

# 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
Ronald W. Reagan Elementary School	10-62240-0113142	May 18, 2023	June 12, 2023

## 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
- Homeless Youth

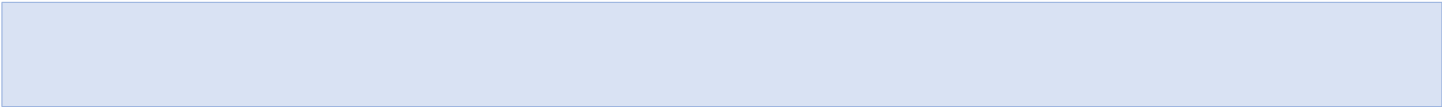
Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The SPSA is aligned with the KECSD LCAP and was developed with input from the School Site Council, school staff, and members of the school community.

The SPSA was designed to meet the needs of the targeted students and align with school programs and strategies to support students most at risk, academically. The purpose of the SPSA is to create a cycle of continuous improvement of student performance and progress and to ensure that all students succeed in reaching academic standards. All decisions are based on careful analysis and reflection of data from multiple measures, including state and local assessments.

The development of the SPSA starts with the implementation of a school needs assessment. Data from the needs assessment is analyzed and together with the SSC and members of the school community, an action plan is made to meet those identified students' needs. The SPSA is aligned with the school's budget, resources and plans to meet students' needs and remain in compliance with federal, local, and state programs. The development of the SPSA includes the following:

- A comprehensive needs assessment (pursuant to ESSA)
- Analysis of verifiable state data, consistent with state priorities, including state-determined long-term goals (May include local data)
- An identification of the process for evaluating and monitoring the implementation of the School Plan and progress toward accomplishing the goals
- Stakeholder involvement
- Goals to improve student outcomes, including addressing the needs of student groups
- Evidence-based strategies, actions, and services
- Proposed expenditures



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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).

As part of our school plan for improvement, Reagan's parents were invited to take a survey that provided feedback for our staff. 31 positive comments were made regarding our staff being "very friendly, supportive, and easy to speak to." 18 positive comments were made stating that Reagan is a "clean place and my child feels safe to go to school. The grounds are always kept neat and orderly." 20 positive comments were made in regard to teachers helping their student progress throughout the year. "My child is pushed academically and they make being nerdy cool". Areas of improvement from these surveys included 6 comments regarding the improvement of the cafeteria food. 8 comments were made in regard to having better school-to-home communication throughout the year. There were 9 comments made regarding students being exposed to vulgar/violet behavior. The cafeteria has been working hard to have students and staff taste-test new menu items before deciding which ones to put on the menu. We have been updating our school website calendar as well as sending out more callouts to parents about upcoming events. We know that notes being sent home do not always make it, so we are being more proactive about sending calls and emails too. We have added a behavior aide and a part-time counselor to our campus to run our Behavior Academies as well as teach the Stop, Walk, Talk bully curriculum to help reduce the number of incidents we have on our campus. We have also purchased for the 2022-2023 school year a program called "Ripple Effects" which teaches targeted lessons for students who are not reaching their full potential.

## Classroom Observations

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

The Kingsburg Elementary Charter School District has created a Google Form, as a means to collect data from walk-throughs. The non-threatening, non-evaluative walk-throughs give the principal and learning director a quick snapshot of student learning. That snapshot is used to engage teachers in conversations about how to improve teaching. The expectation for administration is to be in every classroom at least twice a month. The District has also adopted the Sheltered Instruction Observation Protocol (SIOP) as the instructional model used in each classroom. The SIOP Model was developed to provide teachers with a well-articulated, practical model of sheltered instruction. The intent of the model is to facilitate high-quality instruction for English Learners in all content areas. The model is based on current knowledge and research-based practices for promoting learning with all students, especially English Learners (ELs). The district's leadership team has developed a form (based on the SIOP Model) used to observe these best teaching practices. The form is used for academic coaching and improving teacher practice. The administration at Reagan School also uses "The Walk-In" for creating classroom observation reports based on professional teaching standards. These reports are used with formal teacher observations of a fully implemented lesson. The completed report is used to provide teachers with feedback regarding their classroom practice.

## 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)

All students at Reagan are tested using benchmark assessments for ELA, Math, and Writing.

1. ELA - Illimuniat Benchmark
2. Math - Illimuniat Benchmark
3. Writing Curriculum: Students are assessed with a writing prompt three times throughout the year in a narrative, opinion/persuasive, and informational.

Each grade level has worked together to determine other common assessments that their students will be administered.

These common assessments are standardized and used for two main purposes: Target Student Needs and Staff Professional Development/Collaboration

All students are given benchmark tests and common assessments throughout the year. These assessments are formally reviewed using the Cycle of Inquiry, and the results are used to determine student needs. Teachers may also use other forms of multiple assessments to target specific students' needs. Data is also made available to teachers via Illuminate. The teachers are given access to the Illuminate website, to monitor the progress of their students based on assessments.

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

The teachers, support staff, and administration collaborate after all benchmark tests and common assessments. Data is carefully analyzed using the Cycle of Inquiry or COI during our PLC process. COI is a unique data-driven decision-making process for helping students to achieve. It is a structured process which is used to examine the effectiveness of instruction, programs and systems within our school. It is a systematic process of asking questions, identifying problems, setting goals, developing action plans, and analyzing outcomes. This process helps staff to slow down and make thoughtful, informed choices about instruction.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

All of the teachers at Reagan Elementary are considered "Highly Qualified" and credentialed according to NCLB standards of requirement.

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

All teachers have participated in Math training through FCOE.  
All teachers have participated in SIOP training through Pearson.  
All teachers have participated in the Writing Units of Study training through TCOE.

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

All of our resources, including staff and fiscal resources, are aligned with our three district goals.

1. Beginning to Early Advance EL students will advance 1 level on the ELPAC.
2. Students below Exceeded Standard will move a minimum of 1 proficiency level in Math.
3. Students below Exceeded Standard will move a minimum of 1 proficiency level in ELA.

Our staff participates in monthly training regarding the Sheltered Instruction Observation Protocol (SIOP). Teachers have also been trained by FCOE and TCOE in the California Core State Standards in ELA, Mathematics, and Writing curriculum and receive ongoing professional development related to the Best Teaching Practices, during regularly scheduled COI meetings. Teachers have also continued to receive support from FCOE in the use of technology in the classroom.

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

Teachers receive ongoing staff development and coaching from the following resources:

1. Laura North - District English Language Learner Coordinator
3. Michelle Stone - Academic Coach
4. Kerry Pickrell -Principal
5. Amie Rogers - Learning Director
6. Matt Stovall - Assistant Superintendent - Director of Special Projects/Curriculum Director
7. Kristen Teddleton - Lead Teacher/PLC Lead
8. Sarah Schmal- Lead Teacher /PLC Lead
9. Jill Owens- Lead Teacher/PLC Leads

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

Teachers and the support staff collaborate a minimum of two times per month, in regularly scheduled inservicing and Professional Learning Community (PLC) meetings.

## Teaching and Learning

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

Teachers use state adopted materials to access the state standards for their students. Teachers collaborate and use the California Common Core State Standards to select essential standards.

1. ELA - Houghton Mifflin/Harcourt
2. Math - McGraw Hill
3. Science - Twig
4. Social Studies - Houghton Mifflin/Harcourt

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

Students receive a 60 - 90 minute, uninterrupted block, of ELA instruction five days per week. Students receive approximately 60 - 90 minutes of daily math instruction five days per week.

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

All grade levels have collaborated and developed a pacing guide for ELA and Math. Teachers who attend our Summer Planning work to collect resources and develop the pacing guide during the summer to benefit the rest of their team when the year begins. Teachers reflect on the pacing guide and make the necessary adjustments, as needed.

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

All teachers are provided with stated adopted instructional materials that are appropriate for all student groups.

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

During Deployment students receive differentiated instruction, intervention, and enrichment. Teachers use state adopted materials/Universal Access Materials and supplemental resources for intervention.

## Opportunity and Equal Educational Access

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

All students participate in the Deployment intervention period. This is a separate time from the designated ELD time. Teachers provide differentiated instruction and intervention by meeting with small groups of students, with similar needs, after students receive core instruction in math and ELA. Students are working with our academic paraprofessional through PRESS to identify areas of need in reading and addressing those concerns. They usually spend a 4-6 week cycle with PRESS before they are retested and either exited or continue with the program.



## Evidence-based educational practices to raise student achievement

The instructional model for the District is based on the Sheltered Instruction Observation Protocol (SIOP). This researched based model was developed to provide teachers with a well articulated, practical model of sheltered instruction. The intent of the model is to facilitate high quality instruction for English Learners in all content areas. This researched based model provides ALL students with the Best Instructional Practices which results in increased learning for ALL students.

## Parental Engagement

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

Reagan School has developed a strong partnership with the community it serves, where high expectations for academic standards, citizenship, community service, recreation, and traditional values are embraced and enveloped in the framework of a caring community. Opportunities for parent participation include, School Site Council, English Learner Advisory Committee, fundraising, classroom volunteers, lunchtime intramurals, music boosters, PTA (Parent Teacher Association), and Parenting Classes.

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)

The School Site Council at Reagan School helped to develop the school improvement plan, referred to as the Single School Plan of Achievement. The SSC also helps monitor the implementation of the plan, budget, and evaluation of the plan. The SSC is composed of the principal, learning director, three classroom teachers, and five parents of students attending Reagan Elementary.

## Funding

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

The majority of Title I funds is allocated to the support staff's salaries and benefits who assist Title I students. LCFF funds are allocated to help pay for our Learning director and support staff, with other monies budgeted for instructional materials and supplies needed to serve our student population based on the District's LCAP (Local Control Accountability Plan).

Fiscal support (EPC)

We are funded based on the Consolidated Application and through the Local Control Funding Formula.

# 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

Through the use of data from the annual parent survey, SSC meetings, parent teacher conferences, and staff surveys, input is gathered from all stakeholders. The information is gathered to provided us with a guide to develop and implement a student plan for our student achievement. This information will be provided to all stakeholders throughout the year to make sure that all student populations including subgroups are being met.

