San José Unified School District

Reed Elementary School

School Year: 2024-25

Title 1 Status	Not a Title I School
State Dashboard Status	Additional Targeted Support and Improvement

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort to increase student achievement. This plan and its contents align directly with San José Unified's Strategic Plan and Local Control and Accountability Plan (LCAP).

The Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and modify the plan that reflects changing needs and priorities, as applicable. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students.

Local Control Funding Formula (LCFF) provides schools and Local Education Agencies (LEA) or districts 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.

About this School:

Grades Served:		K-5th	
Total Students:		371	
Ethnic Breakdown:	White	38%	
	Hispanic	33%	
	Black	2%	
	Other	27%	
Free lunch		14%	53
Reduced lunch		5%	20
Total FRPL		20%	73
EL		13%	48
EO		75%	277
Foster Youth		0%	1
Special Education		12%	46

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Position:	Principal
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Educational Partners Involvement: Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process.

The engagement process is an ongoing, annual process. The data is reviewed during staff and School Site Council (SSC) meetings. After reviewing the data and discussing the strengths of the educational program, parents and staff provide input on goals and actions to address opportunities for improvement. The data, goals, and actions are shared in other parent meetings, such as PTA or Principal Coffee. The SPSA is reviewed at each SSC meeting during the year to discuss interim data, progress toward goals, and the effectiveness of the actions in the plan. The principal also shares a reflection on the use of resources in the previous year and how they may have impacted student data.

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

The SPSA is aligned with the Local Control and Accountability Plan (LCAP) and the SJUSD Strategic Plan, and all actions align with the district's objectives to provide a rigorous curriculum, an innovative workforce, and a unified community. Enhanced resources and efficient systems support these objectives. Staff utilizes a curriculum aligned with state standards and receives professional development and coaching to support the school's goals. Data is regularly reviewed and disaggregated by student subgroups so that we can adjust instruction and provide additional intervention as needed to better align with student needs.

School Goals
LANGUAGE ARTS:
ELA SBAC scores for students in grades 3-5 who meet or exceed state expectations will increase by 3% or higher than the previous year's score.
MATHEMATICS:
Mathematics SBAC scores for students in grades 3-5 who meet or exceed state expectations will increase by 3% or higher than the previous year's score.
ENGLISH LANGUAGE LEARNERS:
70% of English learners will achieve one level of growth as measured on the ELPAC compared to the previous year.
SCHOOL CLIMATE:
The chronically absent rate will decrease by 3 percentage points, and the suspension rate will decrease by 1 percentage point compared to the previous school year.

Reed Elementary School	School Plan for Student Achievement (SPSA)	Jennifer Ponzio
School Year: 2024-25		

Site Based Resource Inequities

San José Unified provides resources based on overall enrollment and the number of students the state identifies (English Learners, Socioeconomically Disadvantaged, Foster Youth). Each school determines how they will allocate those resources (funds and staffing FTE) to achieve school goals. Any inequities identified by the needs assessment are described on the Rigorous Curriculum and Unified Community data tabs. The analysis and plans to address the inequities are described on the Goals tab. Our school uses Supplemental FTE to support identified students as described below.

Our English Language Learners, Hispanic population, and Special Education student achievement scores have, on average, been lower than general education Caucasian and Asian categorical peers. We are showing improvement year over year. Our goal is to continue to address their performance and mastery and provide all students equal access and appropriate resources for their needs. Teachers will continue focusing on the strategic placement of ELs in instructional groups, collaborate in PD for small designated ELD instruction, and work with the Instructional Coach and Intervention Specialist to provide in-class interventions to increase their understanding and retention. Teachers collaborate with their grade-level colleagues and support staff to establish SMART goals for individual students and the class. We will continue to address our highest needs students with before and after-school intervention opportunities as we have seen growth in student scores and academic achievement for these individuals through this commitment. The Leadership Team, comprised of 4-5 Lead Teachers, will focus on creating a data team schedule for teachers to analyze data, share best practices, and adjust instruction. We will continue to explore using our Student Leadership program to support positive social and emotional behaviors, clear expectations, and whole child well-being through organized social activities. These student leaders will support students with problem-resolution strategies to improve self-advocacy and capacity and decrease office referrals while improving school climate.

