



Targeted Support and Improvement (TSI) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ronald Reagan Elementary School	33-75176-0108241	5/12/26	6/11/26

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 Reagan Elementary School for meeting ESSA’s planning requirements for Targeted Support and Improvement (TSI) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

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

Educational Partner Involvement

How, when, and with whom did your Ronald 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

The school collaborated with the following partners: English Learner Advisory Council (ELAC), School Site Council (SSC), Leadership Team, Site Staff, and the District Office.

School Site Council (SSC) Meetings:

August 14, 2025

We held a meeting with the 24-25 SSC to make changes to the SPSA for this school year.

1. PLC Conference in Pasadena, California - Moved \$2,000 from Goal 3, Action 1 to Goal 3, Action 2 to cover additional costs.
2. CAPS Network at RCOE - Moved \$11,000 from Goal 3, Action 1 to Goal 3, Action 2 to cover additional costs.

September 16, 2025

We held another meeting with the 24-25 SSC to make an additional funding change to the SPSA for this school year.

1. PLC Conference and CAPS Network - Moved \$8,000 from Goal 1, Action 1 to Goal 3, Action 2 to cover additional costs.
2. We also sent out a request for new SSC members. We need 3 teachers and 2 parents.

November 18, 2025

Introduction of new members

School Site Council Training

- a. School Site Council Bylaws
- b. LEUSD Title I Parent Involvement Policy
- c. LEUSD Uniform Complaint Procedures
- d. School Accountability Report Card (SARC)
- e. Title 1 Home/School Compact

Election of Officers

Review Comprehensive Safe School Plan

Review SPSA

Discussion Items

- a. ELAC Attendance and Meetings

Questions for Principal? None

February 17, 2026

4. Review SPSA

- a. Comprehensive Needs Assessment

Proposition 28

- a. New Bell Schedule Ideas? What day?

Discussion Items

- a. Ways to improve student attendance.
- b. Ways to improve parent involvement.

- i. ELAC

Questions for Principal? None

March 17, 2026

Review SPSA

a. Any questions/changes?

Proposition 28

a. New Bell Schedule Ideas? Monday

Discussion Items

a. Ways to improve student attendance.

b. Ways to improve parent involvement.

i. ELAC

Questions for Principal? None

April 21, 2026

Review SPSA

a. Any questions/changes? Reviewed goals and actions.

Proposition 28

a. Questions? Still looking at breakdown with Leadership Team/Guiding Coalition.

Discussion Items

a. Ways to improve student attendance.

b. Ways to improve parent involvement.

Questions for Principal? None

May 16, 2026

Review SPSA

a. Final Budget

b. Any questions/changes?

Proposition 28

a. Questions?

Discussion Items

a. Ways to improve student attendance.

b. Ways to improve parent involvement.

Questions for Principal? None

Future Meetings: Next Year

ELAC MEETINGS:

We will continue to increase parent involvement in our ELAC meetings.

Our counselor helps by making personal calls to parents for participation and translation services.

9/24/25

Election Information

Review of what an ELAC is

Roles and Responsibilities

DELAC and Alternate Information and Dates

Set Future Meeting Dates

EL Program

11/19/25

Elections

Review of what an ELAC is

Roles and Responsibilities

DELAC and Alternate Information and Dates

Review Future Meeting Dates

EL Program

1/21/26

Reports - DELAC, SSC & Principal

EL Needs Assessment - EL Program, Data, Recommendations

District Parent Information - Family Engagement Summit Information

Project 2 Inspire Information

SPSA

Future Topics?

Questions and Answers

3/25/26

Reports - DELAC, SSC, and Principal

ELPAC Update

Recommendations for SPSA

Reclassification Information

ELPAC Scores and other District Assessments

Future Topics?

Questions and Answers

LEADERSHIP TEAM MEETINGS:

9/2/25

SPSA/Title 1 Funds - Changed funds around in August to cover PLC Conference and CAPs.

Para Ed Extra Duty - Need to fill open positions!

Teacher collaboration/coaching/data days - Use them!

CAASPP Scores

Bell Schedule Details - Designated ELD Times

10/7/25

SPSA/Title 1 Funds - Discussion of wants/needs for next year.

Para Ed Extra Duty - Still need to fill open positions before this can happen with fidelity.

Teacher collaboration/coaching/data days - Still available.

PLC Conference - Team wants to continue next year with those members who don't go this year and expand to other teachers.

CAPS Program - It is a three year program. We want to increase participation next year.

11/4/25

CAPS Homework: Reflection on Mission and Vision Statements: Review our school's proposed mission statement.

Review your school or team's mission statement on a chart paper. In your reflection, address the following questions:

- 1) Does our mission statement currently drive our daily work, decisions, and practices?
- 2) What does our mission look like when it is being lived out in our school?
- 3) What does our mission sound like in the conversations among staff, students, and families?
- 4) What does our mission feel like in the culture and climate of our school?

How do we want to roll out PLC to staff?

What a PLC is and isn't

Why do we do what we do?

Show "Our Why" PowerPoint slides

12/2/25

Continued CAPS Homework. Proposed Mission Statement: "At Ronald Reagan Elementary School, our mission is to cultivate a learning community focused on academic achievement, integrity, and accountability.

We hold all students to high standards of performance and personal responsibility to prepare them for future success."

Do we want any changes?

How do we want to get parent/guardian input? Survey or mail home question with reward to students for completion?

Three things to focus on this year.

Graphic organizers - 5th grade templates

How do we get students to read more overall?

Choral reading and respond

Partner Reading

Discussed ways to improve student attendance. The existing incentives have been working but we are always looking for ways to improve. We still use the grade level trophies to give out to the classes at each grade level with the best attendance the prior week during our Monday Morning Whole School Meetings. The goal being 96% so we give the percentage number for all to hear. But now they only get "honorable mention" if they don't make the goal of 96%. Only those classes that get 96% or higher will get the trophy. Classes with 100% will get an extra dance/game recess. We are also continuing with the FOMO (Fear Of Missing Out) sticker program on our lunch trays on Mondays and Fridays. If a student finds a sticker on their lunch tray they can turn it in to a staff member for a SOAR dollar. Those students who bring lunch can also earn SOAR dollars for staying seated, helping others, and/or following directions.

Discussed ways to improve parent involvement.

Trunk or Treat – Wednesday October 29 from 5:30 – 7:30 pm

Empowering parents/guardians? Engagement nights/Monthly training: Screen time or Nutrition

Still not many parents attending ELAC meetings. Trying to call, send flyers home and put on marquee. Asking parents what they need from us to attend meetings.

2/3/26

SPSA/Title 1 Funds - Discussion of wants/needs for next year.

How to improve attendance? Independent study contracts?

Parent/Student Engagement -

LEUSD Games – 5th grade classes can send up to 4 students each

20th Anniversary Celebration w/Spring Carnival: April 22, 2026, from 5:00 – 8:00 pm

Appetizers in staff lounge for past employees

Site to provide one shirt per current staff member – Monday Meeting Uniform

Grade Walk – Last Monday of school year - June 1, 2026

CAPS at RCOE: Professional Learning Communities at Work

Continuum: Laying the Foundation - Looking at the current reality of our school's implementation of each PLC indicator.

3/3/26

SPSA Funds and ideas for spending?

District adopted curriculum usage

CAASPP Workshop – March 25th from 5:00 – 6:00 pm for parents

CAPS RCOE PLC Continuum Review - Looked and consistencies and differences between PLC teams.

95% Training Days are available for staff and paras this year and next.

