

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Alicia Reyes Elementary School	24-65771-6107908	May 14, 2024	June 11, 2024

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

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

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

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

This plan is being used by Alicia Reyes Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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# Plan Description

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

This plan is being used by Alicia Reyes Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

The School Plan for Student Achievement (SPSA) for Alicia Reyes Elementary is designed to meet Every Student Succeeds Act (ESSA) requirements. Each site identifies resource inequities, analyzes data, and isolates identified needs. From this work, Alicia Reyes Elementary creates goals and then selects actions and/or strategies to meet the goal. Alicia Reyes Elementary selects measurable outcomes to drive the actions. Alicia Reyes Elementary continuously meets with its Educational Partners throughout the year to provide updates and to gather input and feedback.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The SPSA is developed through partnerships with the site leadership team, the school site council, and the English Language Advisory Committee. The plan is reviewed periodically throughout the school year with the aforementioned educational partners. The plan is formally reviewed and adopted by the school board in June.”

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Alicia Reyes Elementary is not eligible for ATSI or CSI.

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

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

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

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

## Other Needs

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

Use of state and local assessments to modify instruction and improve student achievement (ESEA) include, but are not limited to: Data from state and local assessments including the California Assessment of Student Performance and Progress (CAASPP), Initial and Summative English Language Proficiency Assessments for California (ELPAC), District Progress Assessments (DPA), Oral Reading Fluency (ORF) using Acadience, Writing Performance Task (WPT), and teachers in professional learning communities (PLCs) is used to inform the principal's placement of students into tiered groups for appropriate interventions.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Alicia Reyes Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	0.18%	0	0	1
African American	4.54%	4.7%	3.36%	29	28	19
Asian	5.01%	4.7%	3.89%	32	28	22
Filipino	%	0%	%	0	0	
Hispanic/Latino	87.79%	88.26%	88.85%	561	526	502
Pacific Islander	0.16%	0.17%	0.18%	1	1	1
White	1.56%	0.84%	1.59%	10	5	9
Multiple/No Response	0.47%	0.5%	0.88%	3	3	5
<b>Total Enrollment</b>				639	596	565

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	100	89	69
Grade 1	93	76	77
Grade 2	75	91	75
Grade3	91	72	85
Grade 4	87	86	68
Grade 5	102	84	82
Grade 6	91	98	86
<b>Total Enrollment</b>	639	596	565

#### Conclusions based on this data:

1. There has been a decline of 53 students in the total student population between the 2020-2021 school year and the 2022-2023 school year.
2. Fourth grade had a decline in enrollment of 17 students between the 2020-2021 school year and the 2022-2023 school year.
3. The African American student group has had very little fluctuation in numbers with an average of 28 students.



# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	275	263	261	45.1%	44.3%	46.2%
Fluent English Proficient (FEP)	93	77	45	17.2%	15.0%	8.0%
Reclassified Fluent English Proficient (RFEP)	85	68		15.8%	13.7%	

### Conclusions based on this data:

1. There has been a steady but small decline in the number of English Learner students at Alicia Reyes from the 20-21 school year to the 22-23 school year from 291 students to 263 students.
2. There has been a decline in the number of Fluent English Proficient students at Alicia Reyes from the 20-21 school year to the 22-23 school year from 111 students to 77 students.
3. There has been a decline in the number of Reclassified Fluent English Proficient students at Alicia Reyes from the 20-21 school year to the 22-23 school year from 102 students to 68 students.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	95	88	71	0	87	71	0	87	71	0.0	98.9	100.0
Grade 4	102	89	84	0	89	83	0	89	83	0.0	100.0	98.8
Grade 5	93	99	88	0	97	88	0	97	88	0.0	98.0	100.0
Grade 6	72	91	101	0	90	98	0	90	98	0.0	98.9	97.0
All Grades	362	367	344	0	363	340	0	363	340	0.0	98.9	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2352.	2358.		5.75	4.23		11.49	14.08		24.14	23.94		58.62	57.75
Grade 4		2389.	2404.		2.25	4.82		23.60	14.46		21.35	30.12		52.81	50.60
Grade 5		2406.	2415.		4.12	3.41		15.46	21.59		10.31	17.05		70.10	57.95
Grade 6		2451.	2436.		5.56	2.04		14.44	14.29		24.44	26.53		55.56	57.14
All Grades	N/A	N/A	N/A		4.41	3.53		16.25	16.18		19.83	24.41		59.50	55.88

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		5.75	5.63		50.57	50.70		43.68	43.66
<b>Grade 4</b>		3.37	2.41		59.55	69.88		37.08	27.71
<b>Grade 5</b>		4.12	5.68		50.52	59.09		45.36	35.23
<b>Grade 6</b>		6.67	3.06		35.56	39.80		57.78	57.14
<b>All Grades</b>		4.96	4.12		49.04	54.41		46.01	41.47

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<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		1.15	7.04		49.43	43.66		49.43	49.30
<b>Grade 4</b>		2.25	2.41		47.19	56.63		50.56	40.96
<b>Grade 5</b>		6.19	3.41		38.14	45.45		55.67	51.14
<b>Grade 6</b>		4.44	4.08		41.11	34.69		54.44	61.22
<b>All Grades</b>		3.58	4.12		43.80	44.71		52.62	51.18

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<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		2.30	5.63		72.41	66.20		25.29	28.17
<b>Grade 4</b>		2.25	8.43		70.79	65.06		26.97	26.51
<b>Grade 5</b>		3.09	6.82		69.07	51.14		27.84	42.05
<b>Grade 6</b>		13.33	4.08		62.22	73.47		24.44	22.45
<b>All Grades</b>		5.23	6.18		68.60	64.12		26.17	29.71

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 3</b>		4.60	4.23		55.17	67.61		40.23	28.17
<b>Grade 4</b>		5.62	7.23		61.80	60.24		32.58	32.53
<b>Grade 5</b>		3.09	5.68		42.27	55.68		54.64	38.64
<b>Grade 6</b>		4.44	3.06		58.89	58.16		36.67	38.78
<b>All Grades</b>		4.41	5.00		54.27	60.00		41.32	35.00

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**Conclusions based on this data:**

1. The overall percentage of students who Met or Exceeded the English Language Arts standards was 19.71 percent during the 2022- 2023 school year.
2. Students at Alicia Reyes demonstrated a relative strength in the area of listening domain compared to the other domains, with 74.78 percent at , near. or above standard.
3. Fifth grade students had the most significant growth with 25 percent of the students meeting or exceeding the standard during the 2022-2023 school year, compared to 19.58 percent during the 2021-2022 school year.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	95	88	71	0	87	71	0	87	71	0.0	98.9	100.0
Grade 4	102	89	84	0	89	83	0	89	83	0.0	100.0	98.8
Grade 5	93	99	88	0	97	88	0	97	88	0.0	98.0	100.0
Grade 6	72	91	101	0	90	98	0	90	98	0.0	98.9	97.0
All Grades	362	367	344	0	363	340	0	363	340	0.0	98.9	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2373.	2374.		2.30	1.41		17.24	22.54		27.59	22.54		52.87	53.52
Grade 4		2401.	2425.		1.12	4.82		12.36	19.28		35.96	30.12		50.56	45.78
Grade 5		2400.	2415.		2.06	2.27		6.19	10.23		17.53	20.45		74.23	67.05
Grade 6		2419.	2419.		1.11	0.00		8.89	8.16		15.56	18.37		74.44	73.47
All Grades	N/A	N/A	N/A		1.65	2.06		11.02	14.41		23.97	22.65		63.36	60.88

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.75	1.41		50.57	50.70		43.68	47.89
Grade 4		3.37	8.43		40.45	43.37		56.18	48.19
Grade 5		3.09	3.41		18.56	35.23		78.35	61.36
Grade 6		3.33	3.06		26.67	21.43		70.00	75.51
All Grades		3.86	4.12		33.61	36.47		62.53	59.41

