

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ronald W. Reagan Elementary School	10-62240-0113142	May 12, 2025	June 9, 2025

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 Ronald W. Reagan Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

<ul style="list-style-type: none"> <li>Schoolwide Program</li> <li>Additional Targeted Support and Improvement</li> <li>Homeless Youth</li> </ul>
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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 Ronald W. Reagan Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program  
Additional Targeted Support and Improvement  
Homeless Youth

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

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

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

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

## Educational Partner Involvement

How, when, and with whom did Ronald W. Reagan 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

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

## Resource Inequities

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

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

No inequities have been identified at this time.

## 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.

Suspension Rate is Orange. ELA and Math are Orange. Minimal change of -2.7 points in ELA and -1.9 points in Math. We are currently contracting with FCSS for professional development in Math and assessment resources to increase exposure to CAASPP related content and using IAB assessments to help prepare students for upcoming summative assessments.

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.

### **Other Needs**

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

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Ronald W. Reagan 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%	0.16%		0	1
African American	0.16%	0.16%	0.16%	1	1	1
Asian	3.05%	2.69%	1.72%	19	17	11
Filipino	0.16%	0%	%	1	0	
Hispanic/Latino	64.79%	67.25%	70.42%	403	425	450
Pacific Islander	0.16%	0%	%	1	0	
White	28.46%	25.47%	23.79%	177	161	152
Two or More Races	2.89%	3.96%	2.97%	18	25	19
Not Reported	0.32%	0.47%	0.78%	2	3	
<b>Total Enrollment</b>				622	632	639

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 4	181	214	215
Grade 5	218	195	217
Grade 6	223	223	207
<b>Total Enrollment</b>	622	632	639

#### Conclusions based on this data:

1. Our enrollment has decreased because of the increased options available for hybrid and online learning programs.
2. Although we have lost some students to online school, they are beginning to return.
3. There is a low bubble of students currently in 5th grade but this has been the same with this cohort for every year of enrollment.

# School and Student Performance Data

## 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	63	83	68	10.50%	10.1%	10.6%
Fluent English Proficient (FEP)	62	60	71	12.80%	10.0%	11.1%
Reclassified Fluent English Proficient (RFEP)				2.9%		

### Conclusions based on this data:

1. At the end of the 23/24 school year, we were able to reclassify several EL students based on their improvements on the ELPAC
2. With additional training from FCOE, our ELD teachers have been able to focus their teaching to align with and prepare students for the ELPAC test.
3. Living in an agricultural region, there are always new EL students coming to us so we stay pretty consistent with our EL numbers as we gain new ones and reclassify those that meet the criteria.

# 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	189	217		187	214		187	214		98.9	98.6	
Grade 5	222	201		222	197		222	197		100.0	98.0	
Grade 6	219	228		217	226		217	226		99.1	99.1	
All Grades	630	646		626	637		626	637		99.4	98.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	2473.	2452.		27.27	19.63		26.20	24.30		20.32	20.56		26.20	35.51	
Grade 5	2490.	2500.		18.47	17.77		29.28	30.96		22.07	28.43		30.18	22.84	
Grade 6	2531.	2517.		21.20	11.95		29.49	37.61		29.95	24.34		19.35	26.11	
All Grades	N/A	N/A	N/A	22.04	16.33		28.43	31.08		24.28	24.33		25.24	28.26	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	20.86	14.95		60.96	64.95		18.18	20.09	
Grade 5	15.77	14.21		63.96	71.07		20.27	14.72	
Grade 6	19.82	14.16		59.45	56.64		20.74	29.20	
All Grades	18.69	14.44		61.50	63.89		19.81	21.66	

<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>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 4</b>	17.11	13.08		59.36	61.21		23.53	25.70	
<b>Grade 5</b>	11.26	18.27		61.26	60.41		27.48	21.32	
<b>Grade 6</b>	17.51	15.49		59.45	55.31		23.04	29.20	
<b>All Grades</b>	15.18	15.54		60.06	58.87		24.76	25.59	

<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>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 4</b>	8.56	11.21		77.54	71.50		13.90	17.29	
<b>Grade 5</b>	10.81	11.17		79.28	78.68		9.91	10.15	
<b>Grade 6</b>	20.74	15.04		69.12	73.45		10.14	11.50	
<b>All Grades</b>	13.58	12.56		75.24	74.41		11.18	13.03	