Amplify Training K-2 is March 23rd in room 4 Please sign up on SCHED.

Amplify Training 3-5 is March 26th in room 4. Please sign up on SCHED.

ELPAC Testing Window is March 9th – 20th in room 4 and Room 27.

iReady Testing March 9 – May 8

4/7/26

CAASPP Schedule was discussed and affidavits will be distributed to all staff this week.

Student permission slips for the testing mints will be going out as well.

Any new wants/needs for the SPSA?

5/5/26

The Leadership Team will review the SPSA once again and to finalize our goals and actions.

The information will be shared once again with the staff during PLCs and the staff meeting the following week.

CAASPP Testing Update

Bell Schedule Changes for next school year - Prop 28

Summer School and ESY here this summer for RRE, DGE, WES and WCE.

Almost every classroom will be used. Amity will be the administrator.

Staff Appreciation Week

End of Year Party & Carl's Retirement

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 only.

We are not eligible for ATSI.

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.

GOAL 1: Academic Excellence

1a. English Language Arts —CAASPP 24-25

ALL	-24.1 dfs (Increased 9.2 points)	YELLOW
SWD	-73.8 dfs (Increased 43.7 points)	ORANGE
EL	-25.8 dfs (Maintained -1.1 points)	No Color
Hispanic	-31.4 dfs (Increased 9.5 points)	YELLOW
SED	-37.4 dfs (Maintained 2 points)	ORANGE
White	-9.6 dfs (Increased 25.2 points)	YELLOW
African Am	-60.4 dfs (Declined -4.9 points)	No Color
2 or More	36.3 dfs (Declined -39.3 points)	No Color

1b. Mathematics—CAASPP 24-25

ALL	-52.5 dfs (Maintained 1.2 points)	ORANGE
SWD	-90.1 dfs (Increased 37.0 points)	YELLOW
EL	-71.3 dfs (Declined 9.4 points)	No Color
Hispanic	-61.1 dfs (Maintained -0.2 points)	ORANGE
SED	-65.8 dfs (Maintained -1.3 points)	ORANGE
White	-39.4 dfs (Increased 11.1 points)	YELLOW
African Am	-93.8 dfs (Maintained -0.4 points)	No Color
2 or More	-32.9 dfs (Declined -14.1 points)	No Color

ELPI = 33.3% (Declined 24.4%) No Color

Our ELPI scores are very concerning.

The percentage of EL students who progressed to at least one ELPI Level decreased 27.3% which was from 57.7% to 30.4% in 2024-2025.

Our ELs who maintained ELPI levels 1, 2L, 2H, 3L, and 3H went from 38.5% to 34.8% in 2024-2025.

The highest increase area being our ELs who decreased at least one ELPI Level increased 31% which was from 3.8% to 34.8% in 2024-2025.

PRIORITY ROOT CAUSES

Lack of staffing due to unfilled paraeducator positions.

Lack understanding of best first instruction.

Lack of a cohesive Tier 1 instructional experience for students.

Lack unpacking the standards to determine prerequisite skills students must have to be successful in each standard; development of success criteria.

Lack of assessments consistently used for the purpose of monitoring the proficiency by specific strands within a standard.

Lack of use of comprehensive, viable curriculum used with fidelity.

Students lack access to a standards aligned instructional experience with designated supports.

Ronald Reagan Elementary School will take the following actions to address these needs:

Goal 1a Action 1.1: Provide professional development, materials and support to teachers in the following areas: Science of Reading, McRel's 14 Instructional Strategies, iReady Assessments and data analysis.

Goal 1a Action 1.2: Provide teachers with opportunities to attend collaborative coaching, data, and learning release days.

Goal 1a Action 1.3: Provide classified employees to be paid extra duty to help monitor the class while the teacher works with small student groups for intensive intervention.

GOAL 2: Student/Family and Community Engagement

SUSPENSION RATE:

ALL 0.4% (Maintained -0%)	BLUE
SWD 1.6% (Maintained 0.2%)	YELLOW
White 0.7% (Increased 0.7%)	YELLOW
EL 0% (Maintained 0%)	BLUE
Hispanic 0% (Declined -0.3%)	BLUE
SED 0.3% (Maintained 0%)	BLUE
Homeless 0% (Maintained 0%)	BLUE
Two or More 0% (Maintained 0%)	BLUE
Filipino 0% (Maintained 0%)	No Color
African Am 3.1% (Declined -0.7%)	No Color

PRIORITY ROOT CAUSES:

It is something that we continue to monitor while utilizing our PBIS S.O.A.R. System and new counselor. Our biggest challenge with behaviors are with our students with disabilities. Those students identified as having behavior challenges are placed on Tier II or Tier III behavior support plans (PBIB) with additional goals and supports in their IEPs.

Ronald Reagan Elementary School will take the following actions to address these needs:

Continue to educate students, parents, and staff on behavior expectations and S.O.A.R. PBIS Matrix.

Review school-wide and specific location expectations at assemblies whole school, by grade level, by class, and individually.

Review school-wide and specific location expectations during morning meetings and daily announcements.

The S.O.A.R. PBIS behavior matrix will be reviewed and adjustments made based on newly identified needs.

Continue to utilize Tier II Behavior Plans, Tier III Behavior Plans, referrals to SEL Providers and Elementary Counselors to assist students at-risk of suspension and use alternatives to suspension to increase positive behavior.

CHRONIC ABSENTEEISM

ALL 18.5% (Declined -5.1%)	YELLOW
Homeless 41.2% (Increased 1.2%)	RED
SWD 23.6% (Declined -4.2%)	ORANGE
Hispanic 19.4% (Declined -6.5%)	YELLOW
Two or More 14.3% (Declined -18.1%)	YELLOW
SED 20.3% (Declined -8.4%)	YELLOW
White 19.0% (Declined -2.1%)	YELLOW
African American 18.8% (Increased 7.2%)	No Color
EL 20.7% (Declined -8.7%)	No Color
Filipino 8.3% (Declined 13.1%)	No Color

ADA—

21-22 = 91.38% (30.8% Chronic)

22-23 = 91.79% (30% Chronic)

23-24 = 93.10% (23.6% Chronic)

24-25 = (18.5% Chronic)

So far in 25-26 = 92.96% (16.51% Chronic)

Priority Root Causes:

Families are not concerned about sending students to school.

Families are not sure when it is safe to send students to school after an illness.

Families are not completing Independent studies as often as they could be and special education/504 students require meetings prior.

Ronald Reagan Elementary School will take the following actions to address these needs:

Goal 2A Action 1: Hold 3 Parent Engagement evenings a year.

Create engaging family nights and parent trainings to engage families in easy ways to ensure learning can continue at home.

Examples: Parent trainings where teachers show parents how to access apps that are used by the school and in the classroom and/or for homework (IC, ParentSquare, Seesaw, Lexia, PowerUp).

Additional trainings by administration and office staff on how to call in absences, clear absences, and what the different types of excused and not excused absences are for our system.

We will also help parents to understand that attendance directly relates to academic success and how to place students on independent study contracts as needed.

Goal 2A Action 2: Post monthly ADA in the office, on Parentsquare, Seesaw, and/or marquee with messages to inform educational partners.

Goal 2A Action 3: Send out informative posts on Independent study and health parameters for when to send to school. Continue to call parents/guardians of chronically absent students.

Reach out to all parents to educate them regarding the need for independent study contracts prior to students missing school.

Work with SWD including 504 parents to hold IEP meetings for independent study contracts prior to missing school.

Goal 2A Action 4: Making attendance a priority with students.