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.45	9.86		42.53	47.89		54.02	42.25
Grade 4		0.00	2.41		43.82	50.60		56.18	46.99
Grade 5		2.06	2.27		32.99	39.77		64.95	57.95
Grade 6		0.00	0.00		30.00	43.88		70.00	56.12
All Grades		1.38	3.24		37.19	45.29		61.43	51.47

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.05	4.23		56.32	57.75		35.63	38.03
Grade 4		3.37	6.02		39.33	55.42		57.30	38.55
Grade 5		0.00	2.27		47.42	40.91		52.58	56.82
Grade 6		3.33	1.02		48.89	52.04		47.78	46.94
All Grades		3.58	3.24		47.93	51.18		48.48	45.59

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

#### Conclusions based on this data:

1. The overall percentage of students who Met or Exceeded the Mathematics standards was 16.47 percent during the 2022-2023 school year.
2. Students at Alicia Reyes demonstrated a relative strength in the area of Communicating Reasoning compared to the other domains, with a combined percentage of 54.42% At or Near Standard and Above Standard.
3. Fourth grade students had the most significant growth with 24.10 percent of the students meeting or exceeding the standard during the 2022-2023 school year, compared to 13.48 percent during the 2021-2022 school year.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://EnglishLanguageProficiencyAssessmentsforCalifornia.org) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1395.6	1417.7	1397.9	1409.8	1426.2	1402.9	1362.1	1397.3	1386.3	54	43	39
<b>1</b>	1431.3	1393.2	1428.4	1446.9	1409.7	1447.4	1415.3	1376.2	1408.9	44	43	37
<b>2</b>	1467.5	1459.6	1451.7	1482.2	1462.1	1459.8	1452.3	1456.7	1442.9	45	37	46
<b>3</b>	1464.3	1480.0	1484.7	1462.4	1484.7	1485.5	1465.6	1474.8	1483.4	43	41	37
<b>4</b>	1477.3	1490.1	1516.1	1483.3	1490.2	1515.2	1470.9	1489.7	1516.5	52	39	39
<b>5</b>	1492.8	1513.8	1533.3	1489.9	1525.9	1532.6	1495.1	1501.1	1533.6	36	48	37
<b>6</b>	1517.5	1509.0	1526.2	1525.6	1510.1	1525.6	1509.0	1507.5	1526.3	21	33	39
<b>All Grades</b>										295	284	274

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	7.41	4.65	5.13	20.37	27.91	23.08	42.59	58.14	41.03	29.63	9.30	30.77	54	43	39
<b>1</b>	6.82	0.00	0.00	22.73	9.30	29.73	40.91	41.86	45.95	29.55	48.84	24.32	44	43	37
<b>2</b>	6.67	0.00	6.52	35.56	27.03	21.74	44.44	64.86	45.65	13.33	8.11	26.09	45	37	46
<b>3</b>	6.98	7.32	5.41	18.60	34.15	40.54	34.88	39.02	43.24	39.53	19.51	10.81	43	41	37
<b>4</b>	0.00	7.69	25.64	21.15	41.03	48.72	53.85	20.51	23.08	25.00	30.77	2.56	52	39	39
<b>5</b>	5.56	18.75	29.73	19.44	25.00	29.73	47.22	41.67	27.03	27.78	14.58	13.51	36	48	37
<b>6</b>	14.29	6.06	10.26	38.10	24.24	46.15	38.10	57.58	41.03	9.52	12.12	2.56	21	33	39
<b>All Grades</b>	6.10	6.69	11.68	24.07	26.76	33.94	43.73	45.77	38.32	26.10	20.77	16.06	295	284	274

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	12.96	9.30	2.56	20.37	39.53	25.64	40.74	44.19	38.46	25.93	6.98	33.33	54	43	39
<b>1</b>	9.09	4.65	13.51	47.73	16.28	45.95	25.00	44.19	27.03	18.18	34.88	13.51	44	43	37
<b>2</b>	26.67	10.81	13.04	35.56	37.84	36.96	33.33	43.24	34.78	4.44	8.11	15.22	45	37	46
<b>3</b>	11.63	21.95	24.32	37.21	41.46	56.76	23.26	21.95	13.51	27.91	14.63	5.41	43	41	37
<b>4</b>	11.54	23.08	41.03	42.31	43.59	51.28	34.62	12.82	5.13	11.54	20.51	2.56	52	39	39
<b>5</b>	13.89	43.75	40.54	44.44	39.58	40.54	30.56	12.50	10.81	11.11	4.17	8.11	36	48	37
<b>6</b>	28.57	18.18	30.77	42.86	48.48	46.15	19.05	27.27	23.08	9.52	6.06	0.00	21	33	39
<b>All Grades</b>	15.25	19.37	23.36	37.63	37.68	43.07	30.85	29.23	22.26	16.27	13.73	11.31	295	284	274

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	3.70	4.65	5.13	12.96	18.60	17.95	44.44	62.79	48.72	38.89	13.95	28.21	54	43	39
<b>1</b>	2.27	0.00	0.00	13.64	9.30	21.62	34.09	25.58	27.03	50.00	65.12	51.35	44	43	37
<b>2</b>	2.22	0.00	4.35	26.67	21.62	13.04	33.33	48.65	36.96	37.78	29.73	45.65	45	37	46
<b>3</b>	0.00	2.44	5.41	13.95	14.63	13.51	37.21	48.78	51.35	48.84	34.15	29.73	43	41	37
<b>4</b>	0.00	2.56	7.69	1.92	17.95	30.77	40.38	28.21	43.59	57.69	51.28	17.95	52	39	39
<b>5</b>	2.78	0.00	16.22	8.33	20.83	16.22	36.11	33.33	45.95	52.78	45.83	21.62	36	48	37
<b>6</b>	0.00	0.00	2.56	4.76	12.12	33.33	47.62	45.45	30.77	47.62	42.42	33.33	21	33	39
<b>All Grades</b>	1.69	1.41	5.84	12.20	16.55	20.80	38.64	41.55	40.51	47.46	40.49	32.85	295	284	274

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	5.56	16.28	15.38	75.93	74.42	48.72	18.52	9.30	35.90	54	43	39
<b>1</b>	27.27	9.30	37.84	63.64	72.09	54.05	9.09	18.60	8.11	44	43	37
<b>2</b>	20.00	13.51	19.57	73.33	81.08	69.57	6.67	5.41	10.87	45	37	46
<b>3</b>	11.63	29.27	10.81	55.81	60.98	81.08	32.56	9.76	8.11	43	41	37
<b>4</b>	30.77	30.77	35.90	48.08	53.85	64.10	21.15	15.38	0.00	52	39	39
<b>5</b>	13.89	16.67	35.14	80.56	75.00	59.46	5.56	8.33	5.41	36	48	37
<b>6</b>	19.05	9.09	25.64	80.95	75.76	64.10	0.00	15.15	10.26	21	33	39
<b>All Grades</b>	18.31	17.96	25.55	66.78	70.42	63.14	14.92	11.62	11.31	295	284	274

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	14.81	6.98	2.56	42.59	81.40	66.67	42.59	11.63	30.77	54	43	39
<b>1</b>	11.36	2.33	13.51	65.91	51.16	56.76	22.73	46.51	29.73	44	43	37
<b>2</b>	28.89	13.51	13.04	66.67	70.27	65.22	4.44	16.22	21.74	45	37	46
<b>3</b>	27.91	51.22	32.43	39.53	21.95	59.46	32.56	26.83	8.11	43	41	37
<b>4</b>	26.92	30.77	53.85	57.69	43.59	43.59	15.38	25.64	2.56	52	39	39
<b>5</b>	22.22	68.75	62.16	55.56	25.00	29.73	22.22	6.25	8.11	36	48	37
<b>6</b>	57.14	48.48	51.28	33.33	39.39	46.15	9.52	12.12	2.56	21	33	39
<b>All Grades</b>	24.41	32.04	32.12	52.88	47.18	52.92	22.71	20.77	14.96	295	284	274