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.

ATSI Qualifier: EL Suspension Rate

Prop 28 School Site Plan

On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act. The measure required the state to establish a new, ongoing program supporting arts education programs in schools beginning in 2023–24.

"Arts education program" includes (but is not limited to) instruction and training, supplies, materials, and arts educational partnership programs for instruction in dance, media arts, music, theatre, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design, computer coding, animation, music composition, ensembles, script writing, costume design, film, and video.

LEAs with more than 500 pupils must expend at least 80 percent of the funds to employ certificated or classified employees to provide arts education instruction and the remaining funds for training supplies, curriculum, professional learning, materials, and arts educational partnership programs.

Summarize your school's plan for the Proposition 28 funds in the below box. Include use of certificated staff (FTE) and funds.

Funds	Part of the Proposition 28 funds will be used to Rhythm and Moves for music for all K-12 students. Part of the funds will be used to purchase supplies and materials for the Arts Education teacher.
FTE	Reed will have a part time Arts Education teacher that will provide instruction to students in grades TK-5.

Systems of Support

The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for comprehensive support and improvement (CSI). Local educational agencies (LEAs) with schools that meet the criteria for CSI must collaborate with educational partners to locally develop and implement a plan to improve student outcomes.

Schools that are not eligible for CSI and have one or more student group(s) that meet(s) any of the criteria used to determine CSI Low Performing, will be eligible for ATSI using two years of Dashboard results.

ATSI or CSI Plan

If this school has been identified as an ATSI or CSI school, the subgroup or area identified is listed below.

Additional Targeted Support and Improvement (ATSI) for English learners.
Describe the consultation with educational partners and the impact the feedback had on the plan.
Share ODR data monthly. Hold discussions with all Educational Partners in monthly Staff Meetings, SELAC/SSC, Principal's Chat and PTA Meeting to discuss the data in relation to meeting the goal of decreasing EL suspensions.

Goal #	Identify the specific **research-based** action	Identify the metric that will be affected by this action
#1	The Leadership Team, which includes the PBIS Team, will create a schedule to monitor monthly ODR data and plan for a monthly data review with the Staff focused on our goal of decreasing EL suspensions and modify the goals and action plans as needed.	Suspension Rate - EL Subgroup
#2	Tier-1 Intervention Behavior Contracts in the Classroom. Student Study Team (SST), if needed, to create and monitor behavior goals. Access to Intervention support with an Intervention Specialist if needed.	Suspension Rate - EL Subgroup
#3	Develop PBIS incentives (ROCKStar recess and/or prizes) weekly to recognize students making positive behavior choices. Monthly Student Recognition to promote meeting behavior expectations in Reed ROCKS PBIS matrix.	Suspension Rate - EL Subgroup
#4	Family Engagement - Administrator and Counselor communication with parent(s)/guardian(s) about student behavior - offer district resources for parenting classes. Send personal invites to school family and student engagement activiites	Suspension Rate - EL Subgroup

Reed Elementary School | **School Plan for Student Achievement (SPSA)** | Jennifer Ponzio

School Year: 2024-25

Directions

Goal: The goal should be based on verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Goal Analysis: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal in the previous school year. Briefly describe any major differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet last year's 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.

A RIGOROUS CURRICULUM THAT INSPIRES ALL STUDENTS TO DISCOVER THEIR OWN GREATNESS

LANGUAGE ARTS: Strategic Plan Alignment & Content Goals

SMART Goal	ELA SBAC scores for students in grades 3-5 who meet or exceed state expectations will increase by 3% or higher than the previous year's score
	Did not meet previous year's goal

Goal Analysis Previous Year SPSA
An analysis of how this goal was carried out in the previous school year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. *Based on interim assessments and updated in the fall when the state dashboard is released. (WPA, Grades, etc.)*

The 2023 dashboard declined by 18.5 points from the 2022 dashboard.
2022-2023 - 65% met or exceeded standard on ELA SBAC
2021-2022 - 67% met or exceeded standard on ELA SBAC

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 Leadership Team is focused on facilitating growth and student achievement using best teaching practices, teacher collaboration, and delivering professional development with applicable content for each classroom. Grade-level Data Teams will determine gaps in learning and grade-level colleagues will collaboratively plan how to address the student strengths and areas for growth. Intervention opportunities are provided for high-needs students, and more time and funds were provided to support students. We see a continued need for academic support in place.