Making school a fun place to be for students. (FOMO = Fear Of Missing Out)

Give grade level trophies each week at whole school Monday Morning Meetings for the class with the best attendance the week prior.

Give large trophy to the class with the best attendance for the prior month at the first Monday Morning Meeting of the month.

Give classes with 100% attendance in a week a special reward option.

Post monthly class winners for highest attendance rate for the previous month.

Continue to utilize FOMO stickers on lunch trays and additional activities for students that are present.

GOAL 3: Improve and Strengthen Educational Environment

Strengthening Educational Environment through targeted parent engagement. Ensure that all educational partners are positively engaged in their school community so that students have instructional materials, highly effective staff supporting the unique learning needs of the students, and access to technology in a safe and welcoming climate.

Continued need for a structured school improvement team (Leadership Team) to monitor and support the implementation of the SPSA. Teachers would benefit from professional development on the cohesive delivery of best first instruction, use of technology and curriculum, and use of common assessments.

Priority Root Causes:

Teachers need additional professional development on the cohesive delivery of best first instruction, use of technology and curriculum, and use of common assessments.

Ronald Reagan Elementary School will take the following actions to address these needs:

Continue to work with our learning coaches on the cohesive delivery of best first instruction, use of technology and curriculum, and use of common assessments.

Continue to provide iPads, smart or interactive TVs, learning apps, and other technology to teachers for student learning.

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 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		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	4.86%	6.30%	5.00%	25	32	24
Asian	1.75%	1.57%	1.46%	9	8	7
Filipino	2.14%	2.36%	2.08%	11	12	10
Hispanic/Latino	54.09%	54.53%	57.71%	278	277	277
Pacific Islander	0.19%	%	0.42%	1		2
White	30.54%	27.56%	24.79%	157	140	119
Multiple/No Response	6.42%	7.68%	8.54%	33	39	41
Total Enrollment				514	508	480

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		27	39
Kindergarten	75	71	57
Grade 1	78	73	71
Grade 2	81	83	76
Grade3	66	88	82
Grade 4	108	62	87
Grade 5	72	104	68
Total Enrollment	514	508	480

Conclusions based on this data:

1. See comprehensive needs assessment.
2. See comprehensive needs assessment.
3. See comprehensive needs assessment.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	40	27	31	9.4%	7.8%	6.5%
Fluent English Proficient (FEP)	34	35	25	5.3%	6.6%	5.2%
Reclassified Fluent English Proficient (RFEP)				22.0%		

Conclusions based on this data:

1. See comprehensive needs assessment.
2. See comprehensive needs assessment.
3. See comprehensive needs assessment.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	108	64	80	107	63	80	107	63	80	99.1	98.4	100
Grade 4	75	106	60	75	104	59	75	104	59	100.0	98.1	98.3
Grade 5	94	71	108	92	71	107	92	71	107	97.9	100	99.1
All Grades	277	241	248	274	238	246	274	238	246	98.9	98.8	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2386.	2382.	2413.	11.21	7.94	18.75	18.69	15.87	22.50	30.84	34.92	32.50	39.25	41.27	26.25
Grade 4	2443.	2446.	2420.	17.33	16.35	5.08	24.00	26.92	18.64	22.67	24.04	32.20	36.00	32.69	44.07
Grade 5	2472.	2471.	2487.	13.04	12.68	16.82	25.00	30.99	21.50	23.91	21.13	30.84	38.04	35.21	30.84
All Grades	N/A	N/A	N/A	13.50	13.03	14.63	22.26	25.21	21.14	26.28	26.05	31.71	37.96	35.71	32.52

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.21	9.52	13.75	65.42	66.67	68.75	23.36	23.81	17.50
Grade 4	17.33	10.58	5.08	58.67	73.08	66.10	24.00	16.35	28.81
Grade 5	11.96	8.45	16.82	57.61	64.79	57.94	30.43	26.76	25.23
All Grades	13.14	9.66	13.01	60.95	68.91	63.41	25.91	21.43	23.58

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.61	4.76	11.25	45.79	58.73	62.50	48.60	36.51	26.25
Grade 4	6.67	6.73	1.69	57.33	59.62	62.71	36.00	33.65	35.59
Grade 5	9.78	8.45	7.48	57.61	57.75	70.09	32.61	33.80	22.43
All Grades	7.30	6.72	7.32	52.92	58.82	65.85	39.78	34.45	26.83

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.67	6.35	7.50	82.24	82.54	72.50	13.08	11.11	20.00
Grade 4	8.00	5.77	5.08	81.33	78.85	74.58	10.67	15.38	20.34
Grade 5	13.04	18.31	9.35	70.65	56.34	77.57	16.30	25.35	13.08
All Grades	8.39	9.66	7.72	78.10	73.11	75.20	13.50	17.23	17.07

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.48	7.94	15.00	65.42	69.84	67.50	27.10	22.22	17.50
Grade 4	10.67	16.35	6.78	73.33	61.54	76.27	16.00	22.12	16.95
Grade 5	16.30	14.08	14.95	59.78	63.38	68.22	23.91	22.54	16.82
All Grades	11.31	13.45	13.01	65.69	64.29	69.92	22.99	22.27	17.07

Conclusions based on this data:

1. See comprehensive needs assessment.
2. See comprehensive needs assessment.
3. See comprehensive needs assessment.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	108	64	80	107	64	80	107	64	80	99.1	100	100
Grade 4	75	106	60	75	104	59	75	104	59	100.0	98.1	98.3
Grade 5	94	71	108	91	71	107	91	71	107	96.8	100	99.1
All Grades	277	241	248	273	239	246	273	239	246	98.6	99.2	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2399.	2397.	2411.	6.54	7.81	15.00	21.50	21.88	20.00	40.19	31.25	30.00	31.78	39.06	35.00
Grade 4	2453.	2439.	2414.	14.67	3.85	1.69	20.00	27.88	23.73	38.67	34.62	27.12	26.67	33.65	47.46
Grade 5	2448.	2447.	2456.	4.40	2.82	3.74	12.09	11.27	14.02	31.87	39.44	38.32	51.65	46.48	43.93
Grade 11															
All Grades	N/A	N/A	N/A	8.06	4.60	6.91	17.95	21.34	18.29	37.00	35.15	32.93	37.00	38.91	41.87

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.41	14.06	21.25	58.88	50.00	50.00	32.71	35.94	28.75
Grade 4	18.67	7.69	8.47	53.33	54.81	32.20	28.00	37.50	59.32
Grade 5	3.30	5.63	3.74	47.25	39.44	48.60	49.45	54.93	47.66
Grade 11									
All Grades	9.52	8.79	10.57	53.48	48.95	45.12	37.00	42.26	44.31

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.48	9.38	20.00	57.01	50.00	40.00	35.51	40.63	40.00
Grade 4	8.00	7.69	6.78	56.00	50.96	44.07	36.00	41.35	49.15
Grade 5	6.59	1.41	5.61	49.45	60.56	49.53	43.96	38.03	44.86
All Grades	7.33	6.28	10.57	54.21	53.56	45.12	38.46	40.17	44.31

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.61	10.94	15.00	71.96	60.94	61.25	22.43	28.13	23.75
Grade 4	13.33	7.69	3.39	60.00	67.31	55.93	26.67	25.00	40.68
Grade 5	4.40	2.82	1.87	58.24	57.75	62.62	37.36	39.44	35.51
All Grades	7.33	7.11	6.50	64.10	62.76	60.57	28.57	30.13	32.93

Conclusions based on this data:

1. See comprehensive needs assessment.
2. See comprehensive needs assessment.
3. See comprehensive needs assessment.

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/eng/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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1443.4	*	*	1423.9	*	*	1489.1	*	*	11	9	*
1	*	*	*	*	*	*	*	*	*	4	7	*
2	*	*	*	*	*	*	*	*	*	5	6	8
3	*	*	*	*	*	*	*	*	*	9	5	4
4	*	*	*	*	*	*	*	*	*	6	9	6
5	*	*	*	*	*	*	*	*	*	9	*	4
All Grades										44	39	26

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	36.36	*	*	27.27	*	*	27.27	*	*	9.09	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.82	30.77	7.69	34.09	46.15	34.62	27.27	15.38	34.62	6.82	7.69	23.08	44	39	26

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	9.09	*	*	54.55	*	*	27.27	*	*	9.09	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.27	33.33	7.69	50.00	43.59	46.15	18.18	12.82	23.08	4.55	10.26	23.08	44	39	26

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	27.27	23.08	3.85	25.00	46.15	30.77	29.55	20.51	38.46	18.18	10.26	26.92	44	39	26

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	9.09	*	*	81.82	*	*	9.09	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.55	51.28	11.54	65.91	41.03	61.54	4.55	7.69	26.92	44	39	26

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	*	*	90.91	*	*	9.09	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.82	35.90	23.08	61.36	53.85	57.69	6.82	10.26	19.23	44	39	26

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	36.36	*	*	54.55	*	*	9.09	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.82	25.64	7.69	47.73	61.54	50.00	20.45	12.82	42.31	44	39	26

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	54.55	*	*	27.27	*	*	18.18	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	43.18	43.59	7.69	47.73	51.28	65.38	9.09	5.13	26.92	44	39	26

Conclusions based on this data:

1. See comprehensive needs assessment.
2. See comprehensive needs assessment.
3. See comprehensive needs assessment.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
508	71.9%	5.3%	0.0%
Total Number of Students enrolled in Ronald 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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	27	5.3%
Foster Youth	0	0.0%
Homeless	31	6.1%
Socioeconomically Disadvantaged	365	71.9%
Students with Disabilities	102	20.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	32	6.3%
American Indian	0	0.0%
Asian	8	1.6%
Filipino	12	2.4%
Hispanic	277	54.5%
Two or More Races	39	7.7%
Pacific Islander	0	0.0%
White	140	27.6%

Conclusions based on this data:

1. See comprehensive needs assessment.

2. See comprehensive needs assessment.

3. See comprehensive needs assessment.

School and Student Performance Data

Overall Performance

The 2025 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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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Blue
Mathematics  Orange		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. See comprehensive needs assessment.
2. See comprehensive needs assessment.
3. See comprehensive needs assessment.

School and Student Performance Data

Academic Performance English Language Arts

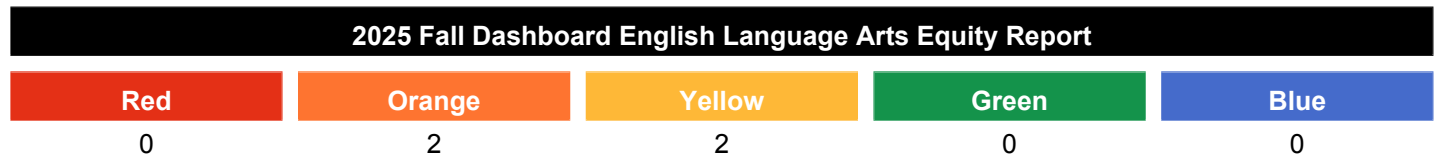
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 24.1 points below standard Increased 9.2 points 237 Students	English Learners  No Performance Color 25.8 points below standard Maintained -1.1 points 28 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  Orange 37.4 points below standard Maintained 2 points 170 Students

Students with Disabilities  Orange 73.8 points below standard Increased 43.7 points 55 Students	African American  No Performance Color 60.4 points below standard Declined 4.9 points 13 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Yellow 31.4 points below standard Increased 9.5 points 126 Students
Two or More Races  No Performance Color 36.3 points below standard Declined 39.3 points 17 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 9.6 points below standard Increased 25.2 points 73 Students

Conclusions based on this data:

1. See comprehensive needs assessment.
2. See comprehensive needs assessment.
3. See comprehensive needs assessment.

School and Student Performance Data

Academic Performance Mathematics

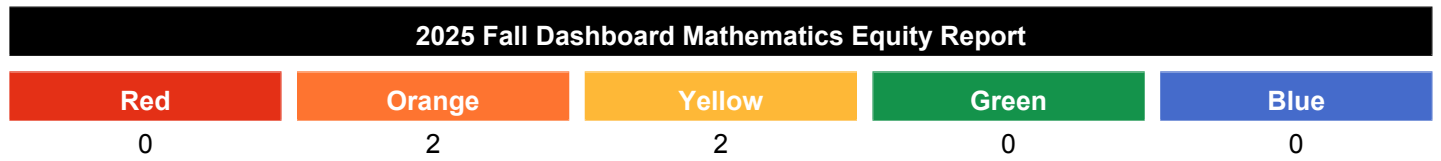
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



This section provides 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 52.5 points below standard Maintained 1.2 points 237 Students	English Learners  No Performance Color 71.3 points below standard Declined 9.4 points 29 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Socioeconomically Disadvantaged  Orange 65.8 points below standard Maintained -1.3 points 170 Students

Students with Disabilities  Yellow 90.1 points below standard Increased 37 points 54 Students	African American  No Performance Color 93.8 points below standard Maintained -0.4 points 13 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Orange 61.1 points below standard Maintained -0.2 points 126 Students
Two or More Races  No Performance Color 32.9 points below standard Declined 14.1 points 17 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 39.4 points below standard Increased 11.1 points 72 Students

Conclusions based on this data:

1. See Comprehensive Needs Assessment.
2. See comprehensive needs assessment.
3. See comprehensive needs assessment.

School and Student Performance Data

Academic Performance Science

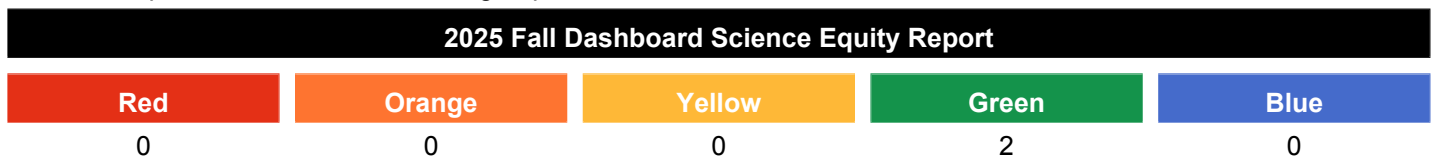
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students Green 54.2 science points Increased 3.1 points 103 Students	English Learners No Performance Color 58.6 science points 14 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged Green 50.9 science points Increased 2.3 points 73 Students

Students with Disabilities  No Performance Color 34.4 science points Increased 4 points 17 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Green 54.6 science points Increased 10.8 points 49 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 54 science points Maintained -0.4 points 33 Students

Conclusions based on this data:

1. See comprehensive needs assessment.
2. See comprehensive needs assessment.
3. See comprehensive needs assessment.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 33.3 making progress. Number Students: 24 Students	 No Performance Color making progress. Number Students: 1 Student

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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
34.8%	34.8%	0%	30.4%

Conclusions based on this data:

1. See comprehensive needs assessment.
2. See comprehensive needs assessment.
3. See comprehensive needs assessment.

School and Student Performance Data

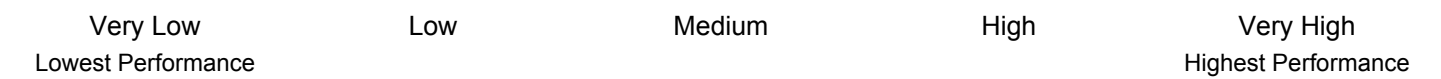
Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance 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:

- No data presented on this goal.
- The attainment of grade level proficiency will continue to be a focus for all students in order to prepare them for College and Career readiness.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

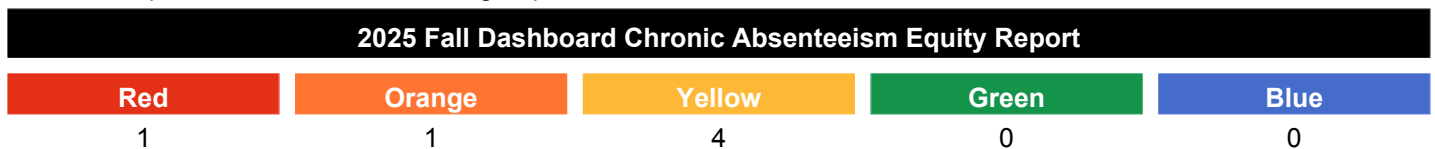
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Yellow 18.5% Chronically Absent Declined 5.1 531 Students	English Learners No Performance Color 20.7% Chronically Absent Declined 8.7 29 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless Red 41.2% Chronically Absent Increased 1.2 34 Students	Socioeconomically Disadvantaged Yellow 20.3% Chronically Absent Declined 8.4 385 Students

Students with Disabilities  Orange 23.6% Chronically Absent Declined 4.2 123 Students	African American  No Performance Color 18.8% Chronically Absent Increased 7.2 32 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Filipino  No Performance Color 8.3% Chronically Absent Declined 13.1 12 Students	Hispanic  Yellow 19.4% Chronically Absent Declined 6.5 294 Students
Two or More Races  Yellow 14.3% Chronically Absent Declined 18.1 42 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 19% Chronically Absent Declined 2.1 142 Students

Conclusions based on this data:

1. See Comprehensive Needs Assessment.
2. See comprehensive needs assessment.
3. See comprehensive needs assessment.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 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. No data for this section.

School and Student Performance Data

Conditions & Climate Suspension Rate

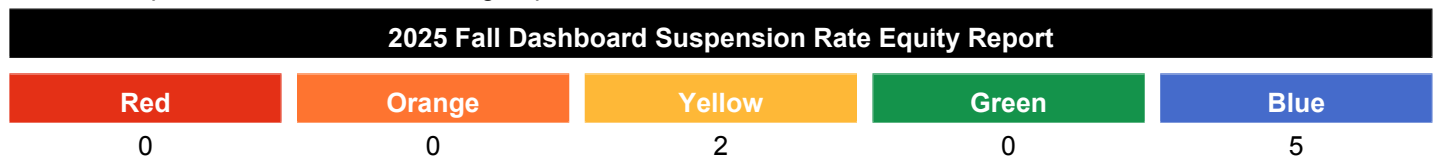
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Blue 0.4% suspended at least one day Maintained 0% 544 Students	Blue 0% suspended at least one day Maintained 0% 31 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Blue 0% suspended at least one day Maintained 0% 36 Students	Blue 0.3% suspended at least one day Maintained 0% 396 Students

Students with Disabilities  Yellow 1.6% suspended at least one day Maintained -0.2% 126 Students	African American  No Performance Color 3.1% suspended at least one day Declined 0.7% 32 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 12 Students	Hispanic  Blue 0% suspended at least one day Declined 0.3% 301 Students
Two or More Races  Blue 0% suspended at least one day Maintained 0% 43 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 0.7% suspended at least one day Increased 0.7% 147 Students

Conclusions based on this data:

1. See comprehensive needs assessment.
2. See comprehensive needs assessment.
3. See comprehensive needs assessment.

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Ericka Matthies-Restad	X				
Dana Chandler		X			
Deborah Choate		X			
Gina Hope		X			
Chrissy Rohlmeier			X		
Nani Bond				X	
Trisha Hill				X	
Freddie Villegas				X	
Matthew Ong				X	
Monica Green				X	
Numbers of members of each category:	1	3	1	5	

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

RRE seeks to improve student outcomes in English Language Arts, Mathematics and English Learner Progress

Goal 1a:

ALL STUDENTS ELA will increase by 15 pts to -9.1 dfs in ELA as measured by CAASPP by June 2026.

EL ELA will increase by 15 pts to -10.8 dfs as measured by CAASPP by June 2026.

SWD ELA will increase by 15 pts to -58.8 dfs as measured by CAASPP by June 2026.

Goal 1b:

ALL STUDENT MATH will increase by 15 pts to -37.5 dfs in MATH as measured by CAASPP by June 2026.

EL MATH will increase by 15 pts to -56.3 dfs in MATH as measured by CAASPP by June 2026.

SWD MATH will increase by 15 pts to -75.1 dfs in MATH as measured by CAASPP by June 2026.

Goal 1c:

Increase the 33.3% by 10% of EL students making progress on ELPI by June 2026.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

ACADEMIC EXCELLENCE

LEUSD will create opportunities for post-secondary success by promoting academic excellence for all students.

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.

Overall, our students are -24.1 dfs in ELA and a -52.5 dfs in mathematics. Our SWD are -73.8 dfs in ELA and -90.1 dfs in mathematics. Our EL students are -25.8 dfs in ELA and -71.3 dfs in mathematics. Both academic areas are concerning and significant improvement is needed. Our educational Partners identified the need to continue extra duty for classified employees to be utilized in the classrooms at grade levels first through fifth in order to provide whole group monitoring while teachers provide individualized or small group intervention as determined needed by the teacher in the classroom. However, the priority root causes were also identified as our teachers lacking understanding of best first instruction, lack of a cohesive Tier 1 instructional experience for students, a lack of unpacking standards, a lack of viable curriculum, and lack of standards aligned instructional experience. Therefore, we see a need to give our teachers additional release days for Collaboration Coaching and Learning Days to focus on those needs with the appropriate coaches and district personnel.

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
DFS - Distance From Standard/ELA,ALL-CAASPP (2025)	-24.1dfs	-15 dfs in ELA as measured by CAASPP in June 2027
DFS - Distance From Standard/ELA,EL-CAASPP (2025)	-25.8 dfs	-15 dfs in ELA as measured by CAASPP in June 2027
DFS - Distance From Standard/ELA,SWD-CAASPP (2025)	-73.8 dfs	-15 dfs in ELA as measured by CAASPP in June 2027
DFS - Distance From Standard/MATH,ALL-CAASPP (2025)	-52.5 dfs	-15 dfs in MATH as measured by CAASPP in June 2027

DFS - Distance From Standard/MATH,EL-CAASPP (2025)	-71.3 dfs	-15 dfs in MATH as measured by CAASPP in June 2027
DFS - Distance From Standard/MATH,SWD-CAASPP (2025)	-90.1 dfs	-15 dfs in MATH as measured by CAASPP in June 2027
% Making Progress/ELPI (2025)	33.3%	+10%

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	Provide professional development, materials and release days/extra duty to support teachers in the following areas: Science of Reading, McRel's 14 Instructional Strategies, iReady Assessments, Amplify Math, 95%, benchmark data analysis, collaborative coaching and learning.	All Students	2150.00 Title I 1130: Certificated Sub 10 days x \$215.00 = \$2150.00
1.2	Provide extra duty to classified employees in order to train them and pay them to provide whole group monitoring while teachers provide individualized or small group intervention as determined needed by the teacher in the classroom.	Lowest performing students in grades 1 through 5.	4785.00 Title I 2X40: Classified Extra Duty 319 hours x \$15 = \$4785.00

Annual Review

SPSA Year Reviewed: 2025-26

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.

