

School Plan for Student Achievement (SPSA) and Annual Evaluation Template

[Addendum](#): Regulatory requirements and general instructions.

[Appendix D](#): Guiding Questions: Use as prompts (not limits).

[California School Dashboard](#) Essential data to support completion of this SPSA. Please analyze the school's full data set for Dashboard State Indicators.

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name, Contact, and Email	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Dr. Reynaldo J. Carreon Jr. Academy Elem School Lisa McColl, Ed.D., Principal Lisa.mccoll@desertsand.s.us	33-67058-0100164	4/25/23	

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement

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

This School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

2020-23 Plan Summary

The Story

Describe the students and community and how the school serves them.

Located in Indio, California, Dr. Carreon Academy serves the socioeconomically and ethnically diverse populations in grades TK through 5th grade. Dr. Carreon Academy, home of the Comets, is a Title I school providing a Title I Schoolwide Program. Dr. Carreon's 2022 enrollment was 587 students, of which 91.1% are of Hispanic or Latino descent, 4.5% are white, 1.1% are African American, 1.9% Asian, and 1.5% other ethnicity. Spanish is the home language of nearly all 206 English Learners. 34.3% of our students are English Language Learners, 90.1% are from low-income families eligible for free or reduced-priced meals, approximately 0.8% Foster Youth, and 9.2% are students with Disabilities.

Dr. Carreon Academy has strong academic programs focused on increasing student achievement in all content areas, prioritized to meet student needs of those whose educational journeys are more challenged by language and/or economic barriers. Dr. Carreon Academy's Administration and Staff are dedicated to meet the high expectations and performance goals set to help increase student achievement. Professional development continues to focus on increasing performance in the areas of writing, early literacy, and math, AVID Elementary, and increasing student collaboration across the contents. We continue to work on needs that were identified through the 2021-2022 climate survey, student responses indicated an area of focus as a sense of belonging (school connectedness) and the ability to persevere when challenged. Parent responses indicated that knowledge of discipline, rules, and norms is an area of focus. Teacher responses indicated that safety and school climate are areas of focus. Dr. Carreon Academy continued MTSS implementation this school year and worked to ensure our systems stayed consistent. We have worked hard to promote an environment where staff and scholars are safe, kind, respectful, and responsible.

In addition to providing a strong core academic curriculum, our goal is to enrich student learning through a balanced educational program. We work to create an academic, physical, emotional, social, and safe environment where everyone can learn and respect one another. We provide a variety of after-school enrichment opportunities for our students. These include, but are not limited to: Music Club, Choir, Drama Club, the ASES Program, Battle of the Books, band, Ballet Folklorico and several after school sports. Students are recognized for their academic and social achievements at monthly assemblies as "Scholars" and "Cosmo's Character" students. Attendance awards, and the Comet Champions Award are also a part of our monthly student recognition programs. We implemented FIRE awards to celebrate individual successes and Cosmo Class Awards to celebrate whole class successes. These awards can be redeemed for prizes periodically throughout the year!

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

The actions and strategies within our 2023-24 SPSA support students in grades TK- Fifth in efforts to continue to increase our performance in RLA, Math, and English Learner Progress and maintain a high level of student achievement. Strengthening the focus on instructional practices, utilizing AVID WICOR strategies as well as other research-based strategies, will continue to result in an increase in school climate and safety.

Our staff continues to analyze data from the English Language Proficiency Assessments for California (ELPAC), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Educational Software for Guiding Instruction (ESGI) assessment, I-Ready Diagnostic Assessments, California Assessment of Student Performance and Progress (CAASPP) and the Smarter Balanced Assessment (SBAC) in order to provide students with additional academic support through our standards based intervention program.