## Resource Inequities

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

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.15%	0.2%	%	1	1	
African American	0.3%	0.2%	0.16%	2	1	1
Asian	2.82%	3.2%	3.05%	19	21	19
Filipino	0.15%	%	0.16%	1		1
Hispanic/Latino	62.11%	64.8%	64.79%	418	420	403
Pacific Islander	0.15%	0.2%	0.16%	1	1	1
White	31.05%	28.4%	28.46%	209	184	177
Multiple/No Response	3.12%	2.9%	2.89%	21	19	18
	<b>Total Enrollment</b>			673	648	622

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 4	220	213	181
Grade 5	230	212	218
Grade 6	223	223	223
<b>Total Enrollment</b>	673	648	622

### Conclusions based on this data:

1. Our enrollment has decreased because of Covid-19.
2. We have lost some students to online school but they are beginning to return.
3. There is a low bubble of students currently in 5th grade but this has been the same with this cohort for every year of enrollment.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	53	68	63	7.9%	10.50%	10.1%
Fluent English Proficient (FEP)	101	83	62	15.0%	12.80%	10.0%
Reclassified Fluent English Proficient (RFEP)	15	2		23.8%	2.9%	

### Conclusions based on this data:

1. Our EL student numbers have been increasing over the last few years. The reclassification criteria is strict and with students missing school due to covid-19 we have seen fewer students being reclassified and becoming Long Term ELs.
2. With additional training from FCOE, our ELD teachers have been able to focus their teaching to align with and prepare students for the ELPAC test.

# 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			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 4	230	220	189	229	215	187	229	215	187	99.6	97.7	98.9
Grade 5	223	214	222	221	210	222	221	210	222	99.1	98.1	100.0
Grade 6	219	219	219	218	218	217	218	218	217	99.5	99.5	99.1
All Grades	672	653	630	668	643	626	668	643	626	99.4	98.5	99.4

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 4	2490.	2463.	2473.	31.00	23.26	27.27	28.82	25.12	26.20	19.21	22.33	20.32	20.96	29.30	26.20
Grade 5	2508.	2504.	2490.	19.46	19.52	18.47	37.56	35.24	29.28	19.00	19.05	22.07	23.98	26.19	30.18
Grade 6	2526.	2538.	2531.	17.43	22.94	21.20	29.36	26.15	29.49	29.36	30.73	29.95	23.85	20.18	19.35
All Grades	N/A	N/A	N/A	22.75	21.93	22.04	31.89	28.77	28.43	22.46	24.11	24.28	22.90	25.19	25.24

### 2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 4	31.58	18.14	20.86	46.49	63.72	60.96	21.93	18.14	18.18
Grade 5	23.98	19.05	15.77	50.68	65.24	63.96	25.34	15.71	20.27
Grade 6	17.89	18.81	19.82	45.41	59.63	59.45	36.70	21.56	20.74
All Grades	24.59	18.66	18.69	47.53	62.83	61.50	27.89	18.51	19.81

### 2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 4	26.32	14.49	17.11	55.26	62.62	59.36	18.42	22.90	23.53
Grade 5	27.15	20.57	11.26	51.58	52.15	61.26	21.27	27.27	27.48
Grade 6	22.12	25.35	17.51	55.30	51.61	59.45	22.58	23.04	23.04
All Grades	25.23	20.16	15.18	54.05	55.47	60.06	20.72	24.38	24.76

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 4	26.75	8.84	8.56	59.65	79.07	77.54	13.60	12.09	13.90
Grade 5	16.29	10.48	10.81	63.80	75.24	79.28	19.91	14.29	9.91
Grade 6	12.39	16.06	20.74	69.72	72.48	69.12	17.89	11.47	10.14
All Grades	18.59	11.82	13.58	64.32	75.58	75.24	17.09	12.60	11.18

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 4	30.70	12.09	19.25	49.12	75.81	65.24	20.18	12.09	15.51
Grade 5	29.41	19.05	18.47	49.32	61.90	63.51	21.27	19.05	18.02
Grade 6	25.69	26.15	19.35	52.75	61.01	67.28	21.56	12.84	13.36
All Grades	28.64	19.13	19.01	50.37	66.25	65.34	20.99	14.62	15.65

2019-20 Data:

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

**Conclusions based on this data:**

1. Students need to build their reading and test taking stamina. Teachers are using benchmark testing to expose students to testing rigor and build stamina.
2. Writing scores dropped from 18/19 to 20/21. Last year we were able to implement the writing units of study to improve writing and how students feel about it.

# 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			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 4	230	220	189	230	216	188	230	216	188	100	98.2	99.5
Grade 5	223	214	222	221	209	222	221	209	222	99.1	97.7	100.0
Grade 6	219	219	219	219	218	217	219	218	217	100	99.5	99.1
All Grades	672	653	630	670	643	627	670	643	627	99.7	98.5	99.5

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 4	2485.	2454.	2464.	23.04	11.57	14.36	27.39	28.24	25.53	29.57	33.33	34.57	20.00	26.85	25.53
Grade 5	2505.	2485.	2476.	19.00	13.88	9.91	22.62	18.18	19.37	35.29	33.49	31.53	23.08	34.45	39.19
Grade 6	2521.	2521.	2524.	15.98	17.43	18.43	19.63	19.27	20.74	39.27	31.65	35.94	25.11	31.65	24.88
All Grades	N/A	N/A	N/A	19.40	14.31	14.19	23.28	21.93	21.69	34.63	32.81	33.97	22.69	30.95	30.14

### 2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 4	35.65	15.28	15.96	32.17	53.70	59.04	32.17	31.02	25.00
Grade 5	23.08	10.53	8.11	43.44	52.63	50.00	33.48	36.84	41.89
Grade 6	22.37	17.89	15.67	40.18	49.54	58.06	37.44	32.57	26.27
All Grades	27.16	14.62	13.08	38.51	51.94	55.50	34.33	33.44	31.42

### 2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 4	26.96	11.11	15.43	44.35	53.24	54.79	28.70	35.65	29.79
Grade 5	18.55	11.00	13.06	54.75	60.77	52.25	26.70	28.23	34.68
Grade 6	17.35	12.84	16.59	51.60	58.72	53.92	31.05	28.44	29.49
All Grades	21.04	11.66	14.99	50.15	57.54	53.59	28.81	30.79	31.42

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 4	27.07	13.43	14.89	48.47	62.04	62.23	24.45	24.54	22.87
Grade 5	17.19	11.96	9.01	53.85	65.55	63.51	28.96	22.49	27.48
Grade 6	15.53	17.43	17.05	52.97	61.47	64.98	31.51	21.10	17.97
All Grades	20.03	14.31	13.56	51.72	62.99	63.64	28.25	22.71	22.81

2019-20 Data:

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

**Conclusions based on this data:**

1. We are working with FCOE to refine curriculum and find supplemental materials at the rigor needed to match how students are tested. We are focusing on breaking down the CAASPP test with a focus on reasoning and problem solving because that is 50% of the test.
2. Focus on performance tasks and being able to explain the why behind the answer. Through this we saw a significant increase in communicating reasoning which in the past had been an area of weakness.



# 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
4	1502.8	1495.1	1522.9	1497.2	1506.4	1530.0	1507.8	1483.2	1515.3	25	25	26
5	1503.1	1508.7	1512.5	1499.9	1502.5	1511.9	1505.4	1514.5	1512.5	14	18	24
6	1517.5	1519.5	1521.9	1517.2	1526.4	1534.8	1517.2	1512.2	1508.3	17	23	15
All Grades										56	66	65

### 2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
4	16.00	4.00	19.23	28.00	32.00	50.00	36.00	48.00	19.23	20.00	16.00	11.54	25	25	26
5	7.14	16.67	8.33	28.57	27.78	33.33	50.00	33.33	50.00	14.29	22.22	8.33	14	18	24
6	5.88	4.35	13.33	64.71	47.83	33.33	11.76	30.43	40.00	17.65	17.39	13.33	17	23	15
All Grades	10.71	7.58	13.85	39.29	36.36	40.00	32.14	37.88	35.38	17.86	18.18	10.77	56	66	65

### 2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
4	36.00	20.00	38.46	16.00	60.00	50.00	44.00	20.00	3.85	4.00	0.00	7.69	25	25	26
5	14.29	38.89	25.00	64.29	27.78	58.33	14.29	16.67	12.50	7.14	16.67	4.17	14	18	24
6	47.06	21.74	40.00	35.29	34.78	33.33	0.00	34.78	13.33	17.65	8.70	13.33	17	23	15
All Grades	33.93	25.76	33.85	33.93	42.42	49.23	23.21	24.24	9.23	8.93	7.58	7.69	56	66	65

### 2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
4	4.00	0.00	15.38	28.00	8.00	23.08	48.00	52.00	38.46	20.00	40.00	23.08	25	25	26
5	0.00	5.56	0.00	7.14	11.11	16.67	64.29	33.33	58.33	28.57	50.00	25.00	14	18	24
6	0.00	0.00	6.67	17.65	21.74	6.67	52.94	39.13	40.00	29.41	39.13	46.67	17	23	15
All Grades	1.79	1.52	7.69	19.64	13.64	16.92	53.57	42.42	46.15	25.00	42.42	29.23	56	66	65

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
4	28.00	24.00	76.92	48.00	76.00	15.38	24.00	0.00	7.69	25	25	26	
5	0.00	27.78	16.67	92.86	55.56	70.83	7.14	16.67	12.50	14	18	24	
6	29.41	8.70	26.67	47.06	69.57	46.67	23.53	21.74	26.67	17	23	15	
All Grades	21.43	19.70	43.08	58.93	68.18	43.08	19.64	12.12	13.85	56	66	65	

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
4	36.00	28.00	23.08	60.00	68.00	65.38	4.00	4.00	11.54	25	25	26	
5	50.00	50.00	54.17	42.86	33.33	33.33	7.14	16.67	12.50	14	18	24	
6	52.94	52.17	60.00	29.41	47.83	40.00	17.65	0.00	0.00	17	23	15	
All Grades	44.64	42.42	43.08	46.43	51.52	47.69	8.93	6.06	9.23	56	66	65	

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
4	8.00	0.00	3.85	56.00	52.00	69.23	36.00	48.00	26.92	25	25	26
5	0.00	11.11	0.00	50.00	33.33	62.50	50.00	55.56	37.50	14	18	24
6	0.00	0.00	6.67	35.29	39.13	13.33	64.71	60.87	80.00	17	23	15
All Grades	3.57	3.03	3.08	48.21	42.42	53.85	48.21	54.55	43.08	56	66	65

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
4	8.00	4.00	34.62	76.00	60.00	46.15	16.00	36.00	19.23	25	25	26
5	7.14	5.56	12.50	78.57	55.56	75.00	14.29	38.89	12.50	14	18	24
6	29.41	8.70	6.67	58.82	82.61	93.33	11.76	8.70	0.00	17	23	15
All Grades	14.29	6.06	20.00	71.43	66.67	67.69	14.29	27.27	12.31	56	66	65

2019-20 Data:

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

**Conclusions based on this data:**

1. We have more EL students then we have in the past. As they are at Reagan they can be considered long-term EL students depending when they started school in CA. The ability to exit the EL program becomes harder.
2. With the learning loss during covid we know that the EL students are the ones that suffered the most with less help at home in English.
3. We will take a closer look at ELlevation as a tool to better understand our EL students and meet their needs. (Use of the ELlevation dashboard and instructional strategies and videos.)