During the 2025-2026 school year, Goal # 1 Academic excellence: English Language Arts, Mathematics, and English Learner Progress.

Action 1: Provide professional development, materials and release days/extra duty to support teachers in the following areas: Science of Reading, McRel's 14 Instructional Strategies, iReady Assessments, Amplify Math, 95%, benchmark data analysis, collaborative coaching and learning. This was not fully implemented due to teachers not wanting to be out of their classrooms. They had been pulled throughout the school year for other trainings for the new initiatives that our district rolled out this year.

Action 2: Provide extra duty to classified employees in order to provide whole group monitoring while teachers provide individualized or small group intervention as determined needed by the teacher in the classroom.

This goal was not fully implemented due to staffing challenges therefore the results were inconclusive. Our paraeducators and other classified staff members were not available most days for extra duty because they were being utilized to cover open positions that have not been filled. The first priority for our school site is to fill the open positions in our special education classrooms for paraeducators, playground paraeducators, bilingual paraeducators, and library technicians.

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

Action 1: We allocated \$5123.88 for learning apps and supplies and did not use it this year.

Action 1: We allocated \$4,470.00 for certificated substitutes for release days but used it for conferences instead once we transferred the funds at the beginning of the school year.

Action 2: We allocated \$18,000.00 for classified extra duty and only used \$8,331.20.

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

We will discontinue the funding for learning apps and supplies and moving that money from Goal 1 to Goal 3 so we can include more staff in conferences and trainings.

We will be reducing the funding for certificated substitutes and moving that money from Goal 1 to Goal 3 so we can include more staff in for conferences and trainings.

We will be reducing the funding for classified extra duty and moving that money from Goal 1 to Goal 3 so we can include more staff in for conferences and trainings.

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.

Engagement of educational partners: Decrease Chronic Absenteeism and Increase ADA

RRE wants to ensure that all community partners are positively engaged in their school community so that students attend school regularly and feel safe in our welcoming climate. We continue to make gains in the decline of chronic absenteeism and increasing ADA. In order to further assist our student achievement, we must work on further decreasing chronic absenteeism in order for our students to have the best outcome, and highest achievement. We will do this by engaging families in more meaningful opportunities to discuss their children's academics and to learn proven strategies to help them help their students increase achievement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

STUDENT, FAMILY & COMMUNITY ENGAGEMENT

LEUSD will enhance student well-being by improving student, family, and community engagement.

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.

Although our chronically absent students declined by 5.1% to 18.5% overall, our ADA began at 93.10% at the beginning of this school year and has declined to 92.96% as of May, 2026. We are still in the yellow with lots of room to improve. Our ADA goal is 96% and all of our students know that number. It is important since we know that decreasing chronic absenteeism and increasing ADA will improve academic achievement for all students.

Goal 2A Action 1: Hold 3 Parent Engagement evenings a year.

- Create engaging family nights and parent trainings to engage families in easy ways to ensure learning can continue at home.
- Examples: Parent trainings where teachers show parents how to access apps that are used by the school and in the classroom and/or for homework (IC, ParentSquare, Seesaw, Lexia, PowerUp).
- Additional trainings by administration and office staff on how to call in absences, clear absences, and what the different types of excused and not excused absences are for our system.
- We will also help parents to understand that attendance directly relates to academic success and how to place students on independent study contracts as needed.

Goal 2A Action 2: Post monthly ADA in the office, on Parentsquare, Seesaw, and/or marquee with messages to inform educational partners.

Goal 2A Action 3: Send out informative posts on Independent study and health parameters for when to send to school.

- Continue to call parents/guardians of chronically absent students.
- Reach out to all parents to educate them regarding the need for independent study contracts prior to students missing school.
- Work with SWD including 504 parents to hold IEP meetings for independent study contracts prior to missing school.

Goal 2A Action 4: Making attendance a priority with students.

- Making school a fun place to be for students. (FOMO = Fear Of Missing Out)
- Give grade level trophies each week at whole school Monday Morning Meetings for the class with the best attendance the week prior.
- Give large trophy to the class with the best attendance for the prior month at the first Monday Morning Meeting of the month.
- Give classes with 100% attendance in a week a special reward option.
- Post monthly class winners for highest attendance rate for the previous month.
- Continue to utilize FOMO stickers on lunch trays and additional activities for students that are present.

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
%/ALL - Chronically Absent	18.5%	Decrease by 6% to 12.5 % by June 2027
%/EL - Chronically Absent	20.7%	Decrease by 6% to 14.7% by June 2027
%/SWD - Chronically Absent	23.6%	Decrease by 6% to 17.6% by June 2027
%/White - Chronically Absent	19%	Decrease by 6% to 13% by June 2027

%/Hispanic - Chronically Absent	19.4%	Decrease by 6% to 13.4% by June 2027
%/Homeless - Chronically Absent	41.2%	Decrease by 6% to 35.2% by June 2027
%/Two or More Races - Chronically Absent	14.3%	Decrease by 6% to 8.3% by June 2027
%/SED - Chronically Absent	20.3%	Decrease by 6% to 14.3% by June 2027
%/ADA	93.1%	Increase by 3% to 96.1% by June 2027

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	Create engaging family nights and parent trainings to engage families in easy ways to ensure learning can continue at home. Examples: Parent trainings where teachers show parents how to access apps that are used by the school and in the classroom and/or for homework (IC, ParentSquare, Seesaw, Lexia, PowerUp). Additional trainings by administration and office staff on how to call in absences, clear absences, and what the different types of excused and not excused absences are for our system. We will also help parents to understand that attendance directly relates to academic success and how to place students on independent study contracts as needed.	All Students	180.00 Title I Part A: Parent Involvement 2X40: Classified Extra Duty Translation Services and Workshop Assistance 12 hours x \$15 = \$180.00 960.00 Title I Part A: Parent Involvement 1140: Certificated Extra Duty Plan and present parent workshops 12 hours x \$80 = \$960.00 204.24 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Snacks and Drinks
2.2	Post monthly ADA in the office, on Parentsquare, Seesaw, and/or marquee with messages to inform educational partners.	All Students	
2.3	Send out informative posts on Independent study and health parameters for when to send to school. - Continue to call parents/guardians of chronically absent students. - Reach out to all parents to educate them regarding the need for independent study contracts prior to students missing school. - Work with SWD including 504 parents to hold IEP meetings for independent study contracts prior to missing school.	All Students	
2.4	Making attendance a priority with students.	All Students	

	• Making school a fun place to be for students. (FOMO = Fear Of Missing Out) • Give grade level trophies each week at whole school Monday Morning Meetings for the class with the best attendance the week prior. • Give large trophy to the class with the best attendance for the prior month at the first Monday Morning Meeting of the month. • Give classes with 100% attendance in a week a special reward option. • Post monthly class winners for highest attendance rate for the previous month. • Continue to utilize FOMO stickers on lunch trays and additional activities for students that are present.		
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Annual Review

SPSA Year Reviewed: 2025-26

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.