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 4</b>	19.25	10.75		65.24	68.22		15.51	21.03	
<b>Grade 5</b>	18.47	17.26		63.51	65.48		18.02	17.26	
<b>Grade 6</b>	19.35	19.03		67.28	65.93		13.36	15.04	
<b>All Grades</b>	19.01	15.70		65.34	66.56		15.65	17.74	

**Conclusions based on this data:**

1. Students need to build their reading and test taking stamina. Teachers are using benchmark testing to expose students to testing rigor and build stamina.
2. Writing scores dropped from 18/19 to 20/21. Last year we were able to implement the writing units of study to improve writing and how students feel about it.
3. The percentage of students getting reading scores that are above standard has decreased over the last few years.

# 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	189	217		188	215		188	215		99.5	99.1	
Grade 5	222	202		222	201		222	201		100.0	99.5	
Grade 6	219	228		217	225		217	225		99.1	98.7	
All Grades	630	647		627	641		627	641		99.5	99.1	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	2464.	2458.		14.36	11.16		25.53	26.51		34.57	36.28		25.53	26.05	
Grade 5	2476.	2471.		9.91	10.45		19.37	15.92		31.53	32.84		39.19	40.80	
Grade 6	2524.	2504.		18.43	13.78		20.74	22.22		35.94	28.89		24.88	35.11	
Grade 11															
All Grades	N/A	N/A	N/A	14.19	11.86		21.69	21.68		33.97	32.61		30.14	33.85	

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 4</b>	15.96	16.74		59.04	58.60		25.00	24.65	
<b>Grade 5</b>	8.11	10.45		50.00	46.77		41.89	42.79	
<b>Grade 6</b>	15.67	14.22		58.06	48.44		26.27	37.33	
<b>Grade 11</b>									
<b>All Grades</b>	13.08	13.88		55.50	51.33		31.42	34.79	

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 4</b>	15.43	11.16		54.79	56.74		29.79	32.09	
<b>Grade 5</b>	13.06	7.46		52.25	57.21		34.68	35.32	
<b>Grade 6</b>	16.59	11.11		53.92	57.33		29.49	31.56	
<b>All Grades</b>	14.99	9.98		53.59	57.10		31.42	32.92	

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 4</b>	14.89	11.16		62.23	59.53		22.87	29.30	
<b>Grade 5</b>	9.01	8.96		63.51	61.69		27.48	29.35	
<b>Grade 6</b>	17.05	12.44		64.98	65.33		17.97	22.22	
<b>All Grades</b>	13.56	10.92		63.64	62.25		22.81	26.83	

**Conclusions based on this data:**

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

# 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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
4	1522.9	1508.3		1530.0	1505.1		1515.3	1511.0		26	40	
5	1512.5	1525.2		1511.9	1531.8		1512.5	1518.1		24	26	
6	1521.9	1537.5		1534.8	1543.4		1508.3	1531.1		15	24	
<b>All Grades</b>										65	90	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
4	19.23	27.50		50.00	35.00		19.23	27.50		11.54	10.00		26	40	
5	8.33	19.23		33.33	50.00		50.00	15.38		8.33	15.38		24	26	
6	13.33	25.00		33.33	41.67		40.00	25.00		13.33	8.33		15	24	
<b>All Grades</b>	13.85	24.44		40.00	41.11		35.38	23.33		10.77	11.11		65	90	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
4	38.46	40.00		50.00	40.00		3.85	12.50		7.69	7.50		26	40	
5	25.00	42.31		58.33	42.31		12.50	3.85		4.17	11.54		24	26	
6	40.00	37.50		33.33	50.00		13.33	8.33		13.33	4.17		15	24	
<b>All Grades</b>	33.85	40.00		49.23	43.33		9.23	8.89		7.69	7.78		65	90	

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
4	0.00	7.50		8.00	37.50		52.00	35.00		40.00	20.00		25	40	
5	5.56	3.85		11.11	30.77		33.33	34.62		50.00	30.77		18	26	
6	6.67	8.33		6.67	25.00		40.00	41.67		46.67	25.00		15	24	
All Grades	7.69	6.67		16.92	32.22		46.15	36.67		29.23	24.44		65	90	