Professional development will be focused around best first instruction and differentiation. This will include continued training to support strong instruction in early literacy skills, math and writing as well as AVID Schoolwide Implementation. We will focus on duplicating successful ELA instructional strategies in order to increase achievement levels in math. Training to the framework, and in the selection of appropriate instructional strategies for differentiating instruction for high-needs students including English learners, will be provided to all certificated staff members by the site EL Lead as well as the State and Federal Programs office. As in our prior years SPSA, we have continued focus on RTi supports for students in all grade levels. In order to support this focus, we will continue to fund a staff member to work with students who need additional support to reach the rigor of the curriculum and grade level standards. We are 100% fully trained in AVID and will begin the 2023-2024 school year focusing on incorporating WICOR strategies into our lessons.

At Dr. Carreon Academy, we believe in fostering strong home-school connections. We endeavor to have our parents, teachers, and community members actively involved on our students' learning. We provide information through School Site Council meetings, English Language Advisory Council meetings, Back-to-School Night, Festivals, teacher/parent conferences, family nights, Class Dojo messages, emails, monthly Comet Cafes, music performances, and other events scheduled throughout the year.

Needs Assessment -- Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, of what progress is the school proudest, and how does the school plan to maintain or build

upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students

Our greatest progress over the last school year was a continued increase in I-Ready diagnostic scores as well as an increase in the number of EL students being reclassified as English proficient. We will continue to focus on providing our students the appropriate best first instruction, differentiation and intervention in order to continue to see achievement gains.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

According to California School Dashboard data we will continue to focus on the subgroups of English Learner students as well as students with disabilities to ensure that they are making progress at the same levels as our EO and student without disabilities in both reading and math. . Based on the iReady diagnostic, we will continue to support our EL students to achieve at the same level as our EO students in both reading and math.

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Based on both the California School Dashboard data and local indicators, we know that we will need to increase our attention to in-class and before/after school intervention, remediation, and acceleration. In addition, we need to provide additional supports to our EL students in order to support their achievement at the same level as our EO students.

Resource Inequities

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

Students with disabilities and EL students are not meeting standards in math as evidenced by the analysis of the iReady Diagnostic, SBAC, and Progress on Goals in IEPs.

Need Assessment - Educational Partner Involvement

SPSA Year: **2023-24**

Involvement Process for the SPSA and Annual Evaluation

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC elections, trainings, meeting dates, etc., aligned to agendas and minutes)

Our School Site Council/English Language Advisory Council met on the following date to discuss and review our school plan: 11/29/22, 01/31/23, 03/28/23, 04/25/23. All meetings were held in a virtual setting via Google Meet.

Our site leadership team met on the following dates to review and assess our school priorities and SPSA as well as identify areas to continue funding and areas to remove funding: 01/17/2023, 03/13/2023

Our staff met on the following dates to review and assess our SPSA: 10/07/22, 01/05/23 .

Impact on the SPSA and the Annual Evaluation

How did these consultations impact the SPSA for the upcoming year?

After these meetings, our SSC/ELAC, staff, and leadership team agreed upon the importance of our intervention specialists and agreed to fund an additional intervention support person. We have discussed a need to increase hours dedicated to tutoring and less hours dedicated to activities that don't directly impact student academic achievement.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp), and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI). Schools may include additional information or more detail, including graphics that are accessible to readers with disabilities.

Description	Amount
Total Title I Funds:	\$116,564
Total Centralized Services:	\$111,870
Total Supplemental Concentration Funds	\$185,417
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$301,981.00

Supplemental Services

Identify each action or service for which the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

Provide systemic professional development to support English Learner success, early literacy and math strategies; Provide reading and math intervention (before, during or after school); Provide research based supplemental materials to enhance standards based curriculum and instruction; Provide educational programs for parents of English Learners to increase parental involvement and student achievement; Schoolwide implementation of AVID to support student engagement and academic progress

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.17%	0.17%	2	1	1
African American	1.1%	1.19%	1.02%	7	7	6
Asian	1.9%	2.73%	2.37%	12	16	14
Filipino	0.2%	%	0.34%	1		2
Hispanic/Latino	91.1%	90.29%	91.03%	573	530	538
Pacific Islander	0.2%	%	0.51%	1		3
White	4.5%	4.77%	3.89%	28	28	23
Multiple/No Response	%	0.17%	0.17%		1	1
Total Enrollment				629	587	591