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
622	70.1	10.1	0.5
Total Number of Students enrolled in Ronald W. Reagan 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	63	10.1
Foster Youth	3	0.5
Homeless	19	3.1
Socioeconomically Disadvantaged	436	70.1
Students with Disabilities	71	11.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2
American Indian		
Asian	19	3.1
Filipino	1	0.2
Hispanic	403	64.8
Two or More Races	18	2.9
Pacific Islander	1	0.2
White	177	28.5

**Conclusions based on this data:**

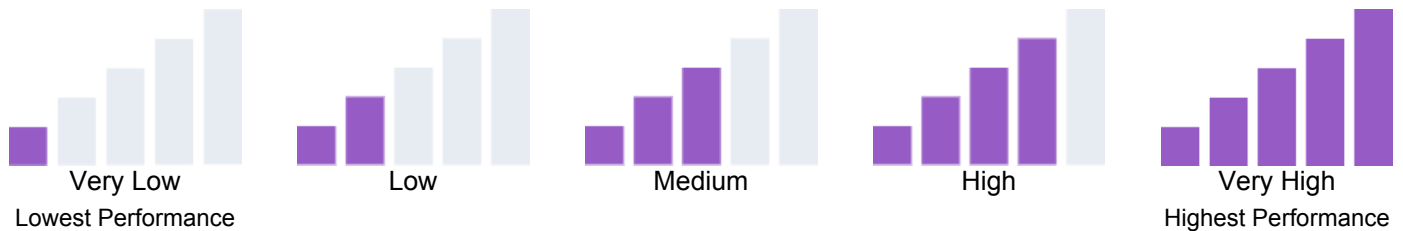
1. We teach using SIOP strategies to reach all learners.
2. We will consider the different cultures and how that may affect student learning.

# School and Student Performance Data

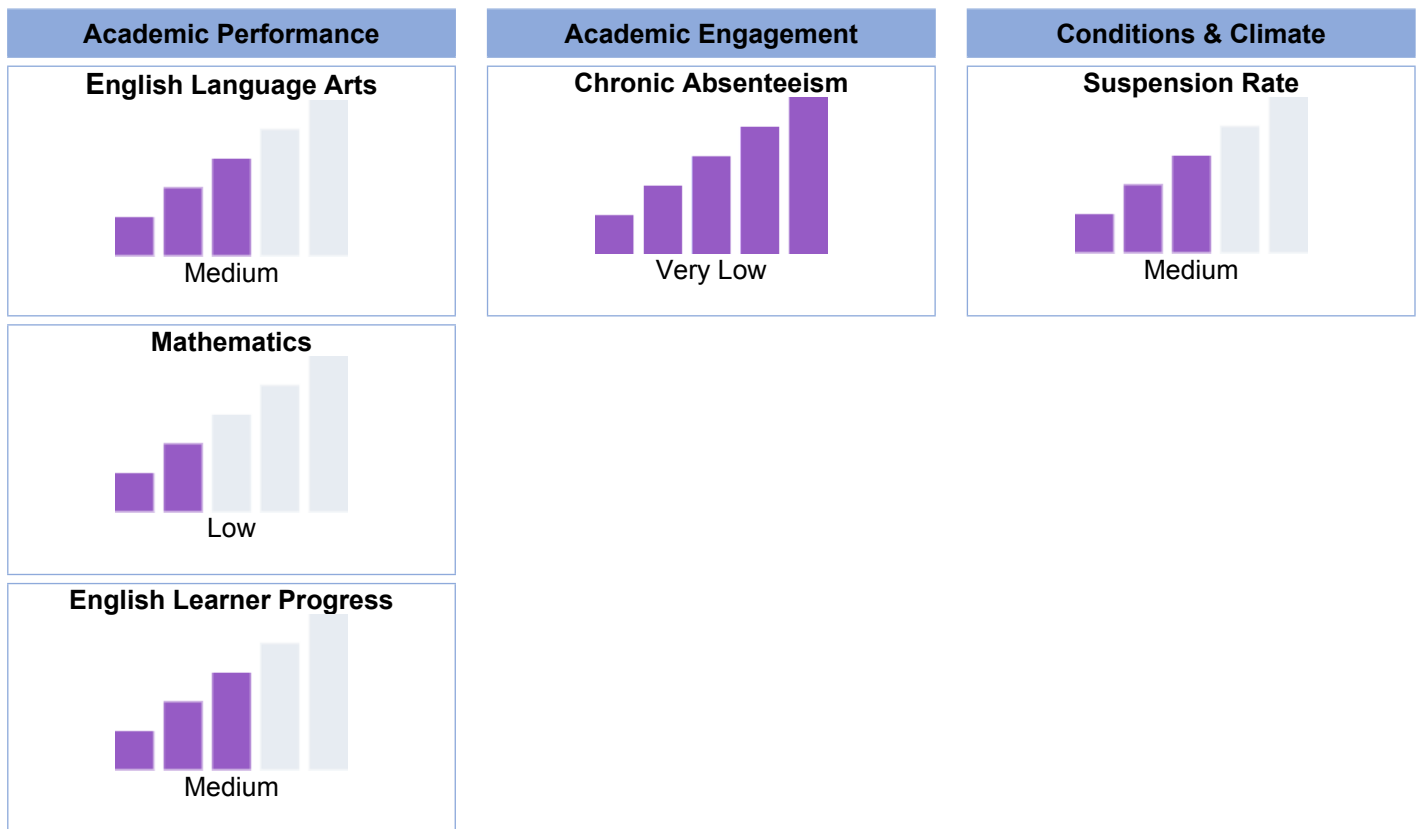
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

1. We used PBIS to reduce the amount of suspensions. We added student service support team members as well as All 4 Youth to help with behavior and academic problems. We also hired a BSA and counselor to help with behavior support daily.
2. Teachers spent 150 minutes weekly working with our ELL students to help them become proficient in English in a designated ELD classroom.

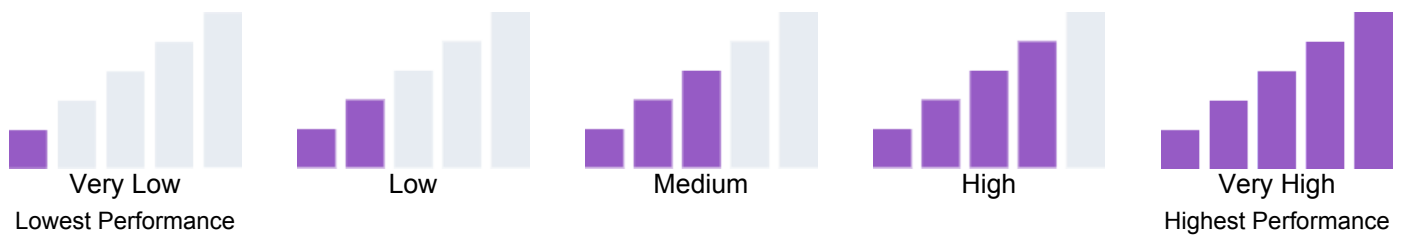
3. We are continuing to analyze our math and ELA scores to find ways to continue to improve. All teachers were required to attend monthly mathematics meetings to help develop their understanding of how to better teach math. All certificated staff received training on how to use state developed resources such as, Tools for Teachers, to support students with CAASPP testing.

# School and Student Performance Data

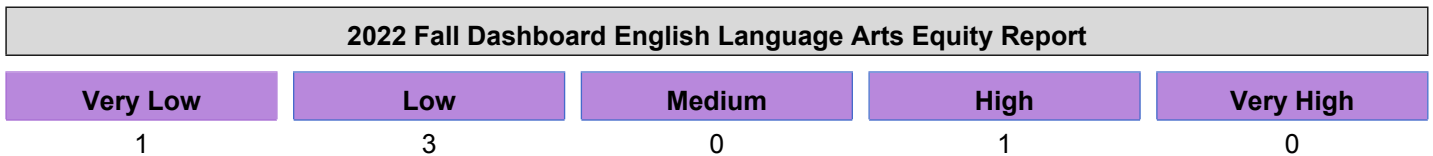
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

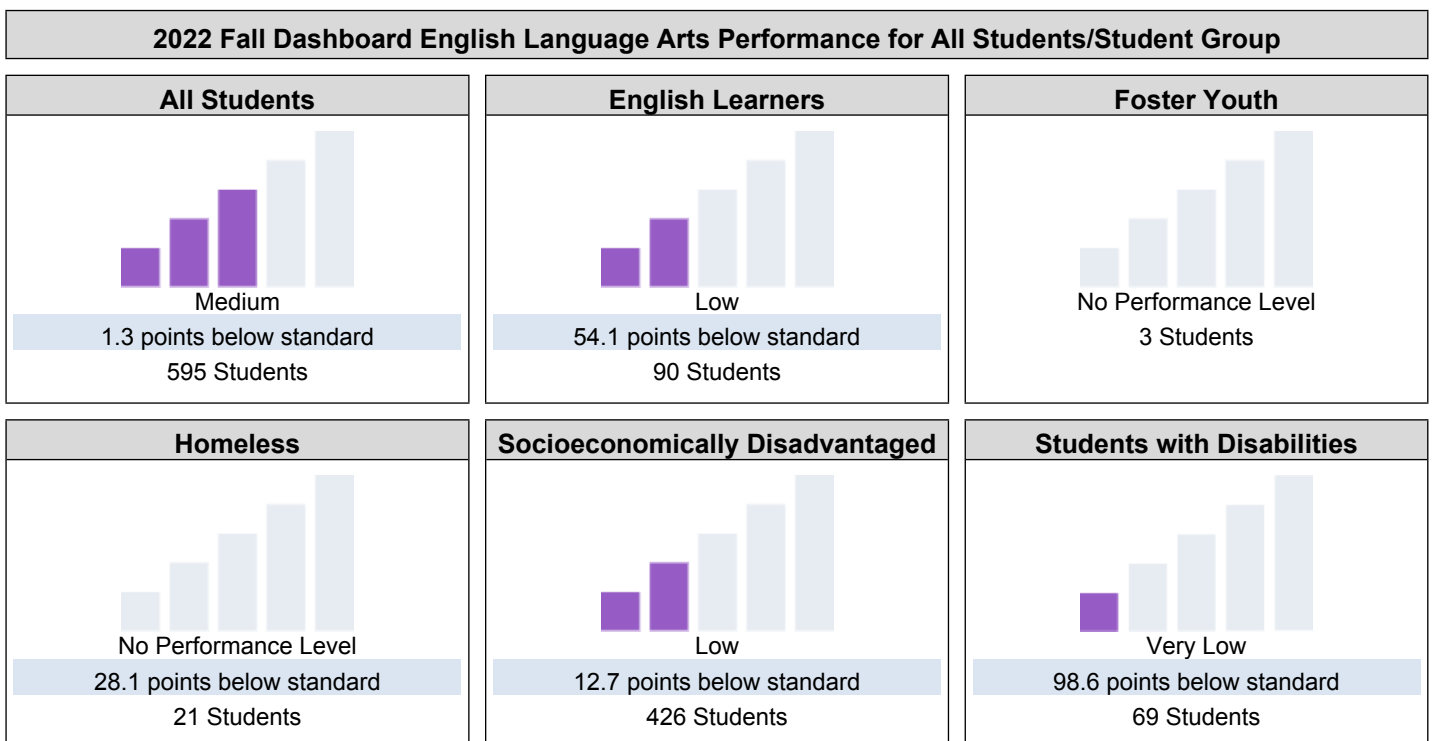
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