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	3.70	4.65	5.13	59.26	88.37	74.36	37.04	6.98	20.51	54	43	39
<b>1</b>	6.82	4.65	5.41	43.18	23.26	35.14	50.00	72.09	59.46	44	43	37
<b>2</b>	11.11	0.00	6.52	48.89	72.97	39.13	40.00	27.03	54.35	45	37	46
<b>3</b>	2.33	0.00	0.00	44.19	36.59	48.65	53.49	63.41	51.35	43	41	37
<b>4</b>	0.00	2.56	5.13	40.38	51.28	64.10	59.62	46.15	30.77	52	39	39
<b>5</b>	2.78	4.17	18.92	36.11	43.75	48.65	61.11	52.08	32.43	36	48	37
<b>6</b>	0.00	0.00	5.13	23.81	33.33	35.90	76.19	66.67	58.97	21	33	39
<b>All Grades</b>	4.07	2.46	6.57	44.41	50.00	49.27	51.53	47.54	44.16	295	284	274

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	14.81	16.28	23.08	42.59	60.47	48.72	42.59	23.26	28.21	54	43	39
<b>1</b>	2.27	0.00	0.00	52.27	48.84	72.97	45.45	51.16	27.03	44	43	37
<b>2</b>	4.44	5.41	8.70	55.56	72.97	50.00	40.00	21.62	41.30	45	37	46
<b>3</b>	2.33	2.44	8.11	58.14	80.49	83.78	39.53	17.07	8.11	43	41	37
<b>4</b>	0.00	5.13	33.33	63.46	53.85	61.54	36.54	41.03	5.13	52	39	39
<b>5</b>	0.00	6.25	27.03	80.56	62.50	62.16	19.44	31.25	10.81	36	48	37
<b>6</b>	0.00	6.06	20.51	95.24	81.82	69.23	4.76	12.12	10.26	21	33	39
<b>All Grades</b>	4.07	5.99	17.15	60.34	65.14	63.50	35.59	28.87	19.34	295	284	274

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. The majority of English Learners at Alicia Reyes performed at Level 3 of Oral Language Proficiency during the 2022-23 school year, with a percentage of 43.07
2. The majority of English Learners at Alicia Reyes performed at a Level 2 of Written Language Proficiency during the 2022-23 school year, with a percentage of 40.51%.
3. The majority of English Learners at Alicia Reyes performed in the Somewhat/Moderately Performance Level in all domains during the 2022-23 school year, with the following percentages Listening 63.14% Speaking 52.92%, Reading 49.27%; and Writing 63.5%.

# School and Student Performance Data

## California School Dashboard Student Population

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

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

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

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>596</b>	<b>93.5</b>	<b>43.6</b>	<b>0.5</b>
Total Number of Students enrolled in Alicia Reyes Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	260	43.6
Foster Youth	3	0.5
Homeless	5	0.8
Socioeconomically Disadvantaged	557	93.5
Students with Disabilities	37	6.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	28	4.7
Asian	28	4.7
Hispanic	526	88.3
Two or More Races	3	0.5
Pacific Islander	1	0.2
White	5	0.8

### Conclusions based on this data:

- The majority of students at Alicia Reyes, during the 2022-23 school year, were in the Socioeconomically Disadvantaged student group, 557 out of 596, 93.5%.

2. The Majority of students at Alicia Reyes, during the 2022-2023 school year, were of Hispanic Ethnicity, 526 out of 596, 88.3%.
3. The number of English learners at Alicia Reyes, during the 2022-2023 school year, was 260 out of 596, 43.6%.

# School and Student Performance Data

## Overall Performance

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

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

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



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Yellow		
<b>English Learner Progress</b>  Green		

#### Conclusions based on this data:

1. Overall, Alicia Reyes was at the Medium Level of performance on the dashboard for Chronic Absenteeism and Mathematics, during the 2022-23 school year.
2. Overall, Alicia Reyes was at the High level of performance on the dashboard for English Learner Progress and Suspension Rate, during the 2022-23 school year.

3. Overall, Alicia Reyes was at the Low (orange) level of performance on the dashboard for English Language Arts, during the 2022-23 school year.

# School and Student Performance Data

## Academic Performance English Language Arts

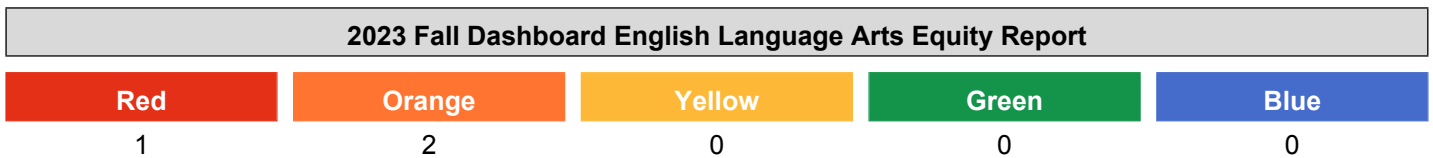
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>80.8 points below standard</p> <p>Increased +3.4 points</p> <p>317 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>90 points below standard</p> <p>Increased +3.5 points</p> <p>173 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>80.3 points below standard</p> <p>Increased +4.5 points</p> <p>304 Students</p>	<p><b>Students with Disabilities</b></p> <p>161.9 points below standard</p> <p>Decreased Significantly -30.1 points</p> <p>17 Students</p>

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>143.6 points below standard</p> <p>Decreased -7.7 points</p> <p>16 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>26.8 points below standard</p> <p>Increased Significantly +41.2 points</p> <p>16 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Red</p> <p>81.6 points below standard</p> <p>Maintained +2 points</p> <p>281 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>

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

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>102.5 points below standard</p> <p>Increased +7.1 points</p> <p>139 Students</p>	<p>38.9 points below standard</p> <p>Decreased -5.4 points</p> <p>34 Students</p>	<p>83.3 points below standard</p> <p>Increased +8.6 points</p> <p>116 Students</p>

#### Conclusions based on this data:

- During the 2022-23 school year, three student groups performed at the low (orange) level on the dashboard in the area of English Language Arts. The groups were All students, English Learners, and Socioeconomically Disadvantaged.
- The Hispanic student group performed at the Very Low (red) level on the dashboard in the area of English Language Arts during the 2022-2023 school year.
- During the 2022-2023 school year, the Reclassified English Learner group is closer in points to the standard, with 38.9 points below standard, than the Current English Learner group, with 102.5 points below standard or the English Only group, with 83.3 below standard; in the area of English Language Arts.

# School and Student Performance Data

## Academic Performance Mathematics

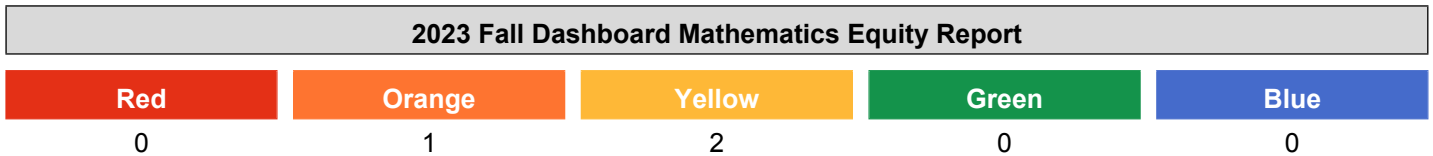
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 93.8 points below standard Increased +7.7 points 317 Students	<b>English Learners</b>  Orange 96.5 points below standard Increased +13.2 points 173 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 3 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 93.7 points below standard Increased +6.7 points 304 Students	<b>Students with Disabilities</b> 186 points below standard Decreased Significantly -19 points 17 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>146.8 points below standard</p> <p>Maintained -1.4 points</p> <p>16 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>80.8 points below standard</p> <p>Increased +8.1 points</p> <p>16 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>92.8 points below standard</p> <p>Increased +7.9 points</p> <p>281 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>103.7 points below standard</p> <p>Increased Significantly +17.6 points</p> <p>139 Students</p>	<p>67 points below standard</p> <p>Maintained -0.3 points</p> <p>34 Students</p>	<p>104.2 points below standard</p> <p>Maintained -2.4 points</p> <p>116 Students</p>

#### Conclusions based on this data:

- During the 2022-23 school year, three student groups performed at the Medium (yellow) level on the dashboard in the area of Mathematics. The groups were All students, Socioeconomically Disadvantaged, and Hispanic.
- The English Learners student group performed at the Low (orange) level on the dashboard in the area of Mathematics during the 2022-2023 school year.
- During the 2022-23 school year, the Current English Learner group Increased significantly to 103.7 point below the standard in the area of Mathematics. The Reclassified English Learners and the English Only groups both maintained by being 67 and 104.2 points below the standard respectively, in the area of Mathematics.