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
4	76.92	35.00		15.38	52.50		7.69	12.50		26	40		
5	16.67	38.46		70.83	53.85		12.50	7.69		24	26		
6	26.67	16.67		46.67	79.17		26.67	4.17		15	24		
All Grades	43.08	31.11		43.08	60.00		13.85	8.89		65	90		

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
4	23.08	55.00		65.38	37.50		11.54	7.50		26	40		
5	54.17	53.85		33.33	34.62		12.50	11.54		24	26		
6	60.00	66.67		40.00	29.17		0.00	4.17		15	24		
All Grades	43.08	57.78		47.69	34.44		9.23	7.78		65	90		

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
4	3.85	7.50		69.23	65.00		26.92	27.50		26	40		
5	0.00	11.54		62.50	57.69		37.50	30.77		24	26		
6	6.67	8.33		13.33	33.33		80.00	58.33		15	24		
All Grades	3.08	8.89		53.85	54.44		43.08	36.67		65	90		

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>4</b>	34.62	32.50		46.15	55.00		19.23	12.50		26	40	
<b>5</b>	12.50	30.77		75.00	50.00		12.50	19.23		24	26	
<b>6</b>	6.67	29.17		93.33	66.67		0.00	4.17		15	24	
<b>All Grades</b>	20.00	31.11		67.69	56.67		12.31	12.22		65	90	

**Conclusions based on this data:**

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

# School and Student Performance Data

## Student Population

The 2024 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.

### 2023-24 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
639	71%	10.6%	0.2%

Total Number of Students enrolled in Ronald W. Reagan Elementary School.

Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

Students whose well being is the responsibility of a court.

### 2023-24 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	68	10.6%
Foster Youth	1	0.2%
Homeless	18	2.8%
Socioeconomically Disadvantaged	454	71%
Students with Disabilities	88	13.8%

### Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	1	0.2%
American Indian	1	0.2%
Asian	11	1.7%
Filipino	0	0.0%
Hispanic	450	70.4%
Two or More Races	19	3%
Pacific Islander	0	0.0%
White	152	23.8%

#### Conclusions based on this data:

1. We teach using SIOP strategies to reach all learners.

2. We will consider the different cultures and how that may affect student learning.

3. We have a significant percentage listed as socioeconomically disadvantaged.

# School and Student Performance Data

## Overall Performance






The 2024 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.

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### 2024 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

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

- 
- 
3. We are continuing to analyze our math and ELA scores to find ways to continue to improve. All certificated staff received training on how to use state developed resources such as, Tools for Teachers, to support students with CAASPP testing.

# School and Student Performance Data

## Academic Performance English Language Arts

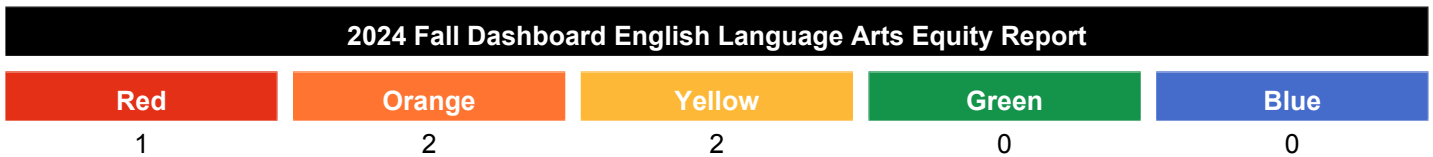
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>13.2 points below standard</p> <p>Maintained 2.7 points</p> <p>608 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>41.6 points below standard</p> <p>Increased 10.3 points</p> <p>109 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>95.8 points below standard</p> <p>Declined 63.4 points</p> <p>22 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>24.3 points below standard</p> <p>Declined 5.2 points</p> <p>434 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>102.6 points below standard</p> <p>Declined 7.8 points</p> <p>85 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>42.3 points above standard</p> <p>Declined 3.5 points</p> <p>11 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>23.0 points below standard</p> <p>Maintained 2.1 points</p> <p>429 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>49.6 points above standard</p> <p>Declined 5.9 points</p> <p>18 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>1.9 points above standard</p> <p>Declined 12.1 points</p> <p>146 Students</p>

**Conclusions based on this data:**

1. Students needing extra support receive RTI support with small group instruction inside the classroom and pull out support.
2. RPS and Gen Ed staff are collaborating more to link IEP goals and general ed content.
3. PRESS used during intervention to help the lowest struggling readers.