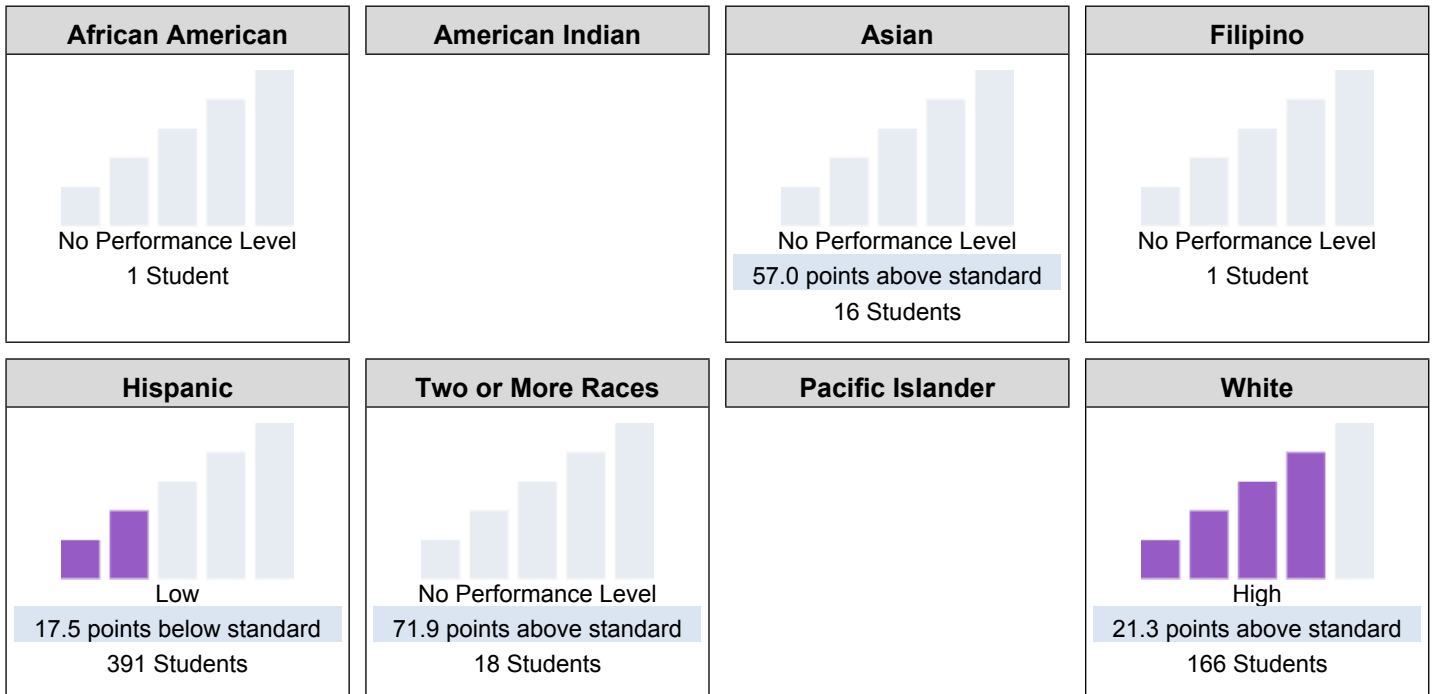


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in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





**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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.

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
84.7 points below standard 60 Students	7.0 points above standard 30 Students	6.3 points above standard 475 Students

**Conclusions based on this data:**

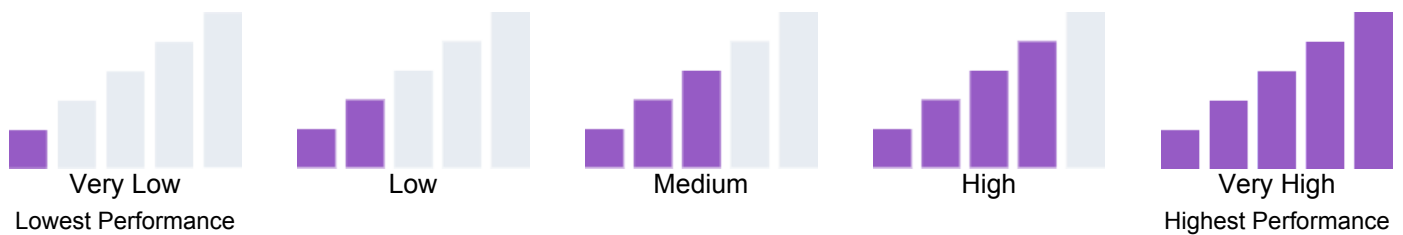
1. Students needing extra support receive RTI support with small group instruction inside the classroom and pull out support.
2. Intervention specialist are using push-in support RSP students during core instruction to help students who need extra support.
3. PRESS used during intervention to help the lowest struggling readers.

# School and Student Performance Data

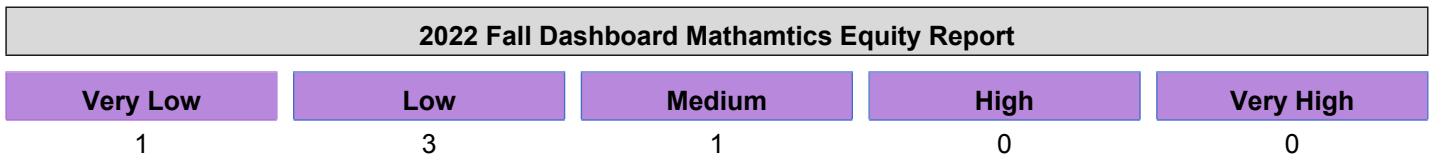
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

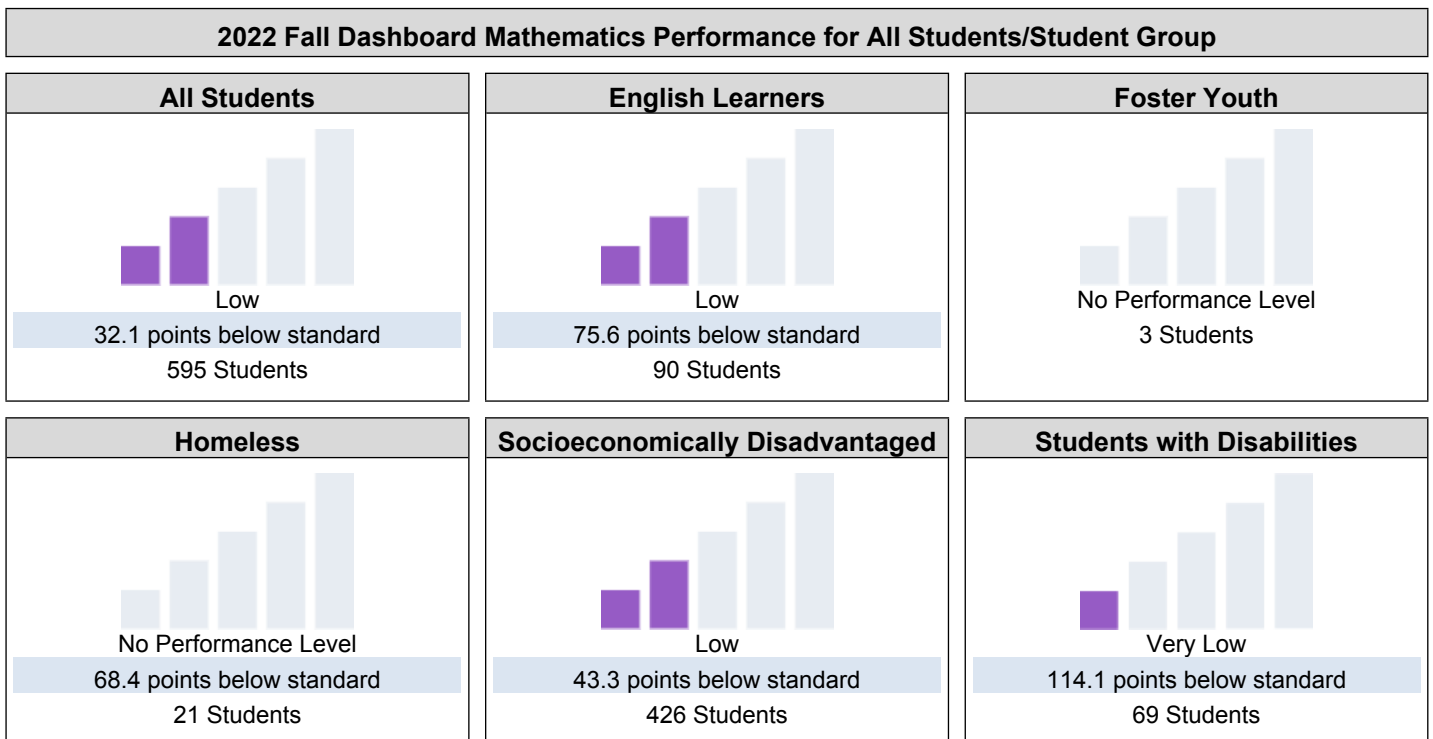
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