	Action Steps for the Current School Year	Owner	Timeline
#1	ELA Intervention before and after school	Principal & IS	Weekly Aug 2024 to May 2025
#2	Data Teams and PD working with Instructional Coach and Intervention Specialist	Principal, IS, IC & Leadership Team	Monthly Aug 2024 to May 2025
#3	SST's	IS	Every 6 weeks

MATHEMATICS: Strategic Plan Alignment & Content Goals

SMART Goal	Mathematics SBAC scores for students in grades 3-5 who meet or exceed state expectations will increase by 3% or higher than the previous year's score.
	Met Previous Years Goal

Goal Analysis Previous Year SPSA
An analysis of how this goal was carried out in the previous school year.

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

The 2023 dashboard increased by 4.4 points from the 2022 dashboard
2022-2023 - 73% of students met or exceeded standard
2021-2022 - 63% of students met or exceeded standard

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 focus on facilitating growth and student achievement using best teaching practices, teacher collaboration, and delivering professional development with applicable content for each classroom. Data Teams will determine gaps in learning and grade-level colleagues will collaborative on how to address the student strengths and areas for growth. Materials will be purchased to support math manipulatives and Intervention will be provided for high-needs students.

	Action Steps for the Current School Year	Owner	Timeline
#1	Math Intervention before and after school	Principal & IS	Weekly Aug 2024 to May 2025
#2	Data Teams and PD working with Instructional Coach and Intervention Specialist	Principal, IS, IC & Leadership Team	Monthly Aug 2024 to May 2025
#3	SST's	IS	Every 6 weeks

ENGLISH LANGUAGE LEARNERS: Strategic Plan Alignment & Content Goals			
SMART Goal	70% of English learners will achieve one level of growth as measured on the ELPAC compared to the previous year.		
	Did not meet previous year's goal		
Goal Analysis Previous Year SPSA An analysis of how this goal was carried out in the previous school year.			
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.			
The 2023 dashboard increased 1.1% from the 2022 dashboard, with 61.1% making progress.			
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 see a continued need for the academic supports in place, coaching, professional development, and the best practices tools developed by C&I, and we will utilize supplemental funds to support high-needs students in the form of before or after school intervention and weekend trainings, while also providing more collaboration time for teachers to design and execute effective lesson plans with these supports in place.			
	Action Steps for the Current School Year	**Owner**	**Timeline**
#1	Intervention before and after school	Principal & IS	Weekly Aug 2024 to May 2025
#2	Data Teams and PD working with Instructional Coach and Intervention Specialist	Principal, IS, IC & Leadership Team	Monthly Aug 2024 to May 2025
#3	SST's	IS	Every 6 weeks

A UNIFIED COMMUNITY THAT ELEVATES OPPORTUNITIES FOR ALL CLIMATE: Strategic Plan Alignment & Content Goals			
SMART Goal	The chronically absent rate will decrease by 3 percentage points, and the suspension rate will decrease by 1 percentage point compared to the previous school year.		
	Did not meet previous year's goal		
Goal Analysis Previous Year SPSA An analysis of how this goal was carried out in the previous school year.			
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.			
In the 2023 dashboard, chronic absenteeism declined by .4% from the 2022 dashboard, and suspensions increased by 1.3%.			
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.			
Leadership/PBIS Team will work on building positive relationships with our students and making the campus safe. Teachers will do this with team-building activities, peer collaboration, and the district adopted Second Step social emotional learning curriculum. As a school site, we provide assemblies that support character development and clear and consistent expectations around behavior and support. We hold presentations from outside providers, field trips in person and virtual, and other extensions to our content and curriculum. We provided support to improve attendance and student engagement by following up with phone calls and parent meetings, truancy monitoring contracts and involving our student services or counseling teams when the needs of the student or family precipitated it. We support behavior through our involvement as a PBIS school, and weekly behavior focus points with videos on behavior expectations, what successful participation engagement looks and feels like, with our teachers, students, and families echoing and modeling the Reed R.O.C.K.S. PBIS language and consistent messaging. Reed ROCKStars recesses and student recognition awards			
	Action Steps for the Current School Year	**Owner**	**Timeline**
#1	Monthly Student Recognition Post Cards Home for PBIS Reed ROCKS positive behaviors, Monthly Assemblies and ROCKStar Recess	Principal & PBIS Lead	Monthly Aug 2024 to May 2025
#2	Attendance Monitoring Charts & Family Meetings	Principal & Counselor	Monthly Aug 2024 to May 2025
#3	Prize incentives for being on time to school	Counselor	Daily Aug 2024 to May 2025
#4	Data Teams to review ODR, review PBIS Tier 1 classroom strategies	Principal, PBIS Lead & Leadership Team	Monthly Aug 2024 to May 2025
#5	Family Engagment Opportunities - Glow Dance, Game Night, Letters of Service, Movie Night, etc.	Principal & PBIS Lead	Monthly Aug 2024 to May 2025

