentemente con las familias y mis colegas de la escuela para hacer la escuela accesible y acogedora para las familias que ayudan a cada estudiante a alcanzar los altos estándares académicos de la escuela.
- Respetar a la escuela, a los estudiantes, al personal y a las familias.

Miembro del personal _____



Compromiso de los padres de familia

Estoy de acuerdo en llevar a cabo las siguientes responsabilidades:

- Proporcionar un lugar y un momento tranquilo para hacer la tarea y controle el tiempo que pasa frente a la pantalla.
- Leerle a mi hijo o animarle a que me lea todos los días.
- Comunicarme con el maestro o la escuela cuando tenga alguna inquietud.
- Asegurarme de que mi hijo asista a la escuela todos los días, duerma lo suficiente, reciba atención médica regular y una nutrición adecuada.
- Vigilar regularmente el progreso de mi hijo en la escuela.
- Participar en la escuela en actividades tales como tomar decisiones en la escuela, ser voluntario y/o asistir a conferencias de padres y maestros, la Noche de regreso a clases, la Casa abierta y las noches familiares.
- Comunicar la importancia de la educación y el aprendizaje a mi hijo.
- Respetar al personal de la escuela, a los estudiantes y a las familias.

Firma del padre/tutor _____



Compromiso del estudiante



Estoy de acuerdo en llevar a cabo las siguientes responsabilidades:

- Vengan a la escuela listos para aprender y trabajar duro.
- Traiga los materiales necesarios, las tareas completadas y la tarea.
- Conocer y seguir las expectativas de la escuela y del aula.
- Pedir ayuda cuando la necesite.
- Comunicarme regularmente con un adulto cariñoso sobre mis experiencias escolares para que pueda ayudarme a tener éxito en la escuela.
- Limitar mi tiempo frente a la pantalla y en su lugar estudiar o leer todos los días después de la escuela.
- Respetar a mi escuela, a mis compañeros, a los profesores y al resto del personal.

Firma del alumno _____



Perris Elementary Leadership Academy

2024 - 2025

Title I, Part A School-Level Parent and Family Engagement Policy

This policy describes the means to carry out the parental and family involvement requirements designated in Title I, Part A, pursuant to Section 1116 (c) of the ESSA.

- We will jointly develop with families, and distribute to families, a school Family Engagement Policy that the school and families agree.
- We will notify parents about the school Family Engagement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents/guardians can understand.
- We will make the school Family Engagement Policy available to the community by posting on the school website.
- We will annually update the school Family Engagement Policy to meet the changing needs of parents and the school in accordance with Ed. Code 64001.
- We will adopt and incorporate our School- Parent Compact as a component of our school Family Engagement Policy.
- We will review the annual LCAP Family Engagement goals.

To involve parents in the Title I, Part A programs, the following practices have been established:

- Coordinate scheduling of parent-teacher conferences.
- Conduct parent input meetings and/or surveys to collect input from parents with the required response rate.
- Conduct parent surveys or use other local methods to measure school climate.

The school convenes an annual meeting to inform parents of the requirements of Title I, Part A and of the parents' right to participate in the Title I, Part A program (Section 1116 [c] [1] of the ESSA)

The school principal or designee will convene annual meetings to inform families of the:

- Site Family Engagement Policy
- Title I Family Engagement Policy Survey results
- Family engagement opportunities
- Provide strategies to support academic achievement

The school offers a flexible number of meetings for Title I, Part A parents, such as morning or evening meetings (Section 1116 [c] [2] of the ESSA).

- The school principal will hold a flexible number of meetings at varying times and provide translations and childcare, paid for with Title I funding, as long as the services relate to family involvement.

The school engages parents of Title I, Part A students in an organized, ongoing, and timely manner, in planning, reviewing, and improving the school's Title I, Part A programs and student engagement policy. Title I, Part A parents (ESSA Section 1116 [c] [3]).

The school principal will:

- Invite input on the school plan from the English Learner Advisory Committee and the School Site Council.
- Provide families the opportunity for input through the Title I Family Engagement Policy Survey, Annual Title I Meetings, and Parent/Stakeholder Committee Meetings.
- Provide copies of working drafts of the school Family Engagement Plan to families in an understandable and uniform format and to the extent practicable, in a language the parents/guardians can understand.
- Ensure that there is an opportunity at a public meeting for families to provide input on the school plan prior to the approval of the plan or revisions to the plan.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (Section 1116 [c] (4) [A] of the ESSA).