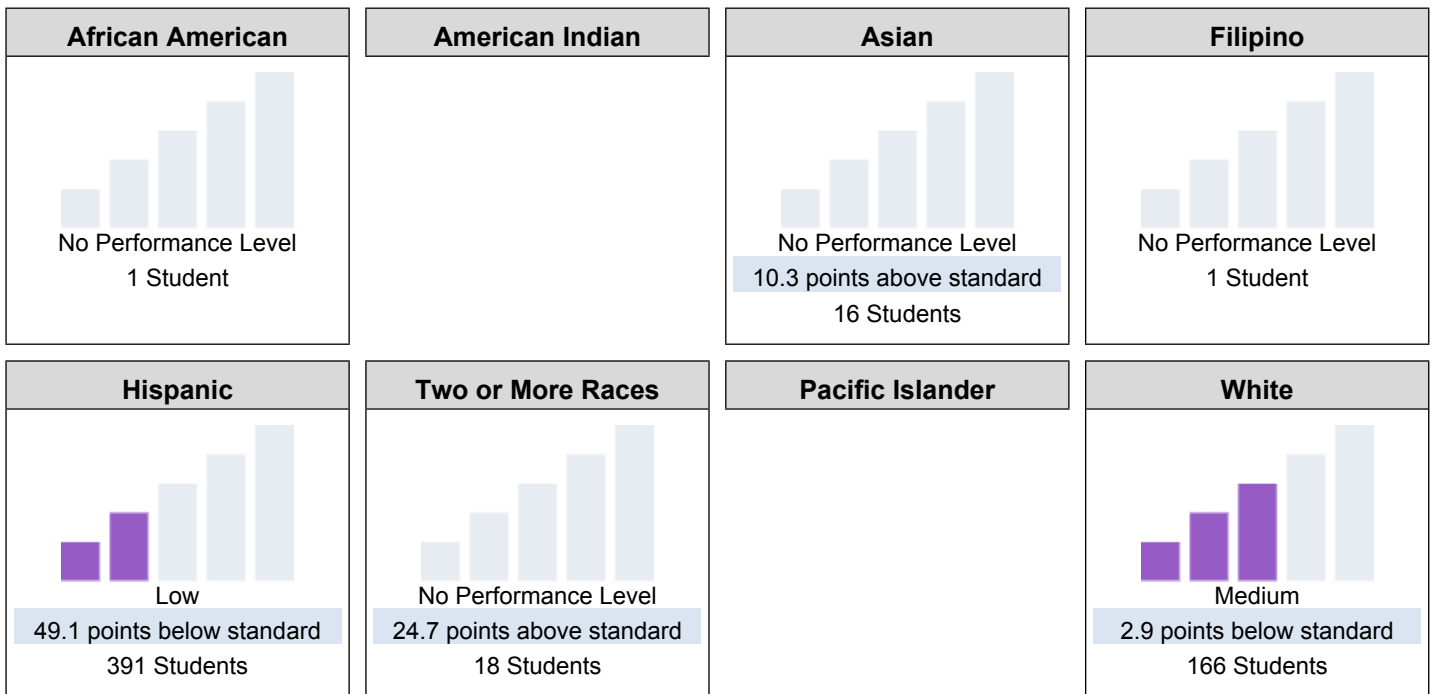
This section provides number of student groups in each level.



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.



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">105.6 points below standard</p> <p>60 Students</p>	<p style="background-color: #e6f2ff;">15.6 points below standard</p> <p>30 Students</p>	<p style="background-color: #e6f2ff;">27.1 points below standard</p> <p>475 Students</p>

**Conclusions based on this data:**

1. We are using FCSS to provide professional development to all teachers monthly on Wednesday flex days.
2. Using push-in supports into the classroom to support students who need the extra help.

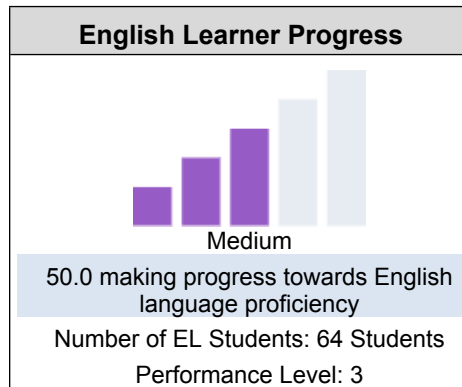
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 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.

### 2022 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
17.2%	32.8%	3.1%	46.9%

#### Conclusions based on this data:

1. Suspension rates for this subgroup declined significantly through PBIS.
2. Progress of EL students on the ELPAC test increased significantly due to consultation with county coaching and planning time for designated ELD teachers.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

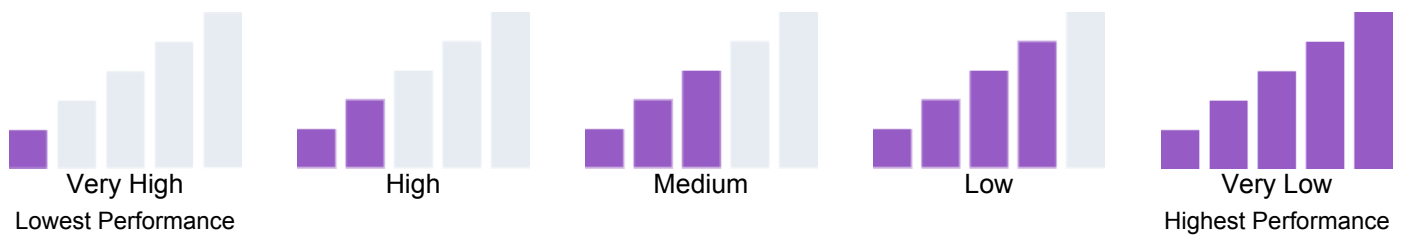
- 1.

# School and Student Performance Data

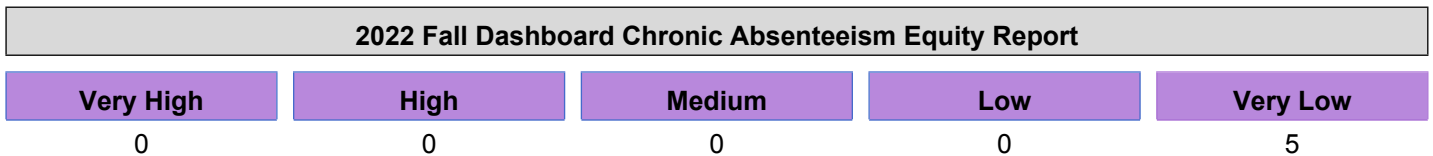
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

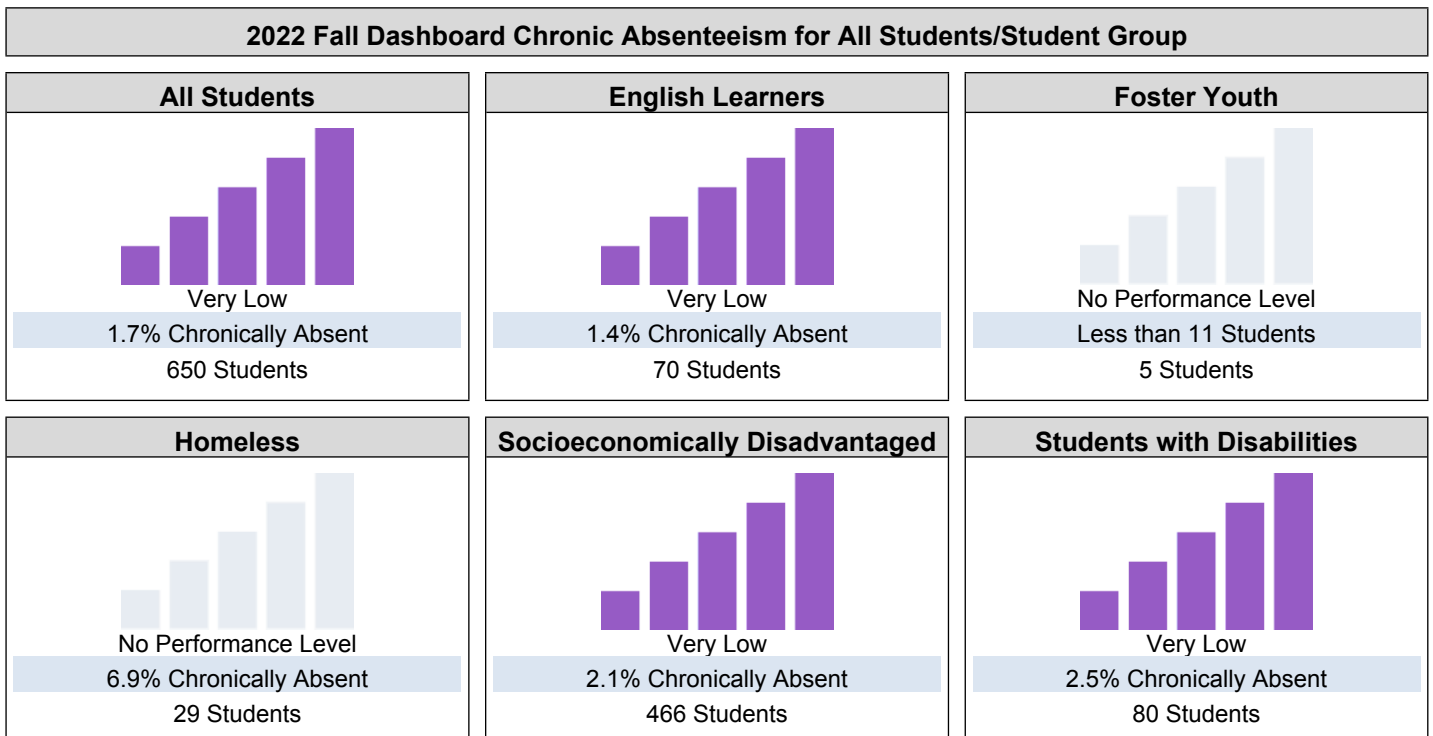
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