Reed Elementary School **School Plan for Student Achievement (SPSA)** Jennifer Ponzio

School Year: 2024-25 *

LANGUAGE ARTS DATA

This overall performance data provides the most recent, summary information about the school's student outcomes in this subject. This should be supplemented by further disaggregated data from the school district data warehouse.

2023-24 Language Arts: SBAC

Grade Level / Subgroup	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	n =	% Standard Met & Exceeded	2022-23 % Standard Met & Exceeded	2021-22 % Standard Met & Exceeded
Overall	17%	20%	29%	35%	163	64%	67%	61%
Grade 3	13%	22%	33%	31%	54	65%	64%	78%
Grade 4	22%	24%	21%	33%	63	54%	70%	62%
Grade 5	13%	11%	35%	41%	46	76%	68%	47%
Hispanic	35%	16%	31%	18%	51	49%	46%	19%
English Learners	46%	46%	8%	0%	13	8%	25%	5%
Special Education	36%	18%	18%	27%	22	45%	54%	0%
Socio economically Disadvantaged	41%	23%	21%	15%	39	36%	56%	25%
Foster	100%	0%	0%	0%	1	0%	50%	N/A
Homeless	100%	0%	0%	0%	1	0%	0%	N/A

Spring 2023-24 Language Arts: CSA

Grade Level/Subgroup	% May Be Able To	% Can Usually	% Can Consistently	Student Count	2022-23 % Can Consistently	2021-22 % Can Consistently
Overall	N/A	N/A	N/A	N/A	N/A	N/A
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Special Education	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
Foster	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A	N/A

Winter 2023-24 English Language Arts: Istation (Level 5)

Grade Level	TK	K	1	2	3	4	5
2023-24 Winter % Stds Above Expectation	N/A	36%	31%	31%	44%	33%	51%

SPRING 2023-24 English WPA

Grade Level	TK	K	1	2	3	4	5
2023-24 % Stds At/Above Grade Level: Spring	N/A	45%	68%	24%	43%	16%	11%

Winter 2023-24 Spanish Language Arts: Istation (Level 5)

Grade Level	TK	K	1	2	3	4	5
2023-24 Winter % Stds Above Expectation	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SPRING 2023-24 Spanish WPA

Grade Level	TK	K	1	2	3	4	5
2023-24 % Stds At/Above Grade Level: Spring	N/A	N/A	N/A	N/A	N/A	N/A	N/A

MATHEMATICS DATA

This overall performance data provides the most recent, summary information about the school's student outcomes in this subject. This should be

supplemented by further disaggregated data from the school district data warehouse.

2023-24 Mathematics: SBAC								
Grade Level	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	n =	% Standard Met & Exceeded	2022-23 % Standard Met & Exceeded	2021-22 % Standard Met & Exceeded
Overall	14%	15%	30%	42%	165	72%	63%	54%
Grade 3	15%	15%	28%	43%	54	70%	79%	73%
Grade 4	14%	15%	37%	34%	65	71%	72%	53%
Grade 5	13%	13%	22%	52%	46	74%	42%	37%
Hispanic	31%	23%	19%	27%	52	46%	42%	30%
English Learners	47%	13%	33%	7%	15	40%	13%	29%
Special Education	27%	9%	27%	36%	22	64%	63%	29%
Socio economically Disadvantaged	38%	21%	23%	18%	39	41%	44%	16%
Foster	0%	0%	100%	0%	1	100%	50%	N/A
Homeless	100%	0%	0%	0%	1	0%	0%	N/A