# School and Student Performance Data

## Academic Performance English Learner Progress

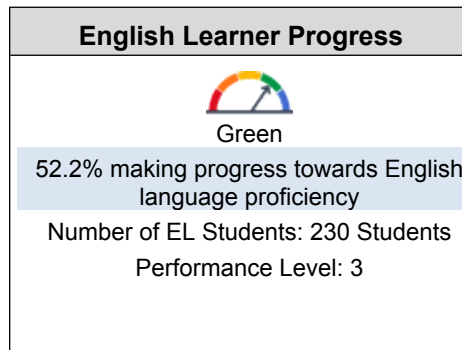
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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

### 2023 Fall Dashboard English Learner Progress Indicator



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

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
35	75	9	111

#### Conclusions based on this data:

1. The English Learner progress at Alicia Reyes during the 2022-23 school year was at the High level of performance.
2. Alicia Reyes English Learner students, during the 2022-23 school year, were at 52.2 point above standard in making progress toward English Language Proficiency.
3. 111 of Alicia Reyes English Learner students progressed at least one level of Proficiency during the 2022-2023 school year.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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

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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow 27.1% Chronically Absent Declined Significantly -18 639 Students	 Yellow 16.7% Chronically Absent Declined Significantly -18.6 281 Students	Less than 11 Students 5 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
92.9% Chronically Absent 0 14 Students	 Yellow 26.9% Chronically Absent Declined Significantly -19.1 613 Students	 Orange 41.7% Chronically Absent Declined -13.7 48 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 Orange 48.4% Chronically Absent Declined -12.9 31 Students	 No Performance Color 0 Students	 Orange 16.7% Chronically Absent Increased 7.6 30 Students	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 25.4% Chronically Absent Declined Significantly -20.3 560 Students	Less than 11 Students 8 Students	Less than 11 Students 1 Student	Less than 11 Students 9 Students

**Conclusions based on this data:**

1. The percentage of all students chronically absent at Alicia Reyes, during the 2022-2023 school year, according to the dashboard was 27.1%, this puts us in the yellow level.
2. During the 2022-2023 school year, the two student groups at Alicia Reyes who had the lowest percentage of students chronically absent were the English Learner (yellow level) and the Asian (orange), and students with disability (orange) groups at 16.7%.
3. During the 2022-2023 school year, the Race/Ethnic group at Alicia Reyes who had the highest percentage of Chronically absent students was the African American (orange) group at 48.4%.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

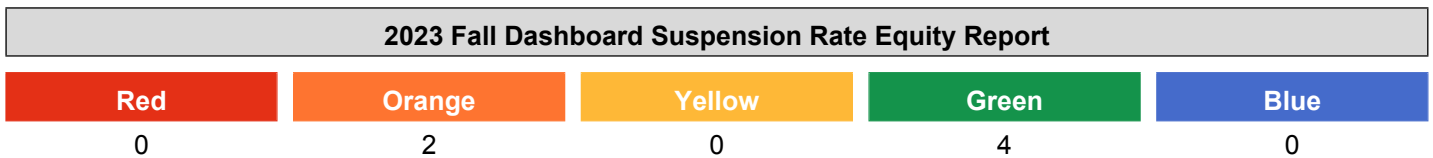
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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













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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">2.6% suspended at least one day</td> </tr> <tr> <td>Declined -0.9 656 Students</td> </tr> </tbody> </table>	All Students	 Green	2.6% suspended at least one day	Declined -0.9 656 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">1.1% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -2.3 284 Students</td> </tr> </tbody> </table>	English Learners	 Green	1.1% suspended at least one day	Declined Significantly -2.3 284 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 6 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 6 Students	
All Students													
 Green													
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<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">14.3% suspended at least one day</td> </tr> <tr> <td>14 Students</td> </tr> </tbody> </table>	Homeless	14.3% suspended at least one day	14 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">2.7% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -1 627 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Green	2.7% suspended at least one day	Declined Significantly -1 627 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">1.8% suspended at least one day</td> </tr> <tr> <td>Declined -6 55 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Green	1.8% suspended at least one day	Declined -6 55 Students
Homeless													
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Declined Significantly -1 627 Students													
Students with Disabilities													
 Green													
1.8% suspended at least one day													
Declined -6 55 Students													

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 6.5% suspended at least one day Declined -3.2 31 Students	 No Performance Color 0 Students	 Orange 3.3% suspended at least one day Increased 3.3 30 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.1% suspended at least one day Declined Significantly -1.4 571 Students	Less than 11 Students 9 Students	Less than 11 Students 1 Student	14.3% suspended at least one day 14 Students

**Conclusions based on this data:**

1. During the 2022-23 school year, the percentage of all students at Alicia Reyes who were suspended at least one day was 2.6%.
2. During the 2022-23 school year, the student group with the highest percentage of students at Alicia Reyes suspended at least one day was the Socioeconomically Disadvantaged group at 2.7%.
3. During the 2022-23 school year, the Race/Ethnicity student group at Alicia Reyes with the highest percentage of students suspended at least one day was the African American group at 6.5%.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Student Achievement

Alicia Reyes Elementary School students will demonstrate continuous improvement in academic performance, increasing the percentage of students who meet Key Performance Indicators. Students will be provided with equitable, high-quality Tier 1 instruction that is guided by guaranteed viable curriculum. Progress will be measured regularly through State, District, and common formative assessments, and data will be analyzed on a timely manner to evaluate next steps and interventions needed. The percentage of all students who are on or above grade level by the end of the 2024-2025 school year according to the District Progress Assessments for Reading and Mathematics will be forty percent or more. The percentage of all students in grades 3rd through 6th grade who perform at the meet and/or exceed standards on the California Assessment of Student Performance and Progress (CAASPP) will increase by ten percent.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase the percent of students who meet Key Performance Indicators by providing an equitable guaranteed viable curriculum, reflective of student diversity, comprehensive assessments aligned to students' needs, and high-quality instruction to prepare students to successfully enter the next grade level, high school, college, and career.

### Identified Need

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

Call out Red and orange groups. list, commas in a series...

Alicia Reyes' Hispanic student group needs to increase the average scores by 12-15 points on the English/Language Arts Assessment to move up or over on the 5 by 5 placement report.

Alicia Reyes' English Learner student group needs to increase the average scores by 2-69 points on the Mathematics Assessment to move up or over on the 5 by 5 placement report.