The school principal will provide information about Title I programs to families in a timely manner by:

- Posting workshops, meetings and/or activities on the school website, school office and/or school marquee.
- Sending home/email notices.
- Sending messages through the automated messaging system.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116 [c] [4] [SI]).

Methods of sharing this will include:

- Providing trainings and resources to families on content standards, Proficiency Levels, Family Engagement requirements
- Back to School Nights
- Standards Brochures
- Standards Based Progress Reports
- Standardized Testing and Reporting (CAASPP) Reports
- English Language Proficiency Assessment for California (ELPAC) Reports
- Parent/Stakeholder Committee Meetings

With the help of Title I, Part A parents, the school educates staff members on the value of parental contributions and how to work with parents as equal partners (Section 1116 [e] [3] of ESSA).

With assistance from the district, the school site will accomplish this by:

- Providing professional development opportunities addressing the role of families as participants of school governance and decision making process.
- Addressing parent concerns noted on the Title I Family Engagement Policy Survey.
- Providing training during staff meetings on ways to work with parents.
- Fostering welcoming and responsive environments for parents.
- Ensuring accountability of the staff in working with parents and families as partners.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs and conducts other activities, such as parent resource centers, to encourage and support parents to participate more fully in their children's education. (ESSA Section 1116 [e] [4]).

The school principal will form partnerships with community-based organizations and other public agencies to:

- Collaborate with other agencies to provide services to families to support family engagement.
- Disseminate resources and information on an ongoing basis.
- Provide training and workshops throughout the year for families.

The school distributes information related to school and parenting programs, meetings, and other activities to Title I, Part A parents in a format and language that parents understand (Section 1116 [e] [5] of the ESSA).

The school principal will ensure to develop and disseminate critical school and student information to families:

- In the home language when required
- In a timeframe that reasonably allows for family follow up response, if needed.
 - Family Engagement Policy
 - Inform parents of English learners how they can be involved in the education of their children
 - All required parent/family notifications

The school provides support for parental involvement activities requested by Title I, Part A parents (Section 1116 [e] [14] of the ESSA).

- To the extent practicable, provide adequate space for family involvement activities, equipment, and/or supplies.
- Encourage families to enhance the involvement of other families.
- Provide other reasonable support for family involvement activities.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language parents understand (ESSA Section 1116 [f])

- Back to School Night 8/21/24
- Title I Meeting 8/21/24
- Playworks Night 8/28/24
- Family Movie Night 9/27/24
- Trunk or Treat 10/25/24
- Family STEAM Event 11/06/24
- Parent Conferences 11/18/24 - 11/22/24
- Candy Cane Lane 12/13/24
- Family Reading Event 3/05/25
- Career Day 3/28/25
- Open House 4/09/25
- Family Dance 5/21/25
- Multicultural Day 6/10/25
- Kinder Celebration 6/16/25
- 6th grade Promotion 6/17/25
- Town Hall 1st Friday of the month
- Coffee w/ the Principal Immediately following Town Hall
- ELAC 9/4/24, 10/2/24, 11/6/24, 2/12/25, 3/12/25, 4/9/25, 5/28/25
- SSC 9/4/24, 10/2/24, 11/6/24, 2/12/25, 3/12/25, 4/9/25, 5/28/25
- AAPAC 9/4/24, 10/2/24, 11/6/24, 2/12/25, 3/12/25, 4/9/25, 5/28/25

This policy was adopted by the Perris Elementary School on May 24, 2024 and will be in effect for the period of July 1, 2024 to June 30, 2025.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before August 31, 2024.

Kelley Pebley

Kelley Pebley
5/24/2024



Perris Elementary Academia de Liderazgo 2024-2025

Título I, Parte A - Póliza de Participación de Padres y Familias a Nivel Escolar

Esta política describe los medios para llevar a cabo los requisitos de participación de los padres y la familia designados en el Título I, Parte A, de conformidad con la Sección 1116 (c) de la ESSA.