Winter 2023-24 Math NWEA			
Grade Level	3	4	5
2023-24 % Students Predicted to Score 3 or 4 on SBAC	78%	67%	68%

ENGLISH LEARNER DATA

This data provides the most recent information about this school's student performance. The state of California began using ELPAC in place of CELDT July 2018

2023-24 English Learner Enrollment							
Grade Level	TK	K	1	2	3	4	5
Number (#) of EL students	6	12	4	8	10	5	1

2023-24 ELPAC Performance Levels by Grade							
Proficiency Level	TK	K	1	2	3	4	5
Level 1	20%	11%	67%	50%	11%	40%	0%
Level 2	0%	22%	33%	13%	44%	0%	0%
Level 3	60%	56%	0%	38%	22%	60%	100%
Level 4	20%	11%	0%	0%	22%	0%	0%

Reclassification Rates 2023-24					
Grade Level	1	2	3	4	5
% Students	57%	0%	0%	0%	0%

ELPAC: 3 Year No Performance Level Growth						
Grade Level	K	1	2	3	4	5
Number of students	0	0	0	0	2	0
% of Students	0%	0%	0%	0%	22%	0%

Reed Elementary School | **School Plan for Student Achievement (SPSA)** | Jennifer Ponzio

School Year: 2024-25 *

CLIMATE GOAL
This data provides the most recent information about climate, discipline, and attendance.

2023-24 CLIMATE SURVEY RESULTS: Students (Sometimes - Always)			
Climate Survey Constructs	3	4	5
	The 2023 Fall Safety Survey can be shared and discussed at a School Site Council (SSC) meeting when determining areas of growth and opportunity.		

2023-24 Parent Involvement	
	Agree
	The 2023 Fall Safety Survey can be shared and discussed at a School Site Council (SSC) meeting when determining areas of growth and opportunity.

** Parents take this survey for the youngest SJUSD student in the family*

2023-24 SUSPENSIONS AND EXPULSIONS							
Grade Level	TK	K	1	2	3	4	5
Suspension -Students As # Overall	0	0	6	0	1	3	1
Suspension - Hispanic Students As # Overall	0	0	3	0	1	3	1

2023-24 Chronic Absenteeism							
Student Group	TK	K	1	2	3	4	5
School Total	5	13	17	9	7	9	4
Hispanic	0	7	9	3	6	6	1
English Learners	2	3	1	1	1	0	0
Special Education	0	1	3	1	2	4	1
Socioeconmically Disadvantaged	0	3	7	4	3	5	1
Foster	0	0	0	0	1	0	0
Homeless	0	2	1	1	0	0	0

Reed Elementary School

Jennifer Ponzio

School Year: 2024-25

Actions to Support & Achieve Goals

The rationale for the use of resources described below can be found on the GOALS tab. Each area addressed in the SPSA is described on that tab along with an analysis of the actions from the previous year and the plan to improve outcomes for the current school year.