Alicia Reyes' students in K-6th grade need to make the stretch growth on the i-Ready assessments for Reading and Math to close the gap toward grade-level achievement.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Academic Achievement in English Language Arts/Reading:</p> <p>*Increase the percentage of students who meet or exceed grade-level standards by 10% in ELA CAASPP (3-6) assessments.</p> <p>*Increase the percentage of students who are Early On Grade Level/Mid or Above Grade Level in Reading by 13%, from 27% in the 2022-23 school year to 40% in the 2024-25 school year, as measured by the (K-6) District Progress Assessment.</p>	<p>*During the 2022-2023 school year, 19.71% of all students performed at the met or exceed level on the CAASPP.</p> <p>*Currently, we are at 20% in reading, according to the Mid-year District Progress Assessment for the 2023-24 school year.</p>	<p>*We expect to meet our 10% increase on the CAASPP.</p> <p>*We are halfway to our target of 40% on the Reading DPA. We expect to at least do better than 30%.</p>
<p>Academic Achievement in Mathematics:</p> <p>*Increase the percentage of students who meet or exceed grade-level standards by 10% in Math CAASPP (3-6) assessments.</p> <p>*Increase the percentage of students who are Early On Grade Level/Mid or Above Grade Level in Math by 18%, from 22% in the 2022-23 school year to 40% in the 2024-25 school year, as measured by the (K-6) District Progress Assessments.</p>	<p>*During the 2022-2023 school year, 16.47% of all students performed at the met or exceed level on the CAASPP.</p> <p>*Currently, we are at 14% in Math, according to the Mid-year District Progress Assessment for the 2023-24 school year.</p>	<p>*We expect to meet our 10% increase on the CAASPP.</p> <p>*We have not made as much progress as we expected this far to achieve our target of 40% on the Math DPA. We expect to at least do better than 22%.</p>
<p>Academic Growth on DPA for Reading and Math:</p> <p>*60% or more of Alicia Reyes students will meet the Typical Growth (one level per year growth) as measured by the Iready Diagnostic.</p>	<p>The baseline is 40% in Reading and 41% in Math as measured by the (K-6) District Progress Assessments from the 2022-23 school year.</p> <ul style="list-style-type: none"> <li>• Currently, we are at 33% in reading and 26% in Math, according to the Mid-year 2023-24 school year assessments.</li> </ul>	<p>We are more than halfway there for the reading goal, and we are almost halfway there for the math goal. We expect to meet or growth goals.</p>
<p>English Learner Progress:</p> <p>*60% or more of English Learners will increase their annual ELPAC score by one or more levels.</p> <p>*10% or more of English Learners will be eligible to be reclassified as English Language Proficient.</p>	<p>*52.5% of the English Learners increased one or more levels on the ELPAC during the 2022-2023 school year.</p> <p>*During the 2022-2023 school year, 6.8% of English Learners were reclassified.</p> <ul style="list-style-type: none"> <li>• This year so far, we have been able to reclassify 23 students. That is 9.3% of all English Learners.</li> </ul>	<p>*We expect to meet or exceed our goal about the percentage of students increasing at least one level on the ELPAC.</p> <p>*We will meet or surpass our goal of 10% or more of ELs being reclassified.</p>

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>All students, regardless of their language proficiency, learning abilities, or academic level, receive instruction of the Common Core State Standards (CCSS) through the use of locally adopted and standards-aligned core instructional materials in English Language Arts and Mathematics. This includes CCSS-aligned materials to ensure comprehensive and equitable education for all students.</p> <p>The school implements accelerated instruction that caters to the assessed level of need of each student. To assist students from grades 2 through 6, intensive intervention is provided. This includes students who are two or more years below grade level, including English learners and students with disabilities. Both, an Intervention Teacher and a full time Intervention Instructional Aide support the regularly assigned teachers in providing intensive intervention instruction. Other instructional assistants also are contracted to support the full deployment model for Reading Intervention.</p> <p>Teachers utilize locally adopted basic-core curricula and supplementary materials that are designed to facilitate universal access and differentiated instruction, catering to the needs of all students, including strategic learners. The supplementary materials encompass intensive vocabulary instructional support for students from grades TK to 6, as well as reading intervention resources. These materials are implemented to ensure universal access and meet the needs of students with reading difficulties, disabilities, and advanced learning abilities.</p>	All students	<p>4000.00 3010 1000-1999: Certificated Personnel Salaries Certificated Staff -Extra Duty, meetings 103,554 3010 2000-2999: Classified Personnel Salaries Instructional Assistant salaries 3,000 3010 2000-2999: Classified Personnel Salaries Additional hours for training, data/progress monitoring activities, extra academic support, etc. 3,500 3010 2000-2999: Classified Personnel Salaries Instructional Aide Substitutes 1,062.00 3010 3000-3999: Employee Benefits Certificated staff benefits 32,718.00 3010 3000-3999: Employee Benefits Classified staff benefits 22,354.00 3010 4000-4999: Books And Supplies Supplemental materials and supplies, including AVID Materials 2,000.00 3010 5800: Professional/Consulting Services And Operating Expenditures Professional Consulting Services-Medals, etc. 500.00 3010 5700-5799: Transfers Of Direct Costs</p>

		Printshop-classroom materials 2,000.00 3010 5000-5999: Services And Other Operating Expenditures Maintenance Agreements 3,000.00 3010 5000-5999: Services And Other Operating Expenditures Professional Services-Authors/Assemblies 2881 0824 3000-3999: Employee Benefits Certificated staff benefits-subs and ext. day 8,000.00 0824 1000-1999: Certificated Personnel Salaries Substitute salaries to accommodate training and data/progress review activities, etc. 2,852.00 0824 1000-1999: Certificated Personnel Salaries Other Certificated Extended Day
1.2	<p>The school's schedule includes extra instructional time for strategic students, such as English learners or those with learning difficulties or disabilities. The school assesses these students and determines the level of support they need. Students who require intensive intervention receive additional targeted instruction during a protected time outside of the normal instructional program. These students continue to participate in daily lessons with their grade-level peers and receive support in specific areas as needed.</p> <p>Daily English Language Development (ELD) instruction is provided for identified ELs, using best practices and standards-based programs, adopted ELD curriculum (TK/K-6th), and approved supplementary materials. This time is given priority and protected from interruptions: TK/Kindergarten-Grade 6: 30 minutes daily.</p>	200.00 0824 2000-2999: Classified Personnel Salaries Instructional Aides: Additional hours for training, data/progress monitoring activities 2000.00 0824 2000-2999: Classified Personnel Salaries Instructional Aides: Substitute salaries to accommodate training and data/progress review activities 400.00 0824 2000-2999: Classified Personnel Salaries Other Classified Overtime Salaries-HA and Custodial 473.00 0824 3000-3999: Employee Benefits

			Classified Staff Benefits-HA, Custodial, Office staff, subs 300.00 0824 2000-2999: Classified Personnel Salaries Clerical/office staff overtime salaries
1.3	<p>3. Guaranteed Viable Curriculum</p> <p>The Department of Curriculum, Instruction, and Staff Development offer an annual pacing guide for English Language Arts/English Language Development and Mathematics, aligned with local standards for each grade level. This guide, available on the District's webpage, provides pacing and supplemental lessons to help teachers follow a consistent sequence in instruction and assessment.</p> <p>Every student can receive consistent grade-level instruction and assessments using a pacing guide. This approach also allows educators to analyze data from these assessments and other curriculum-based measures, informing their teaching decisions and promoting collaboration among teachers.</p> <p>The foundation pacing guide for the strategic support class is the essential core course pacing guide. The strategic support teacher uses this guide to enhance the focus on critical standards. This ensures that the content being taught is aligned with the grade level and that locally-adapted basic core program ancillary materials are used. Additionally, time is allotted for pre-/re-teaching and addressing specific skill needs of strategic students.</p>		
1.4	<p>4. Extended Day Opportunities for Underperforming Groups</p> <p>Reyes Elementary School will provide an extended day program to provide additional support and instruction to Hispanic students on English Language Arts Standards to improve outcomes; as they are the student group identified as underperforming in the area of Language Arts.</p>		
1.5	<p>5. Credentialed Teachers and Professional Development Opportunities</p> <p>At our district, we make sure that all classrooms are staffed with fully credentialed and highly qualified teachers, in accordance with the Elementary and Secondary Education Act requirements. We also provide professional development opportunities at both the district and site levels, with a focus on the locally adopted standards-aligned instructional materials for English Language Arts/English Language</p>		10,000.00 3010 5000-5999: Services And Other Operating Expenditures Travel and Conference for Admin and certificated staff to attend AVID Summer Institute 3,199.00 3010 5000-5999: Services And Other Operating Expenditures AVID Dues & Membership