- Desarrollaremos conjuntamente con las familias, y distribuiremos a las familias, una Póliza de participación familiar de la escuela que las familias y la escuela acuerden.
- Notificaremos a los padres sobre la Póliza de participación familiar de la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuiremos esta póliza a los padres en un idioma que los padres puedan entender.
- Pondremos a disposición de la comunidad la Póliza de participación familiar de la escuela mediante su publicación en el sitio web de la escuela.
- Anualmente actualizaremos la Póliza de participación familiar de la escuela para satisfacer las necesidades cambiantes de los padres y de la escuela de acuerdo con la ley código de educación 64001.
- Adoptaremos e incorporaremos nuestro Pacto escolar de padres como un componente de nuestra Póliza de participación familiar de la escuela.
- Revisaremos las metas anuales sobre la participación familiar del LCAP

Para involucrar a los padres sobre los programas del Título I, Parte A, se han establecido las siguientes prácticas:

- Coordinar la programación de las conferencias de padres y maestros.
- Llevar a cabo reuniones de aportación de los padres y/o encuestas para recoger las aportaciones de los padres con el porcentaje de encuestas requeridas.
- Llevar a cabo encuestas entre los padres o utilizar otros métodos locales para medir el ambiente escolar.

La escuela convoca una reunión anual para informar a los padres de los requisitos del Título I, Parte A y del derecho de los padres a participar en el programa Título I, Parte A (Sección 1116 [c] [1] de ESSA)

El director de la escuela o la persona que éste designe convocará reuniones anuales para informar a las familias sobre:

- La Póliza de participación familiar de la escuela
- Los resultados de la Encuesta título I sobre la Póliza de participación familiar de la escuela
- Oportunidades para la participación familiar
- Estrategias para apoyar el logro académico

La escuela ofrece un número flexible de reuniones para los padres de Título I, Parte A, como reuniones en la mañana o en la noche (Sección 1116 [c] [2] de ESSA).

- El director de la escuela tendrá un número flexible de reuniones a diferentes horas y proveerá traducciones y cuidado de niños, pagados con fondos del Título I, siempre y cuando los servicios estén relacionados con la participación de la familia.

La escuela involucra a los padres de los estudiantes del Título I, Parte A de una manera organizada, continua y oportuna, en la planificación, revisión y mejora de los programas del Título I, Parte A de la escuela y la política de participación de los padres del Título I, Parte A (ESSA Sección 1116 [c] [3]).

El director de la escuela:

- Invitar al Comité asesor del aprendiz de inglés y al Consejo del plantel escolar a que hagan sus comentarios sobre el plan de la escuela.
- Brindar a las familias la oportunidad de realizar comentarios a través de la Encuesta de Política de Participación Familiar del Título I, las Reuniones Anuales del Título I y las Reuniones del Comité de Padres/Partes Interesadas.
- Proporcionar copias de los anteproyectos del Plan de Participación Familiar de la Escuela a las familias en una forma comprensible y uniforme y, en la medida de lo posible, en un idioma que los padres/tutores puedan entender.
- Asegurará de que haya una oportunidad en una reunión pública para que las familias den su opinión sobre el plan escolar antes de la aprobación del plan o de las revisiones del plan.

La escuela proporciona a los padres de los estudiantes del Título I, Parte A, información oportuna sobre los programas del Título I, Parte A (Sección 1116 [c] (4) [A] de la ESSA).

El director de la escuela proporcionará información sobre los programas de Título I a las familias de manera oportuna:

- Publicar talleres, reuniones y/o actividades en el sitio web de la escuela, en la oficina de la escuela y/o en anuncio electrónico afuera de la escuela.
- Envío de notificaciones por correo electrónico o mandar al hogar
- Envío de mensajes a través del sistema de mensajería automatizado

La escuela proporciona a los padres de los estudiantes del Título I, Parte A, una explicación del plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso del estudiante y los niveles de competencia que se espera que alcancen los estudiantes (ESSA Sección 1116 [c] [4] [S]).