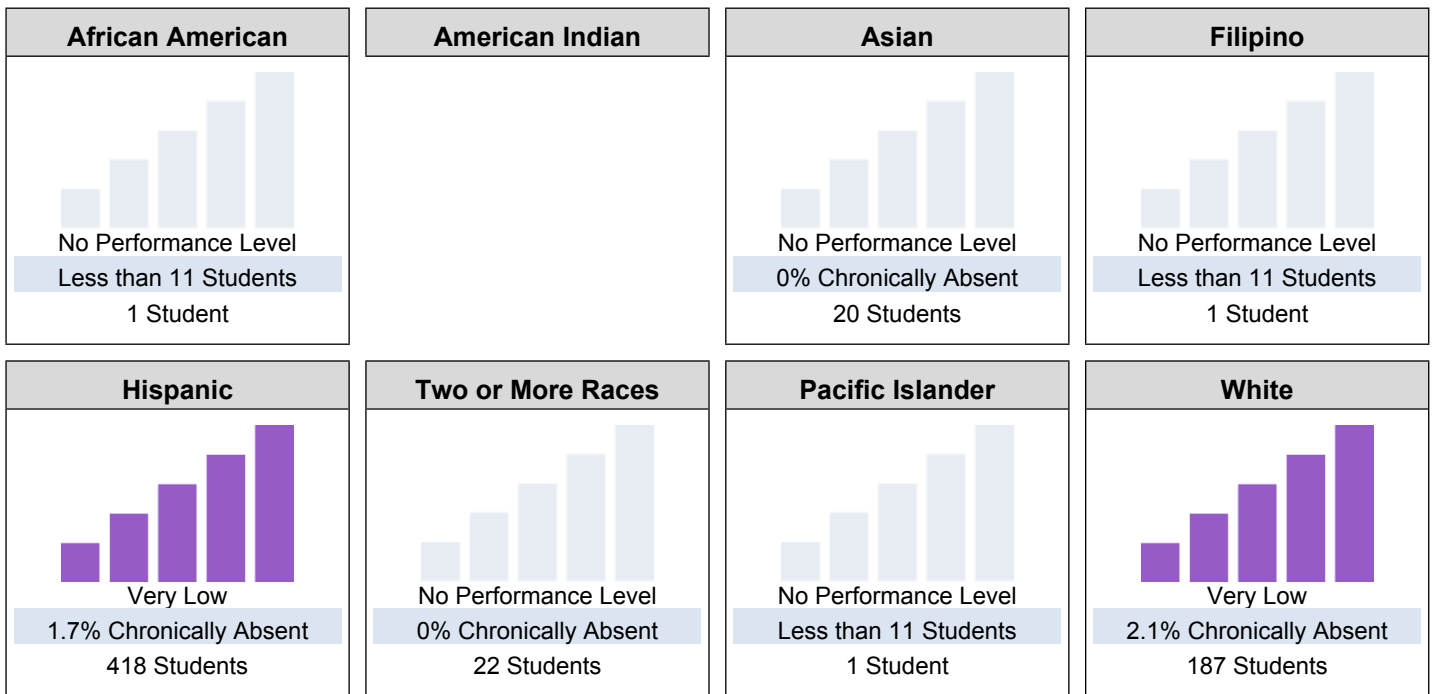
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. The contracts and SARB process are working to help students be at school.
2. Continue with site level parent meetings and SARB process.
3. When students are absent, they still have a chance to get instruction from a teacher after school with online homework help.

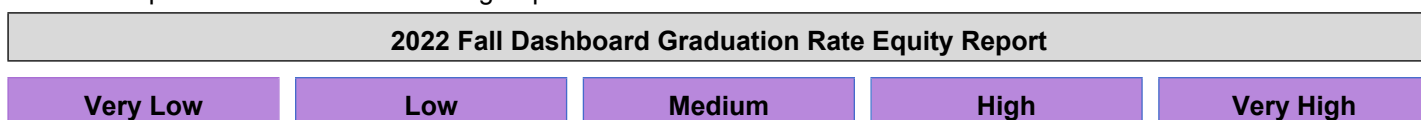
# School and Student Performance Data

## Academic Engagement Graduation Rate

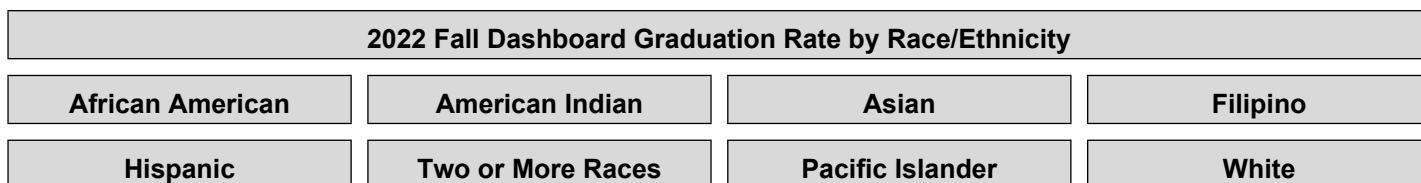
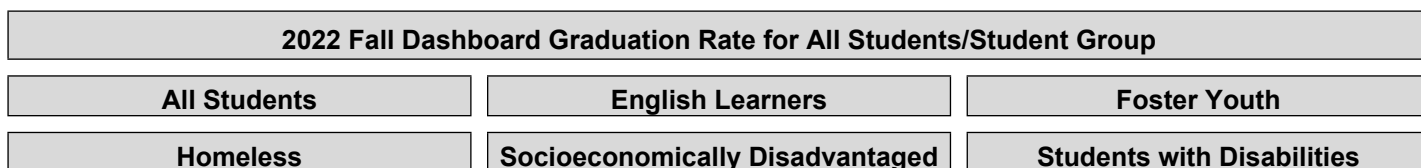
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low                      Low                      Medium                      High                      Very High  
 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.

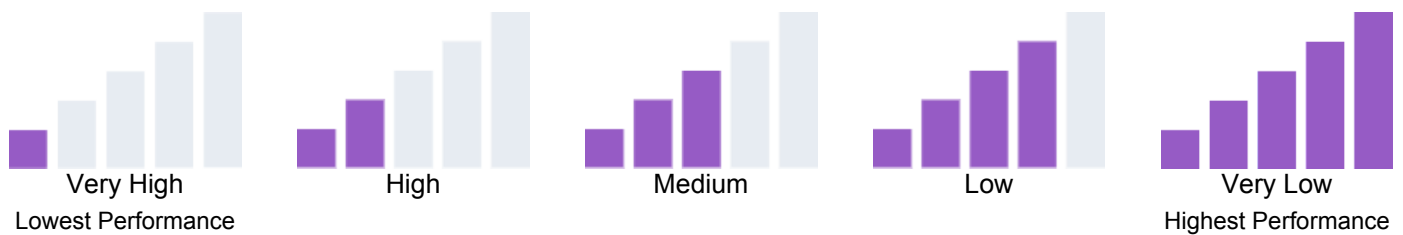


# School and Student Performance Data

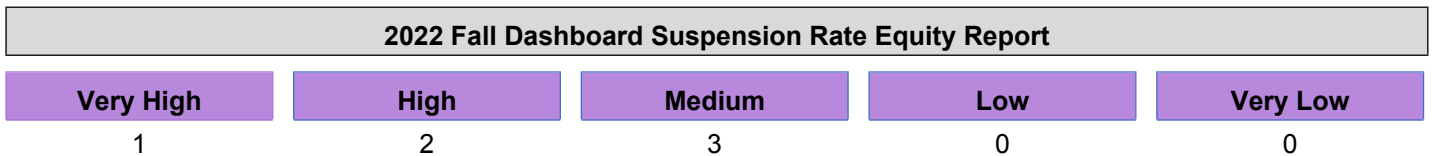
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

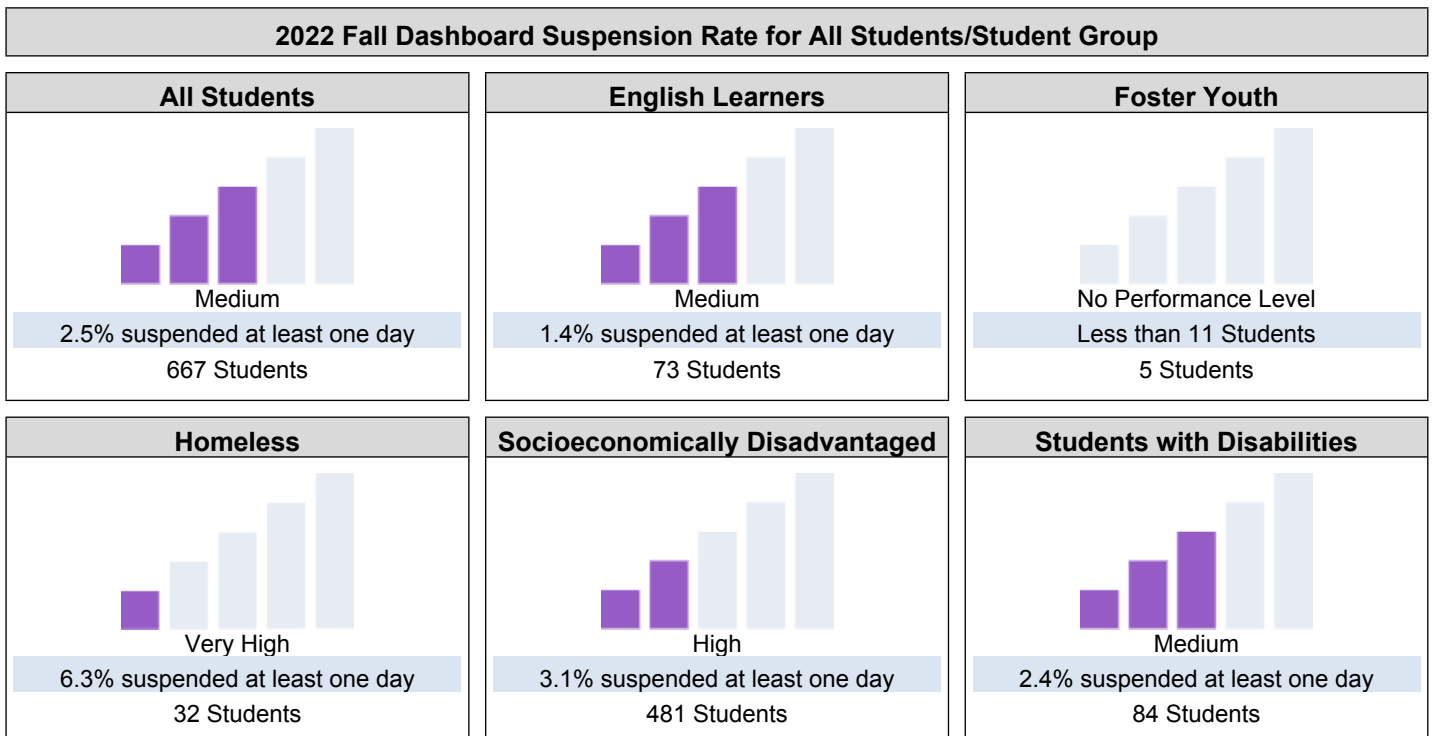
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