	<p>Development, as well as the intensive intervention program (AVID) used at our school.</p> <p>Principals and learning directors receive professional development from the school and district to enhance their leadership skills, support students, and monitor the implementation of the locally adopted English Language Arts/English Language Development basic core and intervention program (AVID), which is aligned with the standards.</p> <p>The school and district offer helpful assistance and continuous support to all English Language Arts/English Language Development teachers, including strategic and intensive intervention. Teachers can benefit from content experts and specialists who have extensive knowledge about the locally adopted program and can work alongside them in the classrooms to enhance their understanding of the content and instruction delivery techniques (such as AVID).</p>		
1.7	<p><b>7. Student Achievement Monitoring System</b></p> <p>The school and the district provide and support a readily accessible electronic data management system. Schools uniformly administer scores, analyze and use student achievement data from diagnostic and other assessments (progress monitoring, formative, summative, and curriculum embedded). Assessment results are used to ensure proper program placement and identify specific student learning patterns or needs. Assessment results also inform teacher instructional practices. The district provides an assessment guide on the District webpage under the Department of Curriculum, Instruction, and Staff Development direction.</p>		
1.8	<p><b>8. Data Impacting Student Placement</b></p> <p>At our school, we have weekly collaboration meetings where teachers analyze and discuss student progress information and assessment results. These meetings help guide decisions on student placement, instructional planning, delivery, and progress monitoring. The district also supports these structured meetings.</p> <p>The focus of collaborative discussions is to enhance the implementation of locally adopted instructional programs, supported by research-based lesson design and delivery, in order to promote mastery of content standards for all students, including those who are English learners and those with learning disabilities or difficulties.</p>		<p>16,332.00 3010 2000-2999: Classified Personnel Salaries CPO/Clerical/Technical/Office Salary 12,853.00 3010 3000-3999: Employee Benefits CPO/Clerical/Technical/Office benefits</p>

1.11			
1.12			
1.13			
1.14			
1.19			
1.20			

# Annual Review

**SPSA Year Reviewed: 2023-24**

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

## Analysis

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

Teachers have been focusing on teaching and assessing progress on Common Core standards by implementation of Guaranteed Viable curriculum or focus standards, while utilizing AVID WICOR strategies to support teaching and learning. They use common formative assessments to review progress and determine the course of action to reteach and intervene as appropriate. Data is being analyzed and plans are put in place to continue the improvement cycle.

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

Vertical alignment of the guaranteed viable curriculum did not take place this school year as it needed to be done.

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

The teaching staff and administration will spend more time focusing on reviewing the guaranteed viable curriculum, vertically aligning it across the grade levels so that it is sequential and following the district plan for coherence in instruction.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Student Engagement

Alicia Reyes Elementary School is dedicated to providing a secure and culturally sensitive setting that fosters the development of students' social and emotional proficiencies. With a focus on promoting engagement in learning, the school offers additional support to students, resulting in reduced rates of suspension and improved outcomes on the California Healthy Kids Survey. At Alicia Reyes Elementary School, students can rest assured that their academic and personal growth are a top priority.

Attending school regularly is essential for academic success and personal growth, requiring students to cultivate discipline and responsibility. Positive school attendance offers numerous advantages, including staying on track academically. Even missing a few days of school can cause students to fall behind in their studies and make it harder to catch up later. Additionally, prioritizing positive school attendance helps students develop critical social skills. By attending school daily, students have the opportunity to interact with their peers, fostering relationships and honing important skills such as communication, empathy, and teamwork. These skills are essential for success in both academic and personal contexts.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide a welcoming, safe, culturally responsive environment, where students are personally affirmed, explicitly taught social and emotional skills, and receive additional supports to increase their engagement in learning as measured by attendance and suspension rates.

### Identified Need

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

Chronic Absenteeism has been an issue the last few years for Alicia Reyes. Although the rates have gone down, we still have lots of room for improvement.

According to the Dashboard, Alicia Reyes' Chronic Absenteeism rates were 27.1% during the 2022-23 school year. The African American, Asian, and Students with Disabilities student groups had the higher rates of Chronic Absenteeism and are on the orange level on the Dashboard.

\*\*Alicia Reyes has developed an attendance team that includes administrators, the attendance clerk, the school counselor, a social worker, the school liaison, and other members as needed.

The school counselor has identified a focus group and meets with them regularly to check on their attendance and motivate the students to come to school by offering incentives and talking about the importance of being at school. The attendance clerk talks to students as they come in late or after being absent and gives them positive reminders about coming to school. Administrators and other members of the team conduct home visits as appropriate. Problem-Solving team meetings are held as needed to discuss barriers to attendance and provide support.

\*\*Alicia Reyes' staff employs PBIS strategies to help students learn and review how to demonstrate positive behaviors. When students are having trouble remembering the expectations or following the rules at school, Alicia Reyes' staff utilizes Tier 2 strategies to provide more intensive behavior support to the student. If needed, the Board Certified Behavior Analyst is also brought in to support and help the school team develop a plan for success for the student.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism: *By May 2025, Alicia Reyes' Chronic Absenteeism rate will be 20% or lower.	According to the Dashboard, Alicia Reyes' Chronic Absenteeism rates were 27.1% during the 2022-23 school year. The African American, Asian, and Students with Disabilities student groups had the higher rates of Chronic Absenteeism and are on the orange level on the Dashboard. The rates are as follows: African American-48.4% Students with Disabilities-41.7% Asian-16.7%	A Chronic Absenteeism rate of less than 20% overall. A Chronic Absenteeism rate for African American students and students with Disabilities of less than 30% each. A Chronic Absenteeism rate for Asian students of less than 10%.
Suspension Rates: *By May 2025, Reyes's overall suspension rate will be below 2%, as measured by Aeries Analytics.	According to the Dashboard, Alicia Reyes' overall suspension rate was 2.6% during the 2022-23 school year. The African American and Asian student groups had the higher rates of Suspension and are on the orange level on the Dashboard. The rates are as follows: African American-6.5% Asian-3.3%	We expect to meet the goal of 2%.
Expulsion Rates: *By May 2025, Alicia Reyes' overall expulsion rate will be 0%.	According to the Dashboard, Alicia Reyes' overall expulsion rate was 0% during the 2022-23 school year.	We expect to meet our goal of 0% expulsion rate.