Los métodos para compartir esto incluirán:

- Proporcionar capacitación y recursos a las familias sobre estándares de contenido, niveles de competencia y requisitos de participación familiar.
- Noches de regreso a la escuela

- Folletos de los estándares de contenido
- Boletas de calificaciones basados en estándares
- Reportes de Pruebas y Reportes Estandarizados (CAASPP)
- Reportes de Evaluación del Dominio del Idioma Inglés para California (ELPAC)
- Reuniones/talleres del Equipo de acción para la participación de familias (FIAT)

Con la ayuda de los padres de Título I, Parte A, la escuela educa a los miembros del personal sobre el valor de las contribuciones de los padres y sobre cómo trabajar con los padres como socios iguales (Sección 1116 [e] [3] de la ESSA).

Con la ayuda del distrito, la escuela logrará esto por medio de:

- Proporcionar oportunidades de desarrollo profesional que hablen del papel de las familias como participantes del gobierno de la escuela y del proceso de toma de decisiones.
- Abordar las preocupaciones de los padres anotadas en la Encuesta título I sobre la Póliza de participación familiar de la escuela
- Proporcionar capacitación durante las reuniones del personal sobre las maneras de trabajar con los padres.
- Fomentar ambientes acogedores y receptivos para los padres
- Asegurar la obligación del personal en trabajar con los padres y las familias como socios.

La escuela coordina e integra el programa de participación de los padres de Título I, Parte A con otros programas y realiza otras actividades, como centros de recursos para padres, para alentar y apoyar a los padres a participar más plenamente en la educación de sus hijos (ESSA Sección 1116 [e] [4]).

El director de la escuela formará asociaciones con organizaciones comunitarias y otras agencias públicas para:

- Colaborar con otras agencias para proporcionar servicios a las familias para apoyar la participación familiar.
- Distribuir recursos e información de manera continua.
- Proveer entrenamientos y talleres durante todo el año para las familias.

La escuela distribuye información relacionada con la escuela y los programas para padres, reuniones y otras actividades a los padres del Título I, Parte A en un formato y lenguaje que los padres entienden (Sección 1116 [e] [5] de la ESSA).

El director de la escuela se asegurará de desarrollar y diseminar información crítica de la escuela y del estudiante a las familias.

- En el idioma que se usa en el hogar cuando sea necesario
- En un tiempo razonable que permita la respuesta de la familia, si es necesario.
 - Póliza de participación familiar en la escuela
 - Informar a los padres de los estudiantes de inglés cómo pueden participar en la educación de sus hijos
 - Todas las notificaciones requeridas a los padres/familias

La escuela brinda apoyo para las actividades de participación de los padres solicitadas por los padres del Título I, Parte A (Sección 1116 [e] [14] de ESSA).

- En la medida de lo posible, proporcionar un espacio adecuado para las actividades de participación de la familia, el equipo y / o materiales.
- Animar a las familias a mejorar la participación de otras familias.
- Proporcionar otro apoyo razonable para las actividades de participación familiar.

La escuela brinda oportunidades para la participación de todos los padres de Título I, Parte A, incluidos los padres con dominio limitado del inglés, los padres con discapacidades y los padres de estudiantes migratorios. La información y los informes escolares se proporcionan en un formato y un idioma que los padres entienden (Sección 1116 [f] de la ESSA)

- Noche de regreso a clases 8/21/24
- Reunión de Título I 8/21/24
- Noche de playworks 8/28/24
- Family Movie Night 9/27/24
- Trunk or Treat 10/25/24
- Evento de STEAM 11/06/24
- Conferencias de padres 11/18/24 - 11/22/24
- Candy Cane Lane 12/13/24
- Evento de lectura familiar 3/05/25
- Día de la profesión 3/28/25
- Open House 4/09/25
- Family Dance 5/21/25
- Día multicultural 6/10/25
- Celebración de kinder 6/16/25
- Ceremonia de clausura de 6º 6/17/25
- Ayuntamiento de Liderazgo 1^{er} viernes del mes
- Café con la directora Inmediatamente siguiendo el Ayuntamiento de Liderazgo
- ELAC 9/4/24, 10/2/24, 11/6/24, 2/12/25, 3/12/25, 4/9/25, 5/28/25
- SSC 9/4/24, 10/2/24, 11/6/24, 2/12/25, 3/12/25, 4/9/25, 5/28/25
- AAPAC 9/4/24, 10/2/24, 11/6/24, 2/12/25, 3/12/25, 4/9/25, 5/28/25

Esta política fue adoptada por la Escuela Primaria Perris el 24 de mayo de 2024 y estará en vigor durante el período del 1 de julio de 2024 al 30 de junio de 2025.