For the 2025-2026 school year, Goal # 2 was engagement of educational partners: Decrease Chronic Absenteeism and Increase ADA. Ensure that all community partners are positively engaged in their school community so that students attend school regularly and feel safe in our welcoming climate by reducing the amount of suspensions and discipline events. Our chronic absenteeism declined by -5.1% overall. What we have been doing has helped but we still have room to improve. The students are engaged when they are here but the challenge is getting them here. The parents need to be educated on the importance of attendance and the direct correlation to academic success. They have asked for more learning opportunities for themselves in order to better help their students achieve academically. We have also found that special education parents/guardians, including those with students on 504 plans, need extra support to complete independent study contracts prior to student absences.

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

Action 1: We ended up only using a fractions of the funds allocated for this goal. This was due to the fact that our new counselor is bilingual and we did not require a classified employee to translate. Additionally, our teachers who assisted with the events donated their time. We also had food and drinks donated by our PTA.

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

We reduced the amount of funding allocated for classified extra duty in Action 1 from \$600.00 to \$180.00 and moved it to Goal 3 so we can include more staff in conferences and trainings.
We reduced the amount of funding allocated for certificated extra duty in Action 1 from \$3,200.00 to \$960.00 and moved it to Goal 3 so we can include more staff in conferences and trainings.
We added funding for snacks and drinks for parents/guardians attending events in the amount of \$204.24.

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.

IMPROVE AND STRENGTHEN EDUCATIONAL ENVIRONMENT (PLC, PD, Access to Technology)

Ensure that all educational partners are positively engaged in their school community so that students have instructional materials, highly effective staff supporting the unique learning needs of the students, and access to technology in a safe and welcoming climate. RRE will strengthen the educational environment through targeted professional development for teachers in instructional strategies and in development of our Professional Learning Communities.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

EDUCATIONAL ENVIRONMENT

LEUSD will ensure that all staff shall be equipped to provide an effective educational environment.

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.

Overall, our students are performing in the yellow at -24.1 dfs in ELA and in the orange at -52.5dfs in mathematics. However, our SED are performing in the orange at -37.4 dfs in ELA and in the orange at -65.8 dfs in mathematics. Our SWD are performing in the orange at -73.8 dfs in ELA and in the yellow at -90.1 dfs in mathematics. Our Hispanic are performing in the yellow at -31.4 dfs in ELA and in the orange at -61.1 dfs in mathematics. Therefore, we will utilize our PLC and professional development opportunities to target our students' academic needs. Our teachers are committed to furthering their professional development through opportunities to work with Instructional Coaches and attending PD that is available.

Our leadership team would like to continue sending staff members to a PLC conference and continue our three-year commitment with the Solution Tree California Principal's Support Network (CAPS Program) or other similar professional development opportunities. Teachers would benefit from professional development on the cohesive delivery of best first instruction, use of technology and curriculum (including new adoptions), and use of common assessments. Our curriculum coaches are available daily and during our PLC meetings to assist teachers in these areas. We have included funding for Collaborative Coaching and Release Days for our teaching staff in Goal 3 Actions 1 and 2 for this reason.

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
Teacher participation in Collaboration Coaching and Learning Days.	Teacher attendance will be utilized to determine participation. Current baseline is 70%.	100% teacher participation.

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	Provide teachers additional release days for Professional Development and Learning Days. To include PLC Conference and Solution Tree CAPS Network Training.	All students	15,480.00 Title I 1130: Certificated Sub PLC Conference 3 days of substitutes x 10 teachers = 30 30 x \$215.00 = \$6,450.00 CAPS Release Days 6 days of substitutes x 7 teachers = 42 42 x \$215.00 = \$9,030.00
3.2	Provide teachers with the opportunity to attend professional development for instructional strategies through the PLC Conference and Solution Tree CAPS Network Training.	All Students	37,721.60 Title I 5200: Conferences PLC Conference 11 x \$799 = \$8,789.00 (AP + 10 teachers) Mileage 1 round trip \$103.60 x 11 (AP and Teachers) = \$1,139.60 Meals 11 x 2 = 22 x \$65.00 = \$2,145.00 Hotel Rooms 11 x 2 x \$500.00 = \$11,000.00 TOTAL COST = \$23,073.60 CAPS Network 7 teachers x \$1,000.00 = \$7,000.00 1 principal x \$4,000.00 = \$4,000.00 Mileage 6 days x \$58.00 = \$348.00 x 8 staff = \$2,784.00 Lunches 8 x 6 = 48 x \$18 = \$864.00 TOTAL COST = \$14,648.00

Annual Review

SPSA Year Reviewed: 2025-26

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.

During the 2025-2026 school year, Goal 3 was focused on providing teachers additional release days for Collaboration Coaching and Learning Days. We did not achieve overall implementation because our district implemented a number of initiatives and provided our teachers with release days for those trainings. They did not wish to be out of their classrooms additional days for our targeted release days. However, we did send members of our Leadership Team/Guiding Coalition to the PLC Conference in Pasadena, California for the first time. We also joined the CAPS Network through Solution Tree to assist with the implementation of what we learned at the conference and to assist our site with PLC implementation at a higher level.

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

Action 1: We had allocated \$1,405.00 for certificated substitutes for conferences and trainings which was not enough funding to attend these opportunities. So funding was moved from Goal 1 Action 1 to Goal 3 Action 2 to meet this need.
Action 2: We had allocated \$28,500.00 for conference and training costs which was enough funding to attend these opportunities. However, we would like to send more teachers to these opportunities this upcoming school year.

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

We have added funding to Goal 3 Action 1 to cover the cost of certificated substitutes for teachers attending the PLC Conference and CAPS Network Training through Solution Tree.

We have added funding to Goal 3 Action 2 to cover the cost for teachers attending the PLC Conference and CAPS Network Training through Solution Tree.

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	\$61,480.84
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$61,480.84
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	\$60,136.60
Title I Part A: Parent Involvement	\$1,344.24
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$61,480.84

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 (\$)
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

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

Total of federal, state, and/or local funds for this school: \$61,480.84

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
Title I	60,136.60
Title I Part A: Parent Involvement	1,344.24

Expenditures by Budget Reference

Budget Reference	Amount
1130: Certificated Sub	17,630.00
1140: Certificated Extra Duty	960.00
2X40: Classified Extra Duty	4,965.00
4000-4999: Books And Supplies	204.24
5200: Conferences	37,721.60

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1130: Certificated Sub	Title I	17,630.00
2X40: Classified Extra Duty	Title I	4,785.00
5200: Conferences	Title I	37,721.60
1140: Certificated Extra Duty	Title I Part A: Parent Involvement	960.00
2X40: Classified Extra Duty	Title I Part A: Parent Involvement	180.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	204.24

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3

Total Expenditures
6,935.00
1,344.24
53,201.60

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:

1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Select from:	
State Compensatory Education Advisory Committee	
English Learner Advisory Committee	
Special Education Advisory Committee	
Departmental Advisory Committee	
Other: PTA	
[Enter name of consulted group or committee]	[Signature of authorized person]
ELAC - Anabel Villegas	
Special Education - Apryl Hodge	
Leadership Team Member - Dana Chandler (DTAC/CAC)	
PTA - Nani Bond	

1. 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.
2. 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.
3. This SPSA was adopted by the SSC at a public meeting on:5/12/26.

Attested:

<u>Ericka Matthies-Restad</u>	_____	_____
Typed name of school principal	Signature of school principal	Date
 <u>Dana Chandler</u>	 _____	 _____
Typed name of SSC chairperson	Signature of SSC chairperson	Date

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.

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.

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.