# School and Student Performance Data

## Academic Performance Mathematics

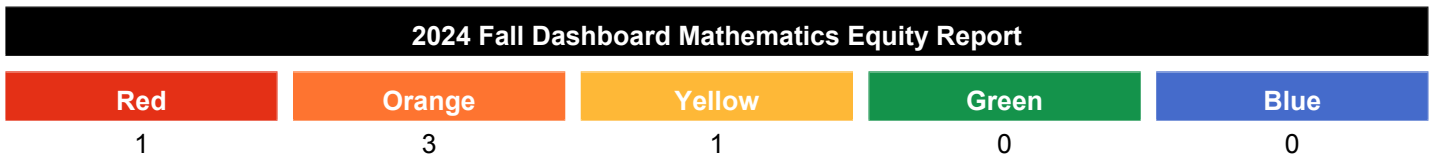
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Orange</p> <p>43.1 points below standard</p> <p>Maintained 1.9 points</p> <p>610 Students</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>79.0 points below standard</p> <p>Maintained 1.8 points</p> <p>111 Students</p>	<p><b>Long-Term English Learners</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>
<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>111.2 points below standard</p> <p>Declined 45.1 points</p> <p>23 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>54.1 points below standard</p> <p>Declined 3.7 points</p> <p>436 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>118.7 points below standard</p> <p>Maintained 2.8 points</p> <p>86 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>3.2 points above standard</p> <p>Declined 12.5 points</p> <p>11 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>56.7 points below standard</p> <p>Maintained 1.1 points</p> <p>430 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>31.7 points above standard</p> <p>Declined 4.2 points</p> <p>18 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>17.4 points below standard</p> <p>Declined 4.3 points</p> <p>147 Students</p>

**Conclusions based on this data:**

1. We are using FCSS to provide professional development to all teachers monthly on Wednesday flex days.
2. Using push-in supports into the classroom to support students who need the extra help.
3. Currently in Differentiated Assistance where we are developing a system to improve collaboration with RSP staff to better support their students academic progress.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 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.

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

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Blue 70.6% making progress. Number Students: 68 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 6 Students

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.

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
4.4%	25%	0%	70.6%

### Conclusions based on this data:

1. The amount of students that were successful on the CASSPP and ELPAC will allow us to reclassify them.
2. Progress of EL students on the ELPAC test increased significantly due to consultation with county coaching and planning time for designated ELD teachers.
3. ELD lessons were more accurately aligned to the ELPAC and EL standards this last year.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 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.

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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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>0.8% Chronically Absent</p> <p>Declined 1.1</p> <p>666 Students</p>	<p><b>English Learners</b></p> <p>Green</p> <p>1.3% Chronically Absent</p> <p>Increased 1.3</p> <p>76 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Maintained 0</p> <p>29 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Blue</p> <p>0.8% Chronically Absent</p> <p>Declined 1.2</p> <p>481 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Blue</p> <p>0% Chronically Absent</p> <p>Declined 4.5</p> <p>95 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Maintained 0</p> <p>11 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Blue</p> <p>1.1% Chronically Absent</p> <p>Declined 0.7</p> <p>468 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Declined 7.1</p> <p>26 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Blue</p> <p>0% Chronically Absent</p> <p>Declined 1.2</p> <p>159 Students</p>

**Conclusions based on this data:**

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

# School and Student Performance Data

## Academic Engagement Graduation Rate

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Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