La escuela distribuirá la política a todos los padres de los estudiantes que participen en el programa Título I, Parte A en o antes del 31 de agosto de 2024

Kelley Pebley

Kelley Pebley
24/5/24

Perris Elementary

SPSA Monitoring and Evaluation

Goal 1

Goal	Budgeted Amount	Actions funded with site budget(s) <small>*do not include district funded actions, unless CSI*</small>	Expenditures to Date	Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators	Evaluation Modification(s) based on monitoring results
From SPSA	From SPSA - include funding source	Actions from your SPSA	From Galaxy	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?

Goal 1	0	Academic Coach	0	This action is offered as a centralized service.	Academic Coach services will be centralized.
Goal 1	0	Intervention Teacher	0	This action is offered as a centralized service.	This action is offered as a centralized service.
Goal 1	27136.92	Collaboration	7611	<p>What is working and why? (Effective indicators) Teachers are provided the opportunity to collaborate on a weekly basis during the ART/PE release time. This is built in the master schedule and when a sub is available team members are released to allow for the entire team to collaborate.</p> <p>What is not working and why? (Ineffective indicators) Due to the inconsistent availability of subs, not all teams were consistently released in their entirety.</p> <p>Not all teams are willing or able to stay after school for paid collaboration. Due to Union Negotiations, teachers were working to the contract and not taking the opportunity for paid collaboration after contract time.</p>	<p>Grade level collaboration is in place and we will continue with this action as planned.</p> <p>Recruit and encourage staff to participate in afterschool collaboration focused on predetermined areas of focus.</p> <p>Plan for collaboration topics that are relevant and timely. These meetings will determine the best support for the student groups that qualify for ATSI.</p> <p>Strategically plan for sub release days 1 time per month to facilitate effective PLC planning and data analysis.</p>

Perris Elementary

SPSA Monitoring and Evaluation

Goal 1

Goal	Budgeted Amount	Actions funded with site budget(s) <small>*do not include district funded actions, unless CSI*</small>	Expenditures to Date	Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators	Evaluation Modification(s) based on monitoring results
From SPSA	From SPSA - include funding source	Actions from your SPSA	From Galaxy	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?

Goal 1	9400	Parent Involvement	3896	<p>What is working and why? Quantitative Data (Effective indicators) Parent involvement includes:</p> <ul style="list-style-type: none"> ● Coffee with the Principal ● ELAC ● SSC ● AAPAC <p>Additionally, there have been parent workshop opportunities this year.</p> <p>Qualitative Data Parents enjoy coming to parent involvement events. A regular group of parents attend most or all events. Feedback is positive.</p> <p>What is not working and why? (Ineffective indicators) Qualitative Data We need to improve the number of parents participating in Parent involvement activities Although the students and parents in attendance seem to appreciate and enjoy the events, we need to look for ways to enhance the current activities.</p>	<p>Changes were made to this action due to increased cost by outside vendors and low parent participation at previously hosted events.</p> <p>We will continue to look at site based events hosted by site staff focused on language arts, developing a growth mindset, and English Learner Proficiency and how our families can support their students at home.</p>
Goal 1	0	After School Tutoring	0	This action is offered as a centralized service.	This action is offered as a centralized service.

Perris Elementary

SPSA Monitoring and Evaluation

Goal 1

Goal	Budgeted Amount	Actions funded with site budget(s) <small>*do not include district funded actions, unless CSI*</small>	Expenditures to Date	Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators	Evaluation Modification(s) based on monitoring results
From SPSA	From SPSA - include funding source	Actions from your SPSA	From Galaxy	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?