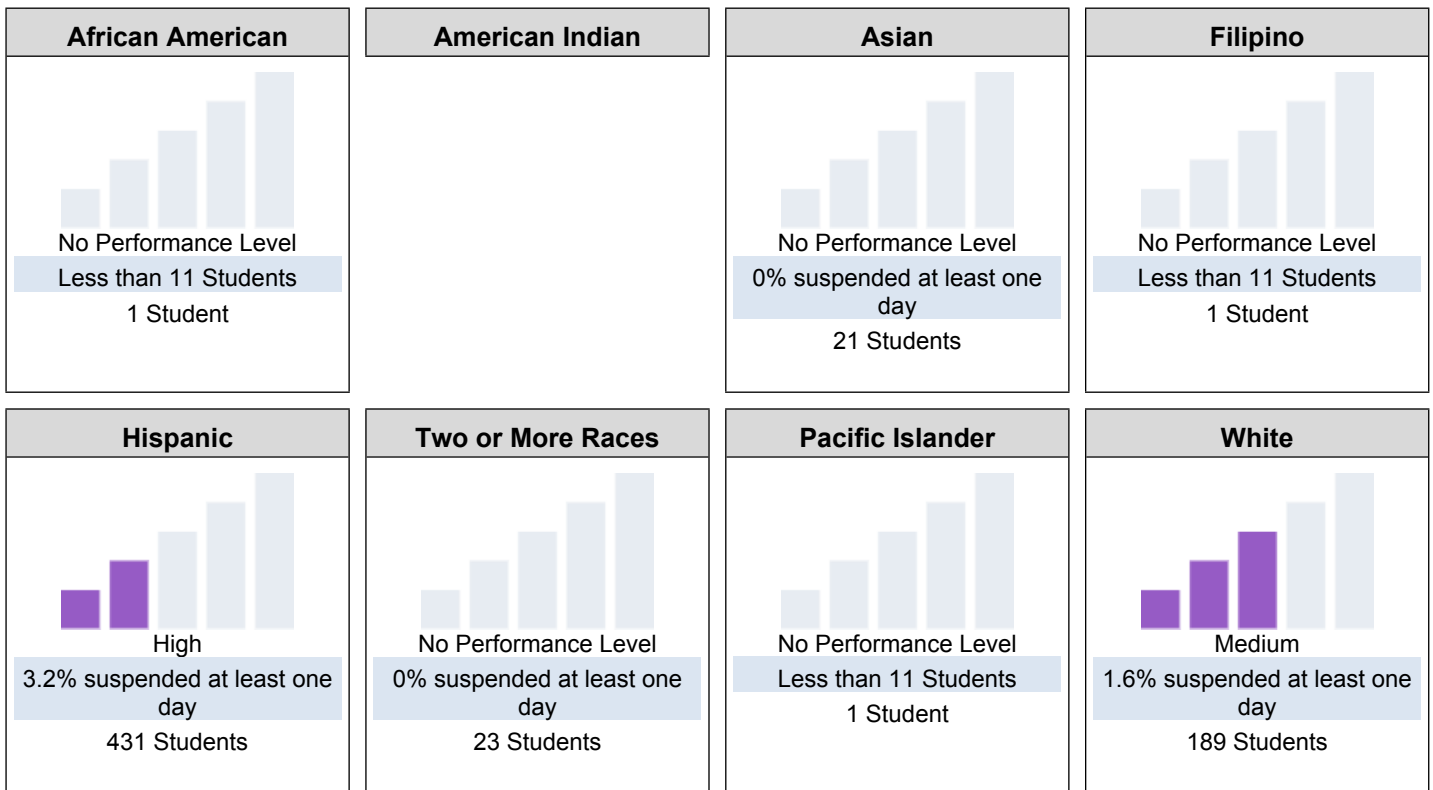
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. We are implementing PBIS to find alternative ways to discipline students other than suspension.
2. We have hired a behavior support aide to implement behavior academies.
3. We now have a school counselor on our site 3 days a week. Plans are to increase that to full time to help meet social/emotional needs that are increasing.

# 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 Development

## LEA/LCAP Goal

Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts. The district will operate with increasing efficiency and effectiveness in all areas of operation including the provision of high quality and well maintained facilities, provision of instructional materials, promotion of safe school environment and transportation.

## Goal 1

Over the course of one academic year all EL students will demonstrate growth and move toward reclassification as measured by the ELPAC, benchmark assessments, reading level, and teacher input.

## Identified Need

Our EL students are yellow on the dashboard on the ELA CAASPP test, which is not keeping up with our overall population which is at a green level.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	40% of our EL students are making progress towards English language proficiency	We will have 45% of our EL students making progress towards English language proficiency.

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)

EL population

### Strategy/Activity

Continue to Inservice SIOB Components:

Teachers will prepare lessons, build background, and provide comprehensible input to increase student achievement. Staff development for continuous improvement of practice. Teachers, principals, instructional aides, and district support personnel will all plan for and implement targeted instructional strategies for identified students. EL students will receive daily ELD instruction based on the ELD standards. Provide high quality curriculum and classroom supplies to provide access to a robust, well rounded education including STEAM.

Staff will participate in classroom observations/walk-throughs with a focus on the implementation of

the SIOP as the model for instruction.

Designated ELD time:

Students will focus on language acquisition through the use of a curriculum formed by teachers and the ELD coach Lisa Clark.

Learning Director acting as EL site coordinator for our EL population.

Clearly Identify RFEPs and long term ELs who have not reached proficiency on state tests and local assessments.

- Monitor RFEPs for 4 years
- Awareness of students and specific needs
- Targeted Instruction in ELD class and Deployment

### 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)
51,920.90	Title I 1000-1999: Certificated Personnel Salaries Learning director and school counselor salaries
116,178.05	Title I 2000-2999: Classified Personnel Salaries paraprofessional salaries
54,720.70	Title I 3000-3999: Employee Benefits
39,570.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries learning director salary
26,776.73	LCFF - Supplemental 2000-2999: Classified Personnel Salaries paraprofessional salaries
23,802.02	LCFF - Supplemental 3000-3999: Employee Benefits
34,338.00	Title I 5000-5999: Services And Other Operating Expenditures

	IXL,
0	

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

EL Students

**Strategy/Activity**

Involvement of staff, parents, and community:  
 a. annual parent/teacher conferences regarding ELPAC data and performance of standards  
 b. Communication to parents in home language

**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)
	None Specified None Specified Written goal of 100% attended parent conferences. Written copies of communication in Spanish and all phone communication home in home language.

**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**

Staff development and professional collaboration:  
 Regularly scheduled collaboration of grade levels

**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)

	None Specified None Specified Early release Wednesday to give teachers time to collaborate
	Title I 1000-1999: Certificated Personnel Salaries Extra time to plan, grade benchmarks, and learn new information. Teacher planning days. (see activity 1 for expenditure)
	Title I 3000-3999: Employee Benefits benefits for the subs for planning days (see activity 1 for expenditure)
62,259.98	LCFF - Supplemental 4000-4999: Books And Supplies supplies to update educational technology (printers, toner, elmos, library monitor) staff trainings, library books, STEAM, GATE etc...
2,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Conferences and travel for staff development

## 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

Monitoring program implementation and results:

- a) use of multiple measures of standards-based assessment data to inform instructional practice
- b) school site council monitoring of the School Plan for Student 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)

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

\*\*Due to covid, we do not have any longitudinal data to compare.

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

none

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.

# 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

Mathematics

## LEA/LCAP Goal

LCAP Goal 1: Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts.

The District will operate with increased efficiency and effectiveness in all areas of operation including the provision of high-quality and well-maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.

## Goal 2

Students below Exceeding Standard will move a minimum of 1 proficiency level in mathematics on the CAASPP.

## Identified Need

There were 52% of the our student population that nearly met or did not meet the standard on the math CAASPP test.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	53% of our students either met or exceeded the math CAASPP test in 2021-2022 which is a 7% decrease since covid.	40% of our students will either meet or exceed the math CAASPP test in 2022-2023

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

### Strategy/Activity

- The pacing guide will focus on the common core standards for mathematics and the mathematical processes.
- Teacher staff development and planning to align curriculum with math standards.
- Staff will participate in walk-throughs/observations



**Common Assessments:**

- Equal access to the curriculum
- Stay on the pacing guide
- Data collection that is consistent
- Consistent comparison of data in PLCs
- Identify Student Needs
- Sharing data provides an opportunity for professional development
- Teachers reflect on shared data and identify best instructional practices

Front load students with academic vocabulary and pre-teaching strategies while adhering to SLOP

- Familiar with content
- Builds Confidence
- Increased Participation

Progress Monitoring for Students not at Meets Standard

- All students succeed in moving towards Meeting the Standard
- Benchmark testing and progress monitoring of individual students not yet proficient

Math Focus:

Our staff will be going through professional development courses working with FCOE to focus on:

- increasing the rigor or classwork and test to match the SBAC
- focusing on going deeper instead of wider.
- working on math talks
- teaching conceptually
- priority standards
- target claim data

**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)

0

Source(s)

None Specified  
None Specified  
Teachers share data, lessons, and teaching strategies during PLC's and staff meetings.

**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

Technology for 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)

### 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

Differentiated Instruction:

- All students will succeed in moving toward meeting the 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)

0

Title I  
5000-5999: Services And Other Operating Expenditures  
IXL Site License for all subjects (See goal 1 for expenditures)

0

Lottery: Instructional Materials  
4000-4999: Books And Supplies  
7 teacher edulastic math assessment subscriptions (See goal 1 for expenditures)

0

Title I  
4000-4999: Books And Supplies  
library monitor (See goal 1 for expenditures)

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

#### Strategy/Activity

#### 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)

0

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

## Strategy/Activity

### 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)

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

\*\*Due to covid, we do not have any longitudinal data to compare.

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

None

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.