Strategy #	Activity	Description	Goal	Additional Goal (If more than One)	Fiscal Source	Object	Amount
1	Purchase books, instructional materials and supplies to support the running of the school.	Technology: SMARTboard replacement parts, repairs, projector repairs, and document cameras, etc.	All		Site Flex	Equipment	$ 200.00
		Provide books, materials and office supplies to support low SES, EL's, foster and homeless students and staff academically and with SEL	All		Supplem...	Books and Supplies	$ 8,614.90
		Supplemental materials and instructional resources for SES, EL's, foster and homeless students in classrooms	All		Site Flex	Books and Supplies	$ 3,814.90
2	Release Day/ Collaboration	Subs for Data Teams & PBIS Planning	All		Site Flex	Certificated Subs	$ 900.00
		Subs for SST Meetings for SES, EL's, foster and homeless	Language Arts	English Language	Supplem...	Certificated Subs	$ 1,600.00
3	Provide extended day intervention and support for students	Pay teachers for intervention lessons before and after school for targeted sub-group populations	Language Arts	English Language Development	Supplem...	Certificated Extra Duty	$ 1,500.00
4	Assemblies	Assemblies: Public speakers & educational presentations	School Climate		Site Flex	Service Agreements	$ 3,500.00
5	Parent and Community Engagement	Food and drink for Principal's Chat & SSC	School Climate		Site Flex	Other	$ 561.37
6	Positive Climate	SEL Materials for Calm Down Corners & Quiet Zones	School Climate		Site Flex	Books and Supplies	$ 300.00
		PBIS Incentives and Rewards for student recognition including Bobcat Store Prizes	School Climate		Site Flex	Other	$ 1,500.00
		ROCKStar Recess rewards and incentives	School Climate		Site Flex	Other	$ 150.00
7	Campus Safety	Structured Recess Activity Program	School Climate		Supplem...	Service Agreements	$ 4,800.00
		Additional support and supervision in the case of special events or needs on campus beyond school hours	School Climate		Site Flex	Classified Extra Duty	$ 150.00
8	Prop 28 Arts and Music in Schools	Arts Program	School Climate		Arts and ...	Service Agreements	$ 8,358.85
		Certificated staffing to provide arts and music education	School Climate		Arts and ...	Certificated Personnel (FTE)	$ 32,335.32
		Purchase resources for the arts education teacher	School Climate		Arts and ...	Books and Supplies	$ 3,000.00

Reed Elementary School **School Plan for Student Achievement (SPSA)** Jennifer Ponzio

School Year: 2024-25

SCHOOL SITE COUNCIL (SSC) MEMBERS

EdCode 65000 *The SSC shall be constituted to ensure parity between the principal, classroom teachers, other school personnel, parents, and other community members. The presence of 51% of the SSC membership in attendance at the meeting will constitute a quorum. No decisions of the SSC shall be valid unless a quorum is present. An elementary school must have at least 10 members on their SSC. Parent or guardian can not be employed at the school site.*

School Site Council (SSC) Officers	
Despina Iskander	Chair (interim)
Bryan Loyola	Vice-Chair
Ashly Siteman	Secretary

Classroom Teachers
Lynn Bauer
Christina Daly
Sharon Starr
Other School Personnel
Diana Dahlin

Principal
Jennifer Ponzio
Parents/Community Members
Mayra Espinosa
Joe Bastardo
Despina Iskander
Bryan Loyola
Ashly Siteman

SCHOOL ENGLISH LEARNER ADVISORY COMMITTEE (SELAC)

A school with more than 20 English Language Learner (ELL) students shall establish a school-level advisory committee. Parents or guardians of English learners shall constitute at least the same percentage of the ELAC membership as their children represent of the student body. Parents or guardians of ELL students who are not employed by the school district shall constitute a majority of the committee.

Classroom Teachers
Lynn Bauer
Christina Daly
Sharon Starr
Other School Personnel
Diana Dahlin

Principal
Jennifer Ponzio
Parents/Community Members
Joe Bastardo
Mayra Espinosa
Despina Iskander
Bryan Loyola
Ashly Siteman

If the members of a properly constituted SELAC voted to give over their governance to the SSC, please list the names of those people who voted. SELACs must be constituted in school years starting in an odd year and the decision to give governance to the SSC lasts for 2 years.

School English Learner Advisory Committee (SELAC) Officers	
Mayra Espinosa	
Camila Rosa	

The SELAC has voted to give governance to the SSC on this date:	08/28/23
The name of the parent SELAC representative to the SSC is:	Mayra Espinosa

School Site Council recommends this plan and proposed expenditures to the Board for approval and assures the Board of the following:

- The School Site Council is correctly constituted and was formed in accordance with board policy and state law.
- The School Site Council reviewed its responsibilities under state law and board policies, including those board policies relating to material changes in this plan requiring board approval.
- The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply.)

☑	English Learner Advisory Committee
☐	Other (list)

•. The School Site Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in board policies and in the LEA Plan.

• This plan 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 plan was adopted by the School Site Council at a public meeting on:	5/22/24

School Principal Name	Signature of School Principal	Date
Jennifer Ponzio		5/22/2024
SSC Chairperson Name	Signature of ~~SSC Chairperson~~	Date
Despina Iskander		05/22/2024
SELAC Chairperson Name	Signature of SELAC Chairperson	Date
Mayra Espinosa		23 May 24