Goal 1	68351	Supplemental Technology	\$20731 This became an expenditure that will be centralized through the tech department.	<p>What is working and why? (Effective indicators) The replacement of technology is based on a 5-year cycle plan to ensure students always have current functioning technology Provided technology supplies and replacements to support at-promise students' access to the curriculum through the use of technology. <u>Quantitative Data</u> All classrooms have replaced technology to access the supplemental programs in place. <u>Qualitative Data</u> Students use technology during the intervention block to access supplemental materials. Students using the supplemental materials are required to use a headset so as to not disrupt the other students.</p> <p>What is not working and why? (Ineffective indicators) <u>Quantitative Data</u> CAASPP ELA scores - only 20% of students are at or above grade level. <u>Qualitative Data</u> The headsets are not lasting the whole year. The replacement of devices is affected by wear. Teachers need to set expectations for students to follow the care of these materials.</p>	This action is offered as a centralized service.
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Perris Elementary

SPSA Monitoring and Evaluation

Goal 1

Goal	Budgeted Amount	Actions funded with site budget(s) <small>*do not include district funded actions, unless CSI*</small>	Expenditures to Date	Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators	Evaluation Modification(s) based on monitoring results
From SPSA	From SPSA - include funding source	Actions from your SPSA	From Galaxy	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?

Goal 1	26236	Professional Development Teachers will participate in professional development and/or attend conferences to gain a deeper understanding of English Language Arts Instruction to meet the needs of all students particularly the student groups that qualify for ATSI.	500	Teachers were provided the opportunity to attend professional development on a monthly basis during after school. These were offered on a Tuesday, many teachers have requested that they be offered on a Wednesday to allow for attendance due to personal obligations.	Provide targeted, evidence based professional development in areas where program weaknesses are identified based on student data assessments/results. Plan for and increase opportunities for professional development early in the year to take full advantage of program implementation and provide follow-up training as needed.
Goal 1	863.08	Heggerty	863.08	Root Cause analysis was performed and District level screener data was reviewed. This process led to the determination that there is a need for an additional focus in the area of early literacy and phonemic awareness in the primary grades. All K-2 teachers administer a pre assessment and post assessment. Classroom walkthroughs	This resource will continue to be used in the upcoming school year. In addition, funds will be allocated to expand this resource to include writing

Perris Elementary

SPSA Monitoring and Evaluation

Goal 1

Goal	Budgeted Amount	Actions funded with site budget(s) <small>*do not include district funded actions, unless CSI*</small>	Expenditures to Date	Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators	Evaluation Modification(s) based on monitoring results
From SPSA	From SPSA - include funding source	Actions from your SPSA	From Galaxy	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?

				<p>indicate implementation of resource is consistent.</p> <p>Post assessment was administered in the spring. Data shows significant growth in all K - 2 classrooms.</p> <p>All teachers in grade K - 2 have an allotted time in the school day in which the pacing and suggested lessons will be delivered.</p>	<p>materials and support for instruction in writing.</p> <p>All teachers in grade K - 2 have an allotted time in the school day in which the pacing and suggested lessons will be delivered. This will continue.</p>
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Perris Elementary

SPSA Monitoring and Evaluation

Goal 2

Goal	Budgeted Amount	Actions funded with site budget(s) <small>*do not include district funded actions, unless CSI*</small>	Expenditures to Date	Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators	Evaluation Modification(s) based on monitoring results
From SPSA	From SPSA - include funding source	Actions from your SPSA	From Galaxy	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?

Goal 2	0	Academic coach	0	This action is offered as a centralized service.	Academic Coach services will be centralized.
Goal 2	9330	Collaboration: Teachers will have opportunities through collaborative release time “with a sub” and/or extra duty to collaborate with their teams on best instructional practices for math. Focus of collaboration time will be to analyze data for chosen essential standards and plan for small group instruction	7611	<p>What is working and why? (Effective indicators) Teachers are provided the opportunity to collaborate on a weekly basis during the ART/PE release time. This is built in the master schedule and when a sub is available team members are released to allow for the entire team to collaborate.</p> <p>What is not working and why? (Ineffective indicators) Due to the inconsistent availability of subs, not all teams were consistently released in their entirety.</p> <p>Not all teams are willing or able to stay after school for paid collaboration.</p>	<p>Recruit and encourage staff to participate in afterschool collaboration.</p> <p>Plan for topics that are relevant and timely, and support the needs of the student groups who qualify for additional targeted support due to ATSI status.</p> <p>Strategically plan for sub release days 1 time per month to facilitate effective PLC planning and data analysis.</p>

Perris Elementary

SPSA Monitoring and Evaluation

Goal 2

Goal	Budgeted Amount	Actions funded with site budget(s) <small>*do not include district funded actions, unless CSI*</small>	Expenditures to Date	Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators	Evaluation Modification(s) based on monitoring results
From SPSA	From SPSA - include funding source	Actions from your SPSA	From Galaxy	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?