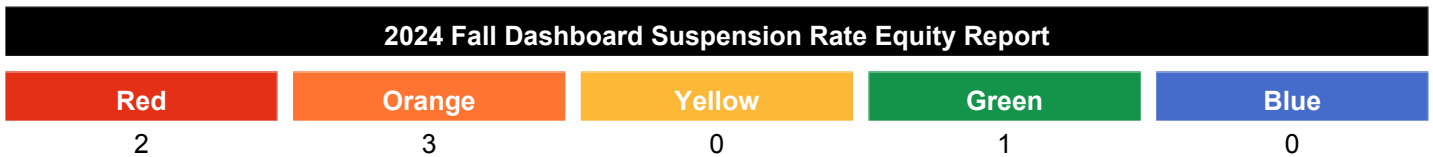
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>3.9% suspended at least one day</p> <p>Increased 1.3%</p> <p>673 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>6.5% suspended at least one day</p> <p>Increased 4.6%</p> <p>77 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p><b>Homeless</b></p> <p>Orange</p> <p>3.3% suspended at least one day</p> <p>Maintained 0.2%</p> <p>30 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>4.7% suspended at least one day</p> <p>Increased 2.1%</p> <p>487 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Green</p> <p>2.1% suspended at least one day</p> <p>Declined 2.3%</p> <p>96 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>11 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>4.4% suspended at least one day</p> <p>Increased 1.1%</p> <p>472 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>26 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>3.1% suspended at least one day</p> <p>Increased 1.9%</p> <p>162 Students</p>

**Conclusions based on this data:**

1. We are implementing PBIS to find alternative ways to discipline students other than suspension.
2. We have hired a behavior support aide to implement behavior academies.
3. We now have a school counselor on our site 5 days a week.

# 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.

#### English Language Development

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

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

LCAP goal to which this school goal is aligned.

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

### 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.

Our EL students are 121.8 points below standard on the dashboard for the Math CAASPP test, which is not keeping up with our English only students who are at 35.1 points below standard.

### 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
ELPAC	40% of our EL students are making progress towards English language proficiency	We will have 45% of our EL students making progress towards English language proficiency.

### 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	Continue to Inservice SIOF Components: Teachers will prepare lessons, build background, and provide comprehensible input to increase student achievement. Staff development for continuous improvement of practice. Teachers, principals, instructional aides, and district support personnel will all plan for and implement targeted instructional strategies for identified students. EL students will receive daily ELD instruction based on the ELD standards. Provide high quality curriculum and classroom supplies to provide access to a robust, well rounded education including STEAM.  Staff will participate in classroom observations/walk-throughs with a focus on the implementation of the SIOF as the model for	EL population	32691.80 Title I 1000-1999: Certificated Personnel Salaries Learning director 92364.40 Title I 2000-2999: Classified Personnel Salaries paraprofessional salaries 45297.88 Title I 3000-3999: Employee Benefits  4915.17

	<p>instruction. Designated ELD time: Students will focus on language acquisition through the use of a curriculum formed by teachers and the ELD coach from FCSS Lisa Clark. Learning Director acting as EL site coordinator for our EL population.</p> <p>Clearly Identify RFEPs and long term ELs who have not reached proficiency on state tests and local assessments.</p> <ul style="list-style-type: none"> <li>• Monitor RFEPs for 4 years</li> <li>• Awareness of students and specific needs</li> <li>• Targeted Instruction in ELD class and Deployment</li> </ul>		<p>Title I 4000-4999: Books And Supplies Student Agendas 5930.00 Title I 5800: Professional/Consulting Services And Operating Expenditures Gold Gulch and and Motivational Assembly 140061.15 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries learning director and school counselor salaries 153858.08 LCFF - Supplemental 2000-2999: Classified paraprofessional salaries 110045.73 LCFF - Supplemental 3000-3999: Employee Benefits  9347.88 LCFF - Supplemental 4000-4999: Books And Supplies Elmos, speakers, walkie talkies, staff training materials, cameras 6198.00 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Bussing for Monterey field trip</p>
<p><b>1.2</b></p>	<p>Involvement of staff, parents, and community: a. annual parent/teacher conferences regarding ELPAC data and performance of standards b. Communication to parents in home language</p>	<p>EL Students</p>	<p>None Specified None Specified Written goal of 100% attended parent conferences. Written copies of communication in Spanish and all phone communication home in home language.</p>
<p><b>1.3</b></p>	<p>Staff development and professional collaboration: Regularly scheduled collaboration of grade levels. Materials to implement effective teaching strategies and intervention programs.</p>	<p>All Students</p>	<p>None Specified None Specified Early release Wednesday to give teachers time to collaborate  Title I 1000-1999: Certificated Personnel Salaries Extra time to plan, grade benchmarks, and learn new</p>