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>1. PBIS</p> <p>PBIS is a comprehensive system that follows a three-tiered framework to enhance and integrate all the information, procedures, and practices that impact student outcomes daily. The first tier offers universal support to all students, establishing consistent and proactive assistance while preventing undesirable behaviors. The second tier assists students who are at risk or have the potential to develop more severe behavioral issues before they arise. It helps students acquire the necessary skills to access the core program. The third tier focuses on students who require more personalized and intensive support to enhance their academic and behavioral outcomes.</p> <p>Our school promotes positive behavior and self-esteem through teacher training, student assemblies, incentives, and signage.</p>		<p>800.00 0824 1000-1999: Certificated Personnel Salaries Extra Duty meetings for PBIS and other student engagement meetings. 190.00 0824 1000-1999: Certificated Personnel Salaries Certificated personnel benefits</p>

	Staff - clinician, aide to focus direct instruction for at-promise students Lanyard with school acronym for each student - to wear identifying ID card		
1.2	<p>2. Equity Training</p> <p>It is essential to train all school staff to recognize implicit bias and its impact on equity and identify their preferences that affect students. According to research, inequity issues exist in schools, such as the disproportionate suspension and expulsion rates of African American boys (Wood, Harris, &amp; Howard, 2018), the over-representation of English learners in special education (Harry &amp; Klingner, 2014), and the under-representation of minority students in Advanced Placement courses (Lewis &amp; Diamond, 2018).</p> <p>Culturally Responsive and Restorative Practices</p>		District Funded 1000-1999: Certificated Personnel Salaries Substitute Teachers and Overtime
1.3	<p>3. Additional opportunities to engage students</p> <p>The school provides hands on learning excursions to enhance student learning. This motivates students to learn and experience new things that help them understand the world around them.</p> <p>The school provides Intramural programs and extended day classes that allow students to participate in popular arts based or sports activities in a variety of ways to learn the value of working as a team, expressing yourself creatively, and represent your school. This increases school spirit and students' feelings of belonging self-expression.</p> <p>The school provides opportunities for students to engage in healthy, positive activities during their free time that promote well-being. This helps keep students engaged in safe, age-appropriate activities that promote physical movement as well as mental well-being during unstructured times of the school day.</p>		1,875.00 0824 1000-1999: Certificated Personnel Salaries Certificated Intramural Coaches 445.00 0824 3000-3999: Employee Benefits Certificated staff benefits-Intramurals 1,875.00 0824 2000-2999: Classified Personnel Salaries Classified Intramural Coaches 233.00 0824 3000-3999: Employee Benefits Classified staff benefits-Intramurals 1,287.00 0824 5700-5799: Transfers Of Direct Costs Transportation costs for learning excursions 200.00 0824 5700-5799: Transfers Of Direct Costs Admission tickets for learning excursions 794.00 0824 2000-2999: Classified Personnel Salaries Classified staff salaries-Extended Day

			13,731.00 0824 2000-2999: Classified Personnel Salaries Health & Wellness Noon Duty Supervisor Salaries 1,668.00 0824 3000-3999: Employee Benefits H & W NDS Benefits 1,000.00 0824 2000-2999: Classified Personnel Salaries Health & Wellness Noon Duty Supervisor Subs 134.00 0824 3000-3999: Employee Benefits H&W NDS Sub Benefits
1.4	4. Socio-Emotional Learning Lessons >>  Alicia Reyes will continue school-Wide Social-emotional learning time during the first few minutes of the day. It is important to provide all students with structured Social-Emotional Learning (SEL) to help them understand their emotions, express them in a healthy manner, and empathize with others. These skills enable students to make responsible decisions, establish a framework to achieve their goals and develop positive relationships with others. By supporting students' social and emotional development, we can positively impact their attendance, grades, test scores, graduation rates, college and career readiness, and overall well-being.  Provide weekly lesson plans on Social Emotional Learning. Utilize Social Emotional Check-Ins to identify students in need of support. Utilize data from SEL lessons to drive future SEL instruction. Provide activities, programs, assemblies, etc., that support SEL.		2,435.00 0824 4000-4999: Books And Supplies Supplemental materials and supplies, including social- emotional learning supplies.  District Funded 1000-1999: Certificated Personnel Salaries Full Time Counselor
1.5	5. Professional Development  In alignment with the MCSD's instructional Identity, Alicia Reyes' personnel will continue to seek out opportunities to participate in Professional Development that can be applied to the daily classroom routines to enhance students' learning experience. The school will provide professional development focused on increasing explicit social-emotional learning instruction using the Conscious Discipline program (Collaborative for Academic, Social, and Emotional Learning, 2021).		District Funded 1000-1999: Certificated Personnel Salaries Substitute pay or Overtime pay

1.19			
1.20			

# Annual Review

**SPSA Year Reviewed: 2023-24**

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

## Analysis

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

Our schoolwide schedule includes starting the day everyday with Social Emotional Learning lessons. Every class offers that the first 15 minutes of the day.  
 The Positive Behavior Interventions and Supports (PBIS) system at Alicia Reyes was implemented with a focus on refining Tier 1 strategies. Looking at data and asking for staff feedback for improvement. Staff were also briefed on the system in order to have increased implementation.

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

We were not able to provide formal equity training, or Conscious Discipline training due to not having available opportunities or budget for that purpose. Information was provided during staff meetings on the subjects and practices for equity and conscious discipline were shared and modeled as appropriate.

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.

Greater efforts will be made to obtain training and coaching on equity and inclusion, and conscious discipline strategies, by utilizing district/school-based experts on the subject and doing professional reading and discussion about the topics.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Family and Community Empowerment

Alicia Reyes Elementary school strives to provide a welcoming environment for families and invite them to participate as equal partners in the education of their children while providing opportunities to acquire necessary information, knowledge, and skills to support their children's education at home and at school. Alicia Reyes Elementary school aims to increase the level of parent participation in school activities by 20% as measured by local data.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Empower families and educational partners to become full partners in the education of students to ensure all students excel academically, build character, and are productive members of our community

### Identified Need

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

Parent participation in English Language Advisory Committee (ELAC) and School Site Council (SSC) continues to be minimal. We have attempted to change the times and provide snacks during those meetings. We will continue to provide snacks, provide daycare, and get input on best times for attendance. We will also increase the number of communication efforts and student incentives in an attempt to increase attendance at the above-mentioned committee meetings. Our Parent Teacher Committee (PTC) has seen a growth in participation and ideas being developed. Student performances and school-wide activities such as, Back To School Night, Open House, Family Day, and Parent Teacher Conferences are well attended.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Family attendance of school activities and committee meetings will be monitored through sign in sheets and head counts.	Low attendance during lawfully required committee meetings. Increased attendance in PTC. Good attendance during Parent Teacher Conferences. Great attendance during schoolwide events.	We expect to meet our goals.
Attendance during Parent Education workshops	2 workshops were provided during the 2023-24 school year with attendance of 11 family members in total.	We would like to double the amount of family members who attend the workshops.

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>1. Family Engagement</p> <p>Parent involvement at the site is an important component of student achievement.</p> <p>The English Learner Advisory Committee (ELAC) reviews and makes recommendations regarding the English Language Development program.</p> <p>Annual parent and staff surveys are used to evaluate, monitor, and modify school-wide and grade level-specific English Language Development programs.</p> <p>Interpreting and translation services for parent meetings and parent conferences will be provided as needed.</p>		<p>2,500 3010 2000-2999: Classified Personnel Salaries Parent Workshops/Conferences- Overtime for Translation, daycare, etc. for Instructional Assistants or Noon Duty Supervisors 340.00 0824 1000-1999: Certificated Personnel Salaries Classified staff extra duty for parent meetings 310 3010 3000-3999: Employee Benefits Classified Employee Benefits for overtime</p>
1.2			
1.4	<p>2. Community Outreach</p> <p>Facilitate meaningful two-way communication between families and the school to build and strengthen the home/school connection. Parents play an integral role in assisting their children's learning and when there is strong communication between parents and school, academic achievement is increased (Epstein, Joyce L. , and Connors Tadros, Lori . "School and Family Partnerships in the Middle Grades." In Creating Family/School Partnerships, ed. Rutherford, Barry . Columbus, Ohio: National Middle School Association, 1995.)</p> <p>Community Liason:</p> <p>Provide translation of home/school written communication and interpretation at parent meetings and classes. Communicate with parents of at promise students for attendance, grades, and/or behavior. Organize and provide Parent Education classes. Instruct and assist parents with use of the school's Family Engagement Center.</p>		<p>37,937 0824 2000-2999: Classified Personnel Salaries Community Liaison salary and benefits</p>
1.8	3. Parent University -		<p>1,258.00 3010</p>

	<p>Provide robust parent education opportunities in order to ensure our parents are acutely aware of key parental strategies for student success. Getting parents more engaged in school is a necessary variable in the equation of student success according to a 1995 study called "A Generation of Evidence: The Family is Critical to Student Achievement."</p> <p>Interpreting and translation services for parent meetings and parent conferences will be provided as needed.</p>		<p>4000-4999: Books And Supplies Materials, awards, and supplies for parent workshops and meetings.</p>
1.9	<p>4. Student and Family Recognition</p> <p>To increase student and family engagement, it is important to recognize students for the outstanding work they are accomplishing daily. Award recognition of areas such as honor roll, attendance, and exceptional behavior is necessary. Award ceremonies will occur at least quarterly. To facilitate a positive environment on campus assemblies that focus on topics such as self-esteem, PBIS, positive choices, and others will be scheduled 1-2 times per quarter. Award ceremonies will allow for family and community engagement where possible. Families will be invited to or award ceremonies will be recorded and shared with families.</p> <p>Interpreting and translation services for parent meetings and parent conferences will be provided as needed.</p>		<p>4000-4999: Books And Supplies Assembly vendor, awards, and supplies</p>
1.13			

## Annual Review

### SPSA Year Reviewed: 2023-24

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

### Analysis

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

Staff has been working on increasing communication with families to improve the connection between school and home.