Goal 2	1779.56	Parent Involvement: Provide parent involvement activities and workshops to bridge the home to school connection including specific student groups (SWD, homeless youth)	1779	<p><u>Quantitative Data</u> What is working and why? (Effective indicators) Parent involvement includes:</p> <ul style="list-style-type: none"> ● Coffee with the Principal ● ELAC ● SSC ● AAPAC <p>Additionally, there have been 6 parent opportunities so far this year. Additional after school parent classes will be hosted throughout the year.</p> <p><u>Qualitative Data</u> Parents enjoy coming to parent involvement events. A regular group of parents attend most or all events. Feedback is positive.</p> <p>What is not working and why? (Ineffective indicators)</p> <p><u>Qualitative Data</u> *We need to improve the number of parents participating in Parent involvement activities *Although the students and parents in attendance seem to appreciate and enjoy the events, these</p>	<p>Notification to families regarding scheduled events sent electronically via ParentSquare, email, text, and phone.</p> <p>Monthly Coffee with the Principal events will be offered to give parents an opportunity to share ideas and voice concerns.</p> <p>We will continue to look at site based events hosted by site staff focused on Math, developing a growth mindset, and English Learner Proficiency and how our families can support their students at home.</p>
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Perris Elementary

SPSA Monitoring and Evaluation

Goal 2

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				same opportunities have been provided for many years; we need to look for ways to enhance the current activities, increase participation and/or offer new events and activities.	
Goal 2	1.Materials:8487 2.PD: 8445 3. Parent Involvement: 1820.44	Box Cars and One Eyed Jacks Materials and supplies: Provide materials to implement instructional practices to support small group instruction for at-promise students, with greater emphasis placed on African American and SWD student groups. Profession Development: Provide professional development to staff, including materials, to implement instructional practices to support instruction for at-promise students, with greater emphasis placed on African American and SWD student groups. Family Night - Box Cars and One Eyed Jacks: Professional development for parents in mathematics, by hosting a Math Family Night. This event, centered around the	Full budgeted Amount Spent 1.Materials:8487 2.PD: 8445 3. Parent Involvement: 1820.44	Supplemental Materials and Supplies: Box Cars and One-Eyed Jacks manipulatives and resources to support student learning in math. Resources used to help students in primary and upper elementary years master foundational skills. Professional Development: Professional Development for teachers to support implementation of resources and help students learn key concepts in math that improve student outcomes. Parent Involvement/Family Night: Hands-on workshops guided by consultants that allows all families to learn math skills, interact with teachers and families can continue to support their child's learning at home.	Implementation will be measured by administrative walkthroughs Student data (IAB/CAASPP/CFA) will be analyzed and used to track student improvements in math. Teacher survey after PD for qualitative feedback. Attendance logs: Sign in sheets will be collected. At the conclusion of the event - a survey will be administered via a QR code for parents to provide feedback.

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		use of Box Cars materials, offers parents a hands-on opportunity to learn and apply effective math strategies to better support their children's mathematical development.			To increase participation and invite families - childcare will be provided and all families will leave with manipulatives to continue practicing the skills at home.
Goal 2	24,000	Professional Development Teachers will participate in professional development and/or attend conferences to gain a deeper understanding of Mathematics Instruction to meet the needs of all students particularly the student groups that qualify for ATSI.	7652	<p>Teachers are provided the opportunity to attend professional development on a monthly basis during after school.</p> <p>3 professional developments in the area of math have been provided with an average of 12 teachers in attendance.</p> <p>A Google survey was shared and overall feedback was positive and teachers have requested a deeper dive into the content presented.</p> <p>These were offered on a Tuesday, many teachers have requested that they be offered on a Wednesday to allow for attendance due to personal obligations.</p>	<p>Provide targeted, evidence based professional development in areas where program weaknesses are identified based on student data assessments/results.</p> <p>Plan for and increase opportunities for professional development early in the year to take full advantage of program implementation and provide follow-up training as needed.</p> <p>After school Professional Developments are planned and will be offered on both Tuesdays and Wednesdays to</p>

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					allow for increased participation
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