			<p>information. Teacher planning days. (see activity 1 for expenditure)</p> <p>Title I 3000-3999: Employee Benefits benefits for the subs for planning days (see activity 1 for expenditure)</p> <p>Title I 4000-4999: Books And Supplies Materials for Intervention / small group instruction (see activity 1 for expenditure)</p> <p>LCFF - Supplemental 4000-4999: Books And Supplies supplies to update educational technology (printers, toner, elmos) staff trainings, library books, sports equipment, STEAM, GATE etc... (see activity 1 for expenditure)</p>
1.4	Monitoring program implementation and results: a) use of multiple measures of standards-based assessment data to inform instructional practice b) school site council monitoring of the School Plan for Student Achievement	All Students	

# 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.

Reagan has developed a Theory of Improvement with the guidance of FCSS Leadership coaching to improve student data.

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

N/A

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

N/A

# 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.

#### Mathematics

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

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

LCAP goal to which this school goal is aligned.

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

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

### 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.

Our student population is 13.2 points below standard on the math CAASPP test.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	Our students in 23/24 were 13.2 points below the standard which is 28.7 points higher than our 22/23 results	We will move up to 5 scale score points on the math CAASPP test in 2024-2025

### 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
2.1	<ul style="list-style-type: none"> <li>The pacing guide will focus on the common core standards for mathematics and the mathematical processes.</li> <li>Teacher staff development and planning to align curriculum with math standards.</li> <li>Staff will participate in walk-throughs/observations</li> </ul> Common Assessments: <ul style="list-style-type: none"> <li>Equal access to the curriculum</li> <li>Stay on the pacing guide</li> <li>Data collection that is consistent</li> </ul>	All students	0 None Specified None Specified Teachers share data, lessons, and teaching strategies during PLC's and staff meetings.

	<ul style="list-style-type: none"> <li>• Consistent comparison of data in PLCs</li> <li>• Identify Student Needs</li> <li>• Sharing data provides an opportunity for professional development</li> <li>• Teachers reflect on shared data and identify best instructional practices</li> </ul> <p>Front load students with academic vocabulary and pre-teaching strategies while adhering to SIOp</p> <ul style="list-style-type: none"> <li>• Familiar with content</li> <li>• Builds Confidence</li> <li>• Increased Participation</li> </ul> <p>Progress Monitoring for Students not at Meets Standard</p> <ul style="list-style-type: none"> <li>• All students succeed in moving towards Meeting the Standard</li> <li>• Benchmark testing and progress monitoring of individual students not yet proficient</li> </ul> <p>Math Focus: Additional enrichment classes including robotix Our staff will be going through professional development courses working with FCOE to focus on:</p> <ul style="list-style-type: none"> <li>• increasing the rigor or classwork and test to match the SBAC</li> <li>• focusing on going deeper instead of wider.</li> <li>• working on math talks</li> <li>• teaching conceptually</li> <li>• priority standards</li> </ul> <p>-target claim data</p>		
<b>2.2</b>	Technology for instruction	All students	
<b>2.4</b>	<p>Differentiated Instruction:</p> <ul style="list-style-type: none"> <li>• All students will succeed in moving toward meeting the standards</li> </ul>	All Students	<p>0</p> <p>Lottery: Instructional Materials 4000-4999: Books And Supplies 7 teacher edulastic math assessment subscriptions (See goal 1 for expenditures) 0</p> <p>0</p>
<b>2.5</b>			0
<b>2.6</b>			

# 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.

Working with Fresno County Superintendent of Schools executive leader coaching, A theory of improvement was created and implemented. Strategies were monitored throughout the year and implementation was found to be effective. Programs and people were used towards their intended target and as we are looking towards CAASPP results, we anticipate that scaled score points will rise.

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

No changes were made to meet the implemented strategies. Goals were able to be met with the expenditures planned.

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

No changes will be made to this goal

# 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.

#### ELA

Students will grow by an average of 3 scale score points in ELA on the end of the year CAASPP.

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

LCAP goal to which this school goal is aligned.

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

### 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.

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	Students are 13.2 points below standard on the CAASPP.	Students will grow 3 scale score points and be at 10.2 points below standard for the 24/25 CAASPP score points.