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

We allocated money for providing daycare during committee meetings, however, we failed to provide it during the 2023-24 school year.

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

We will be more diligent in providing daycare during meetings and workshops, improving one on one communication to invite parents to committee meetings, and providing incentives for those families who attend.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Student Success

Alicia Reyes staff will implement PBIS strategies and restorative practices to maintain a instill a sense of belonging for the African American, Foster Youth, and Homeless student to help them feel welcome and accepted. These groups will receive priority invitations to educational, attendance, and sports based supplemental programs. They will have an adult mentor assigned to check on their academic and behavioral success.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: To increase academic achievement and a sense of belonging for African American and Foster Youth, the District will provide additional targeted programs, services, and supports designed to meet the unique needs of these student groups.

### Identified Need

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

The African American student group is small at Alicia Reyes and dashboard data is not displayed for academic achievement to ensure privacy. This student group is at the orange performance level for chronic absenteeism for decreasing in percentage points, however, the percentage is well above that of all students at 48.4% compared to 27.1%. This student group also received the largest percentage of suspensions during the 2022-23 school year with a percentage of 6.55% suspended at least one day. Implementation of restorative practices have helped to provide different ways to teach appropriate behaviors and to engage the students from this student group so they will want to be at school every day.

The Foster Youth student group is currently non-existent, therefore there is no data for that group. However, similar strategies will be implemented when we have students identified as foster youth.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>*Dashboard Data for African American student group in the areas of Academic Achievement, Attendance, and suspension rates.</p> <p>*Academic progress as measured by the percentage of African American students who meet the Annual Typical Growth on the DPA for Reading and Math.</p>	<p>*Academic Achievement- 5.88% of the African America Students Met or Exceeded the state standards for ELA during the 2022-23 school year. 0% of the African America Students Met or Exceeded the state standards for Math during the 2022-23 school year.</p> <p>*Attendance: 48.4% Chronic Absenteeism rate.</p> <p>*Suspension Rates: 6.55% suspended at least one day.</p> <p>*44.3% of African American students have met the Annual Typical Growth for Reading as of the Mid-Year Reading DPA.</p> <p>*17.5% of African American students have met the Annual Typical Growth for Reading as of the Mid-Year Math DPA.</p>	<p>*We expect this student group to increase in academic achievement for both ELA and Math to at least 16%.</p> <p>*We expect this student group to decrease in the percentage of students with Chronic Absenteeism to 25% or less.</p> <p>*We expect this student group to decrease in the percentage of suspension rates to less than 3%.</p> <p>*We expect the percentage of African American students who meet the Annual Typical Growth on the reading DPA to be at least 60%.</p> <p>*We expect the percentage of African American students who meet the Annual Typical Growth on the Math DPA to be at least 40%.</p>

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>Attendance</p> <p>The Merced City School District aims to enhance Average Daily Attendance and reduce Chronic Absenteeism rates. The California Department of Education requires schools and districts to report on their progress reports in addressing chronic absenteeism, which refers to a student being absent from school for 10% or more of any excused or unexcused absence. Chronic absenteeism has an adverse impact on student achievement and may jeopardize their academic progress. The school attendance record is crucial, and Merced City School District acknowledges that any absence from school results in missed educational opportunities. The district strives to ensure that every student succeeds by educating parents on the significance of regular and on-time school attendance. Our goal is to minimize student absences to no more than 5% of the school year. (Reference: California Department of Education: Chronic Absenteeism Dec. 2020; Merced City School Board Attendance Policy: 5113 &amp; 5113.1)</p>		<p>Assemblies Home Visits Awards Home Correspondence Attendance Program Rewards Attendance Campaign</p>

	<p>1. Focus Group Alicia Reyes Elementary School will create a focus group that contains all African American students and Foster Youth. The administration and office staff will make sure that students who qualify for this focus group are added to a running list that will be shared with key staff members so they can be aware and do their part in helping these students feel welcome and supported at school and try to get them involved in extra activities at school so they can feel a sense of belonging.</p> <p>2. Staff Mentors All students in the focus group can be assigned a staff mentor as needed to help them navigate through the challenges of the school setting. Assigning one adult from school to check in with each student or sibling group as needed to support them and motivate them to come to school, be engaged in positive behaviors, and focus on academics.</p>		
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# Annual Review

**SPSA Year Reviewed: 2023-24**

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

## Analysis

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

This is the first year of implementing the goal.

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

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.

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$306,190.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
0824	\$82,050.00
3010	\$224,140.00

Subtotal of state or local funds included for this school: \$306,190.00

Total of federal, state, and/or local funds for this school: \$306,190.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
3010	201,691	-22,449.00
0824	84,900	2,850.00

## Expenditures by Funding Source

Funding Source	Amount
0824	82,050.00
3010	224,140.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	18,057.00
2000-2999: Classified Personnel Salaries	187,123.00
3000-3999: Employee Benefits	52,777.00
4000-4999: Books And Supplies	26,047.00
5000-5999: Services And Other Operating Expenditures	18,199.00
5700-5799: Transfers Of Direct Costs	1,987.00
5800: Professional/Consulting Services And Operating Expenditures	2,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0824	14,057.00
2000-2999: Classified Personnel Salaries	0824	58,237.00
3000-3999: Employee Benefits	0824	5,834.00

4000-4999: Books And Supplies	0824	2,435.00
5700-5799: Transfers Of Direct Costs	0824	1,487.00
1000-1999: Certificated Personnel Salaries	3010	4,000.00
2000-2999: Classified Personnel Salaries	3010	128,886.00
3000-3999: Employee Benefits	3010	46,943.00
4000-4999: Books And Supplies	3010	23,612.00
5000-5999: Services And Other Operating Expenditures	3010	18,199.00
5700-5799: Transfers Of Direct Costs	3010	500.00
5800: Professional/Consulting Services And Operating Expenditures	3010	2,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	237,178.00
Goal 2	26,667.00
Goal 3	42,345.00

# School Site Council Membership

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

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

Name of Members	Role
Lil Ayala	Principal
Cheryl Fialho-Hill	Classroom Teacher
Antonia Gonzalez	Classroom Teacher
Laurie Baria/Cecelia Gonzalez	Classroom Teacher
Stella Ibarra	Other School Staff
Karina Morfin-Chair	Parent or Community Member
Zendi Roque-Co-Chair	Parent or Community Member
Profeta Antonio	Parent or Community Member
Ana Antonio Ramirez	Parent or Community Member
Roseli Felipe Morales	Parent or Community Member
Chris Houston--Non Member	Other School Staff

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

# Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	Other: Alicia Reyes Leadership Team. Cecelia Gonzalez

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 June 13th, 2024.

Attested:

	Principal, Lil Ayala on May 16, 2024
	SSC Chairperson, Karina Morfin on May 16, 2024