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:

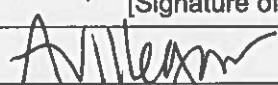
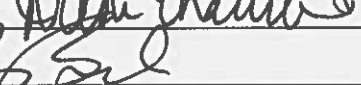
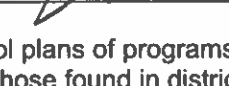
- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

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:

1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Select from:	
State Compensatory Education Advisory Committee	
English Learner Advisory Committee	
Special Education Advisory Committee	
Departmental Advisory Committee	
Other: PTA	
[Enter name of consulted group or committee]	[Signature of authorized person]
ELAC - Anabel Villegas	
Special Education - Apryl Hodge	
Leadership Team Member - Dana Chandler (DTAC/CAC)	
PTA - Nani Bond	

1. 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.
2. 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.
3. This SPSA was adopted by the SSC at a public meeting on: 5/15/26.

Attested:

Ericka Matthies-Restad

Typed name of school principal



Signature of school principal

5/12/26

Date

Dana Chandler

Typed name of SSC chairperson



Signature of SSC chairperson

5-12-26

Date



Ronald Reagan Elementary School Site Council (SSC)

Agenda

Date: May 12, 2026



SSC attendance for this meeting included:

- ___ SSC parents/guardians or community members
- ___ School Staff
- ___ Principal

A quorum must be present to conduct business. A quorum should be defined in your bylaws.

A quorum: ___ has been met ___ has not been met

- The meeting sign-in sheet is attached.
- Documents distributed at the meeting are attached.

1. Welcome and Call to Order
2. Pledge
3. Roll Call
 - a. Ericka Restad
 - b. Dana Chandler
 - c. Deborah Choate
 - d. Gina Hope
 - e. Chrissy Rohlmeier
 - f. Nani Bond
 - g. Trisha Hill
 - h. Freddie Villegas
 - i. Matthew Ong
 - j. Monica Green
4. Review SPSA
 - a. Final Budget
 - b. Any questions/changes?
5. Proposition 28
 - a. Questions?
6. Discussion Items
 - a. Ways to improve student attendance.
 - b. Ways to improve parent involvement.
 - c. Questions for Principal?
7. Future Meetings: Next Year
8. Other Comments:
9. Adjourn

Minutes

1. Welcome and Call to Order
2. Pledge
3. Roll Call
 - a. Ericka Restad
 - b. Dana Chandler
 - c. Deborah Choate
 - d. Gina Hope
 - e. Chrissy Rohlmeier
 - f. Nani Bond
 - g. Trisha Hill
 - h. Freddie Villegas
 - i. Matthew Ong
 - j. Monica Green
4. Review SPSA
 - a. Any questions/changes?
 - i. We want to really target PLC this upcoming school year. So, we will be putting most of our funding towards the PLC Conference in Pasadena, California and the CAPS Network at RCOE through Solution Tree.
 - ii. We have tried for two years to designate money for teacher release days and classified extra duty and have yet to completely spend it. So we will utilize those funds for the PLC Conference and CAPS Network.
 1. Teacher Release Days: Not used due to all the new initiatives for teachers this year. Our teachers have been chronically absent due to those training days. Therefore, they did not want to be out of their classrooms for additional days.
 2. Classified Extra Duty: Due to open classified positions not being filled our 3-hour paras/other classified employees have been filling vacancies instead of helping in classrooms. That is because filling our open positions is a higher priority.
 - b. Final Budget - Specific Funding = \$61,480.94
 - i. Goal 1: Certificated Substitutes and Classified Extra Duty = \$6,935.00 TOTAL
 1. Action 1: Teacher Substitutes 10 days x \$215.00 = \$2,150.00
 2. Action 2: Classified Extra Duty 319 hours x \$15.00 = \$4,785.00
 - a. Motion to approve: Nani Bond
 - b. Second – Trisha Hill
 - c. Motion Carried – All in favor, none opposed.
 - ii. Goal 2: Parent Involvement Activities = \$1,344.24 TOTAL
 1. Action 1:
 - a. Certificated Extra Duty 6 days x 2 hours = 12 x \$80 = \$960.00
 - b. Classified Extra Duty 6 days x 2 hours = 12 x \$15 = \$180.00
 - c. Parent Involvement Drinks & Food = \$204.24
 - i. Motion to approve: Freddie Villegas
 - ii. Second – Deb Choate
 - iii. Motion Carried – All in favor, none opposed.

iii. Goal 3: PLC Conference and CAPS Network = \$53,201.61

- a. Action 1: Substitutes
 - i. PLC Conference 3 days of substitutes x 10 teachers = 30
 - 1. $30 \times \$215.00 = \$6,450.00$
 - ii. CAPS Release Days 6 days of substitutes x 7 teachers = 42
 - 1. $42 \times \$215.00 = \$9,030.00$
- b. Action 2: PLC Conference/CAPS Training
 - i. PLC Conference
 - 1. $11 \times \$799 = \$8,789.00$ (AP + 10 teachers)
 - 2. Mileage 1 round trip $\$103.60 \times 11$ (AP and Teachers) = $\$1,139.60$
 - 3. Meals $11 \times 2 = 22 \times \$65.00 = \$2,145.00$
 - 4. Hotel Rooms $11 \times 2 \times \$500.00 = \$11,000.00$
 - 5. TOTAL COST = $\$23,073.60$
 - ii. CAPS Network
 - 1. 7 teachers x $\$1,000.00 = \$7,000.00$
 - 2. 1 principal x $\$4,000.00 = \$4,000.00$
 - 3. Mileage 6 days x $\$58.00 = \348.00 x 8 staff = $\$2,784.00$
 - 4. Lunches $8 \times 6 = 48 \times \$18 = \864.00
 - 5. TOTAL COST = $\$14,648.00$
 - a. Motion to approve: Gina Hope
 - b. Second – Monica Green
 - c. Motion Carried – All in favor, none opposed.

5. Proposition 28

- a. Questions? What is the proposed program?
 - i. Dance during PE for grades 1st – 5th on Fridays every three weeks.
 - ii. Monday STEAM Days
 - 1. Alternate grades every two weeks.
 - 2. Time Blocks with 5 minutes between sessions.
 - a. TK/KN = 25 minutes
 - b. 1st – 5th = 50 minutes
 - c. SP ED = Integrated within regular education classes
 - 3. STEAM Teachers (3) w/Carts and Supplies go to classrooms
 - a. Need a place to store their materials.

6. Discussion Items

- a. Ways to improve student attendance.
 - i. Staff members pick a student during the first month of school to bond with and help.
- b. Ways to improve parent involvement.
 - i. More events next year?
 - 1. Learning under the stars again?
- c. Questions for Principal?
 - i. None at this time

7. Future Meetings: Next Year

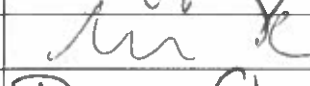
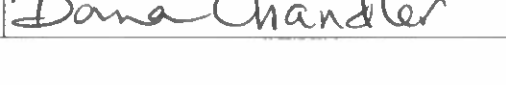
8. Other Comments:

9. Adjourn

SRRE School Site Council 2025-2026

Signature Page

Date: May 12, 2026

Names of Members	Membership	Signature
Ericka Matthies-Restad	Principal	
Deborah Choate	Teacher	
Gina Hope	Teacher	
Chrissy Rohlmeier	Classified	
Nani Bond	Parent	
Trisha Hill	Parent	
Freddie Villegas	Parent	
Matthew Ong	Parent	
Monica Green	Parent	
Dana Chandler	Teacher	