### 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
3.1	<ul style="list-style-type: none"> <li>Small groups</li> <li>Ability to target specific students' needs</li> <li>Students engaged in learning</li> <li>Paraprofessionals used to help differentiate instruction</li> <li>walkthroughs, observations - focus on SIOP</li> </ul> Meaningful use of data <ul style="list-style-type: none"> <li>IXL</li> <li>Updated library books.</li> </ul>	All students	0  0 LCFF - Supplemental 4000-4999: Books And Supplies Updated library books (See expenditure in Goal 1)

	<ul style="list-style-type: none"> <li>• Small groups working on specific standards based on testing data results</li> <li>• Teacher training regarding data analysis from formative and summative assessments through Illuminate</li> <li>• Specific standards retaught</li> <li>• Relearning/reflecting on standards</li> </ul> <p>Progress Monitoring for Students not at "Meeting Standard"</p> <ul style="list-style-type: none"> <li>• All students succeed in moving towards Meeting the Standard</li> <li>• Benchmark testing and progress monitoring of individual students not yet proficient</li> <li>• Teacher Training</li> <li>• PD where they are planning/refining units and sharing best practices with the small group instruction.</li> </ul> <p>Intervention with para through PRESS for those students in fourth grade who are 2 or more grade levels below in reading.</p>		
<b>3.2</b>	<p>Integrate ELA throughout the curriculum / ELA in content areas</p> <ul style="list-style-type: none"> <li>• Small groups working on specific standards based on interim assessments and Common Formative Assessments</li> <li>• Authentic assessment</li> <li>• Checking for understanding</li> <li>• Increased reading skills</li> <li>• Increased comprehension across the curriculum</li> </ul> <p>Library selections to support ELA content  Parent Involvement - Books given to families for family reading through Kingsburg Reads One Book Program</p>	All students	
<b>3.3</b>	<p>IXL</p> <ul style="list-style-type: none"> <li>• administration observation in the classroom and teachers using IXL effectively.</li> <li>• Celebrate student achievement in class to keep motivation for students.</li> <li>• Teachers monitor students progress in real time.</li> <li>• Teachers assign targeted sub-skill practice</li> </ul>	all students	0

3.4			
3.5			

# 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.

Strategies were implemented and students CAASPP scores are likely going to increase. Teachers saw student progress while using IABs and FIABs so the results are likely to be similar on the summative CAASPP.

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

NA

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.

NA

# 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.

#### Parent and Community Involvement and Safe School Climate

Increase community and parent involvement at our school site by creating more opportunities for parents to be on campus, holding our SSC/ELAC meetings four times a year, and creating an effective school-to-home communication system to promote the success of all students. Continue the use of PBIS for positive behavior results. All students will be educated in a learning environment that is safe, drug-free, and conducive to learning. HONOR (Hard work On task Never give up Outstanding Respect) will be the schoolwide PBIS motto for students and staff to adhere to. Implementation of Ripple Effects for students who violate an HONOR expectation. Liaison and school counselor will welcome families to participate in a don't fall into bullying event as well as a back to school scavenger in a desire to have more parent involvement. We are also planning a safety day for the community to be more visible on campus.

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

LCAP goal to which this school goal is aligned.

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

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

### Annual Measurable Outcomes

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

### 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	A) Continuation of PBIS B) Bully Prevention Program - Stop, Walk, Talk C) Location of hot spots as reported by incidents recorded in Aeries.net	All students	0 LCFF - Supplemental 4000-4999: Books And Supplies

	D) Staff meetings held monthly to inform staff of incidents on campus via Aeries.net E) HONOR Academies with Ripple Effects F) Watch DOGS Program G) Trauma Informed Training for teachers		Vest for our watch dog volunteers (See goal 1 for expenditures)
4.2	Purchasing or rewards/snack bar items and spirit wear masks for students who are earning HONOR slips for showing HONOR. Membership The Positivity Project - Promote Positive School Climate and Building Relationships Signage for our campus to promote behavior expectations Radios for all paras to keep communication open and students safe	All students	0 District Funded 5800: Professional/Consulting Services And Operating Expenditures The Positivity Project - Differentiated Project-based learning (PBL) Resources (See goal 1 for expenditures) 0 District Funded 5800: Professional/Consulting Services And Operating Expenditures Ripple Effects - behavior academies and social/emotional health (See goal 1 for expenditures)
4.3	Parent communication: Back to School Night, parent club, classroom volunteers, Open House, and all activities in the community	Parents of all students	

## 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.

Discipline has improved based on a multi tiered approach to addressing high priority conflicts. Parents and community were highly involved with the planned events we held.