# 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

ELA

## LEA/LCAP Goal

LCAP Goal 1: Provide Professional Development that supports quality pedagogy/instructional planning and effective utilization of data to prepare all students for mastery of state standards - Area of Focus: English Language Arts/English Language Development Framework Implementation  
Provide professional development and additional support and services addressing the needs of the unduplicated student population.

## Goal 3

Students below Exceeded Standard will move a minimum of 1 proficiency band in ELA on the end of the year CAASPP.

## Identified Need

There were 49% of the our student population that nearly met or did not meet the standard on the ELA CAASPP test.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	50% of our students either met or exceeded the ELA CAASPP test in 2021-2022 which is a 1% decrease from the 2020-2021 school year.	55% of our students will either meet or exceed the ELA CAASPP test in 2022-2023.

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

### Strategy/Activity

- Small groups
- Ability to target specific students' needs
- Students engaged in learning
- Paraprofessionals used to help differentiate instruction

- walkthroughs, observations - focus on SIOP
- Meaningful use of data
- IXL
  - Updated library books.
  - Small groups working on specific standards based on testing data results
  - Teacher training regarding data analysis from formative and summative assessments through Illuminate
  - Specific standards retaught
  - Relearning/reflecting on standards
- Progress Monitoring for Students not at "Meeting Standard"
- All students succeed in moving towards Meeting the Standard
  - Benchmark testing and progress monitoring of individual students not yet proficient
  - Teacher Training
  - PD where they are planning/refining units and sharing best practices with the small group instruction.
- Intervention with para through PRESS for those students in fourth grade who are 2 or more grade levels below in reading.

**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)
0	
0	LCFF - Supplemental 4000-4999: Books And Supplies Updated library books (See expenditure in Goal 1)

**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

Integrate ELA throughout the curriculum / ELA in content areas

- Small groups working on specific standards based on interim assessments and Common Formative Assessments
- Authentic assessment
- Checking for understanding
- Increased reading skills
- Increased comprehension across the curriculum

Library selections to support ELA content  
Parent Involvement - Books given to families for family reading through Kingsburg Reads One Book Program

**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)

**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

IXL

- administration observation in the classroom and teachers using IXL effectively.
- Celebrate student achievement in class to keep motivation for students.
- Teachers monitor students progress in real time.
- Teachers assign targeted sub-skill practice

**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)

0

See Goal #1 for IXL License Expenditure

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**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)

### **Strategy/Activity 5**

#### **Students to be Served by this Strategy/Activity**

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

Strategy/Activity

#### **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)

## **Annual Review**

### **SPSA Year Reviewed: 2021-22**

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.

\*\*Due to covid, we do not have any longitudinal data to compare.

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

None

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.

# 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

Parent and Community Involvement and Safe School Climate

## LEA/LCAP Goal

LCAP Goal 4: Provide a positive, safe and welcoming school and district climate.

## Goal 4

Increase community and parent involvement at our school site by creating more opportunities for parents to be on campus, holding our SSC/ELAC meetings four times a year, and creating an effective school-to-home communication system to promote the success of all students. Continue the use of PBIS for positive behavior results. All students will be educated in a learning environment that is safe, drug-free, and conducive to learning. HONOR (Hard work On task Never give up Outstanding Respect) will be the schoolwide PBIS motto for students and staff to adhere to. Implementation of Ripple Effects for students who violate an HONOR expectation.

## Identified Need

Based on the dashboard data, we have a significant subgroup of students identified as homeless. Two of them were suspended during the 2021-2022 school year. We are going to train our staff on trauma informed practices to help identify student needs and root causes to meet the needs of this subgroup.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Surveys, SSC agenda and minutes, activities on campus with parents involved.	28% of parents felt like they did not have input in their child's education and or had no opportunities to participate in activities at school.	75% of parents to feel like they have input in their child's education and that we offer opportunities for for them to participate in activities at school.
Discipline records in Aeires.	In the 2021-22 school year we had 19 suspensions and 1 expulsion	In the 2022-2023 school year we will lower our suspensions by 2 students.

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

Strategy/Activity

- A) Continuation of PBIS
- B) Bully Prevention Program - Stop, Walk, Talk
- C) Location of hot spots as reported by incidents recorded in Aeries.net
- D) Staff meetings held monthly to inform staff of incidents on campus via Aeries.net
- E) HONOR Academies with Ripple Effects
- F) Watch DOGS Program
- G) Trauma Informed Training for teachers

**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)

0

Source(s)

LCFF - Supplemental  
4000-4999: Books And Supplies  
Vest for our watch dog volunteers (See goal 1 for expenditures)

**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

Purchasing or rewards/snack bar items and spirit wear masks for students who are earning HONOR slips for showing HONOR.  
Membership The Positivity Project - Promote Positive School Climate and Building Relationships  
Signage for our campus to promote behavior expectations  
Radios for all paras to keep communication open and students safe

**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)

0

Source(s)

District Funded  
5800: Professional/Consulting Services And Operating Expenditures

	The Positivity Project - Differentiated Project-based learning (PBL) Resources (See goal 1 for expenditures)
0	District Funded 5800: Professional/Consulting Services And Operating Expenditures Ripple Effects - behavior academies and social/emotional health (See goal 1 for expenditures)
0	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies items for HONOR snackbar (See goal 1 for expenditures)
0	LCFF - Supplemental 4000-4999: Books And Supplies new batteries and new walkie talkies for staff (See goal 1 for expenditures)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

Parents of all students

#### Strategy/Activity

Parent communication: Back to School Night, parent club, classroom volunteers, Open House, and all activities in the community

#### 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)

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

Our parent involvement has continued to be strong at Reagan. Our strategies were effective with PBIS because our suspensions have dropped significantly.

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

None

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.

No major changes will be made to this goal, as we continue to see strong parental support of our school.

# 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

GATE and extra curricular activities

## LEA/LCAP Goal

Goal 2: Provide Professional Development that supports quality pedagogy/instructional planning and effective utilization of data to prepare all students for mastery of state standards - Area of Focus: English Language Arts/English Language Development Framework Implementation. Provide professional development and additional supports and services addressing the needs of the unduplicated student population.

## Goal 5

To identify gifted and talented students, including those from diverse racial, socio-economic, linguistic, and cultural backgrounds, and provide high-quality differentiated opportunities for learning that meet the student's particular abilities and talents. Provide other opportunities for students to be successful at school through sports, clubs and extracurricular activities.

## Identified Need

Less than 50% of students are involved in activities that our extra curricular or outside of our normal school day.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Create well rounded and balanced students to be a vital part of the Kingsburg Community - We want to provide opportunities for 50% of our students to be involved in extracurricular or GATE programs.	We had about 45% of our students involved in some type of extra curricular activities in the 2018-2019 school year.	We would like to have 50% of our students involved in some type of extra curricular activities in the 2022-23 school year.

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)

GATE Students

Strategy/Activity

A) Identification of GATE Students based GATE test, CAASPP scores, reading level, and teacher recommendation.  
A) Provide high-quality materials for GATE students:  
Stipend for teachers - GATE

**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)

[Empty box for Amount(s)]

Other  
4000-4999: Books And Supplies materials for GATE (See goal 1 for expenditures)

[Empty box for Amount(s)]

District Funded  
1000-1999: Certificated Personnel Salaries stipend for GATE teachers (See goal 1 for expenditures)

**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

Provide materials and supplies and repairs in areas of Music, Athletics, High Achievers

Unit planning materials

Added a new music class for students who do not want to perform

After school classes for art and technology

Enrichment for students to apply what they are learning in the classroom in a hands on way.

**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)
	District Funded 4000-4999: Books And Supplies Band Books (See goal 1 for expenditures)
	Other 4000-4999: Books And Supplies Band Instruments, cleaning, and supplies (See goal 1 for expenditures)
	Other 4000-4999: Books And Supplies Equipment for sports and PE (See goal 1 for expenditures)
	Other 5000-5999: Services And Other Operating Expenditures make music subscription (See goal 1 for expenditures)
	LCFF 4000-4999: Books And Supplies Busses for field trips and entrance fees for the three grade levels (See goal 1 for expenditures)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### 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)

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

Our athletics, GATE program, and all other activities were a success as students had multiple opportunities to be involved

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

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will have a similar plan for the 2023-2024 school year.

# 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	\$166,670.32
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$411,566.38

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$257,157.65
Title IV Part A: Student Support and Academic Enrichment	\$0.00

Subtotal of additional federal funds included for this school: \$257,157.65

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 (\$)
	\$0.00
District Funded	\$0.00
LCFF - Supplemental	\$154,408.73
Lottery: Instructional Materials	\$0.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$154,408.73

Total of federal, state, and/or local funds for this school: \$411,566.38



# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

**Funding Source**

**Amount**

**Balance**

## Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	0.00
LCFF - Supplemental	154,408.73
Lottery: Instructional Materials	0.00
None Specified	0.00
Title I	257,157.65
Title IV Part A: Student Support and Academic Enrichment	0.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	91,490.90
2000-2999: Classified Personnel Salaries	142,954.78
3000-3999: Employee Benefits	78,522.72
4000-4999: Books And Supplies	62,259.98
5000-5999: Services And Other Operating Expenditures	36,338.00
5800: Professional/Consulting Services And Operating Expenditures	0.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	39,570.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	26,776.73
3000-3999: Employee Benefits	LCFF - Supplemental	23,802.02
4000-4999: Books And Supplies	LCFF - Supplemental	62,259.98
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,000.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	51,920.90
2000-2999: Classified Personnel Salaries	Title I	116,178.05
3000-3999: Employee Benefits	Title I	54,720.70
4000-4999: Books And Supplies	Title I	0.00
5000-5999: Services And Other Operating Expenditures	Title I	34,338.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	0.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	411,566.38
Goal 2	0.00
Goal 3	0.00
Goal 4	0.00

# School Site Council Membership

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

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

Name of Members	Role
Kari Larson	Parent or Community Member
Samantha Valenzuela	Parent or Community Member
Troy Holsenbake	Parent or Community Member
Vanessa Kelly	Parent or Community Member
Jennifer Allen	Parent or Community Member
Jodi Dias	Classroom Teacher
Tyler Williams	Classroom Teacher
Ben Manuszak	Classroom Teacher
Amie Rogers	Other School Staff
Kerry Pickrell	Principal

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 18, 2023.

Attested:



Principal, Kerry Pickrell on 5/18/23



SSC Chairperson, Vanessa Kelly on 5/25/23

# Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

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

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.



## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019