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

NA

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.

NA

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

#### **GATE and extra curricular activities**

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

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

LCAP goal to which this school goal is aligned.

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

### 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.

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

### 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
Create well rounded and balanced students to be a vital part of the Kingsburg Community - We want to provide opportunities for our students to be involved in extracurricular or GATE programs.	We offer 8 different extracurricular activities and 3 of those are specific for GATE students	We would like to continue to offer extracurricular activities moving forward.

### 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
5.1	A) Identification of GATE Students based GATE test, CAASPP scores, reading level, and teacher recommendation. A) Provide high-quality materials for GATE students:	GATE Students	Other 4000-4999: Books And Supplies

	Stipend for teachers - GATE		materials for GATE (See goal 1 for expenditures)  District Funded 1000-1999: Certificated Personnel Salaries stipend for GATE teachers (See goal 1 for expenditures)
5.2	Provide materials and supplies and repairs in areas of Music, Athletics, High Achievers  Unit planning materials  Field trip with Gold Gulch - 4th grade  3rd music class for students who are anxious about performing  After school classes for art and technology  Enrichment for students to apply what they are learning in the classroom in a hands on way.	All Students	Title I 5800: Professional/Consulting Services And Operating Expenditures Bussing for Monterey Aquarium 5th grade field trip (See goal 1 for expenditures)  Other 4000-4999: Books And Supplies Band Instruments, cleaning, and supplies (See goal 1 for expenditures)  Other 4000-4999: Books And Supplies Equipment for sports and PE (See goal 1 for expenditures)
5.4			

## 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.

Reagan Elementary provided a variety of extra curricular classes and GATE opportunities.

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

NA

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.

NA

# 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	\$200,900
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$600,710.09
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 (\$)
Title I	\$181,199.25

Subtotal of additional federal funds included for this school: \$181,199.25

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

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$0.00
LCFF - Supplemental	\$419,510.84
Lottery: Instructional Materials	\$0.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$419,510.84

Total of federal, state, and/or local funds for this school: \$600,710.09

# 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
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## Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	0.00
LCFF - Supplemental	419,510.84
Lottery: Instructional Materials	0.00
None Specified	0.00
Title I	181,199.25

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	172,752.95
2000-2999: Classified Personnel Salaries	246,222.48
3000-3999: Employee Benefits	155,343.61
4000-4999: Books And Supplies	14,263.05
5800: Professional/Consulting Services And Operating Expenditures	12,128.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	140,061.15
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	153,858.08
3000-3999: Employee Benefits	LCFF - Supplemental	110,045.73

4000-4999: Books And Supplies	LCFF - Supplemental	9,347.88
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	6,198.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	32,691.80
2000-2999: Classified Personnel Salaries	Title I	92,364.40
3000-3999: Employee Benefits	Title I	45,297.88
4000-4999: Books And Supplies	Title I	4,915.17
5800: Professional/Consulting Services And Operating Expenditures	Title I	5,930.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	600,710.09
Goal 2	0.00
Goal 3	0.00
Goal 4	0.00

# School Site Council Membership

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

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

Name of Members	Role
Tiffany Dix	Parent or Community Member
Maria Puga	Parent or Community Member
Sonia Gonzalez	Parent or Community Member
Amanda Carrasco	Parent or Community Member
Kristina Unruh	Parent or Community Member
Jodi Dias	Classroom Teacher
Sarah All	Classroom Teacher
Tyler Williams	Classroom Teacher
Amie Rogers	Other School Staff
Kerry Pickrell	Principal

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 12, 2025.

Attested:



Principal, Kerry Pickrell on 05/12/2025

SSC Chairperson, Tiffany Dix on 05/12/2025

# Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) 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.

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.

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

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

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

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

**Additional CSI Planning Requirements:**

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

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## **Budget Summary Table**

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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