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	91	117	116
Grade 1	109	85	101
Grade 2	115	94	86
Grade3	94	110	94
Grade 4	112	83	113
Grade 5	108	98	81
Total Enrollment	629	587	591

Conclusions based on this data:

1. Our Hispanic, Filipino, and White populations are increasing each year. We need to ensure we are providing support for students in those student groups.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	216	196	181	34.30%	33.4%	30.6%
Fluent English Proficient (FEP)	31	19	22	4.90%	3.2%	3.7%
Reclassified Fluent English Proficient (RFEP)	15		15	6.9%		

Conclusions based on this data:

1. Our English Learner population is decreasing, and our FEP and RFEP population is increasing. We are meeting the needs of our English Learners and able to reclassify them based on academic and assessment performance.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	96	109		0	106		0	106		0.0	97.2	
Grade 4	112	81		0	80		0	80		0.0	98.8	
Grade 5	101	105		0	104		0	104		0.0	99.0	
All Grades	309	295		0	290		0	290		0.0	98.3	

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2394.			16.98			16.04			27.36			39.62	
Grade 4		2443.			12.50			28.75			26.25			32.50	
Grade 5		2469.			14.42			24.04			30.77			30.77	
All Grades	N/A	N/A	N/A		14.83			22.41			28.28			34.48	

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3		16.04			60.38			23.58				
Grade 4		12.50			62.50			25.00				
Grade 5		8.65			67.31			24.04				
All Grades		12.41			63.45			24.14				

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.43			49.06			41.51	
Grade 4		10.00			65.00			25.00	
Grade 5		7.69			59.62			32.69	
All Grades		8.97			57.24			33.79	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.49			73.58			17.92	
Grade 4		8.75			71.25			20.00	
Grade 5		6.73			76.92			16.35	
All Grades		7.93			74.14			17.93	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.21			65.09			21.70	
Grade 4		10.00			73.75			16.25	
Grade 5		14.42			62.50			23.08	
All Grades		12.76			66.55			20.69	

Conclusions based on this data:

1. Over the last three years our percentage of students scoring above standard has fluctuated. We need to target our planning time to ensure best first instruction for all students in order to see a continuous growth model in this area. In lieu of CAASPP scores to measure progress, we will use the local measures provided by iReady data.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	96	109		0	109		0	109		0.0	100.0	
Grade 4	112	81		0	80		0	80		0.0	98.8	
Grade 5	101	105		0	105		0	105		0.0	100.0	
All Grades	309	295		0	294		0	294		0.0	99.7	

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2406.			12.84			19.27			33.94			33.94	
Grade 4		2406.			1.25			10.00			35.00			53.75	
Grade 5		2469.			9.52			15.24			35.24			40.00	
All Grades	N/A	N/A	N/A		8.50			15.31			34.69			41.50	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.10			46.79			32.11	
Grade 4		3.75			28.75			67.50	
Grade 5		14.29			49.52			36.19	
All Grades		13.95			42.86			43.20	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.93			52.29			35.78	
Grade 4		3.75			47.50			48.75	
Grade 5		8.57			53.33			38.10	
All Grades		8.50			51.36			40.14	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.84			63.30			23.85	
Grade 4		2.50			61.25			36.25	
Grade 5		6.67			57.14			36.19	
All Grades		7.82			60.54			31.63	

Conclusions based on this data:

1. Over the last three years our percentage of students scoring above standard has fluctuated. We need to target our planning time to ensure best first instruction for all students in order to see a continuous growth model in this area. In lieu of CAASPP scores to measure progress, we will use the local measures provided by iReady data.
2. Our 4th grade students have a larger percentage below standard than the other grade levels. We need to focus on basic skills and increase intervention opportunities for this student group in order to close the learning gap.
3. Problem Solving and Modeling/Data Analysis is a weak area for our students. We need to focus on providing students multiple opportunities to grapple with their learning, work collaboratively with peers and find multiple ways to solve problems.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1399.9	1406.6		1412.3	1419.5		1370.8	1376.4		18	38	
1	1390.0	1438.0		1409.4	1457.0		1370.1	1418.5		34	25	
2	1495.3	1469.1		1505.2	1493.3		1485.0	1444.3		26	30	
3	1490.6	1484.7		1490.3	1479.8		1490.6	1489.2		34	37	
4	1533.8	1526.6		1536.6	1530.6		1530.5	1522.1		41	30	
5	1500.1	1522.7		1501.6	1522.0		1498.4	1522.9		39	27	
All Grades										192	187	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.56	5.26		38.89	42.11		44.44	31.58		11.11	21.05		18	38	
1	2.94	8.00		14.71	24.00		35.29	44.00		47.06	24.00		34	25	
2	19.23	20.00		50.00	33.33		26.92	23.33		3.85	23.33		26	30	
3	6.45	10.81		48.39	48.65		41.94	21.62		3.23	18.92		31	37	
4	41.03	33.33		38.46	36.67		12.82	20.00		7.69	10.00		39	30	
5	33.33	11.11		36.11	48.15		19.44	29.63		11.11	11.11		36	27	
All Grades	20.11	14.44		36.96	39.57		28.26	27.81		14.67	18.18		184	187	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.11	10.53		38.89	42.11		38.89	31.58		11.11	15.79		18	38	
1	8.82	8.00		29.41	44.00		38.24	44.00		23.53	4.00		34	25	
2	30.77	46.67		50.00	26.67		19.23	10.00		0.00	16.67		26	30	
3	22.58	29.73		64.52	40.54		9.68	16.22		3.23	13.51		31	37	
4	61.54	53.33		23.08	36.67		10.26	6.67		5.13	3.33		39	30	
5	55.56	44.44		30.56	40.74		2.78	14.81		11.11	0.00		36	27	
All Grades	34.78	31.55		38.04	38.50		17.93	20.32		9.24	9.63		184	187	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	5.26		5.56	26.32		77.78	34.21		16.67	34.21		18	38	
1	0.00	4.00		14.71	8.00		20.59	40.00		64.71	48.00		34	25	
2	11.54	0.00		46.15	33.33		30.77	23.33		11.54	43.33		26	30	
3	3.23	2.70		19.35	32.43		61.29	40.54		16.13	24.32		31	37	
4	12.82	13.33		41.03	36.67		25.64	26.67		20.51	23.33		39	30	
5	13.89	11.11		19.44	14.81		44.44	51.85		22.22	22.22		36	27	
All Grades	7.61	5.88		25.54	26.20		40.22	35.83		26.63	32.09		184	187	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.11	7.89		66.67	76.32		22.22	15.79		18	38	
1	14.71	20.00		64.71	64.00		20.59	16.00		34	25	
2	30.77	33.33		61.54	50.00		7.69	16.67		26	30	
3	35.48	48.65		61.29	29.73		3.23	21.62		31	37	
4	64.86	66.67		27.03	26.67		8.11	6.67		37	30	
5	27.78	18.52		61.11	70.37		11.11	11.11		36	27	
All Grades	32.97	32.62		55.49	52.41		11.54	14.97		182	187	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.11	21.05		77.78	50.00		11.11	28.95		18	38	
1	2.94	24.00		70.59	68.00		26.47	8.00		34	25	
2	42.31	46.67		57.69	40.00		0.00	13.33		26	30	
3	38.71	32.43		54.84	54.05		6.45	13.51		31	37	
4	66.67	40.00		23.08	60.00		10.26	0.00		39	30	
5	69.44	51.85		19.44	48.15		11.11	0.00		36	27	
All Grades	41.85	35.29		46.74	52.94		11.41	11.76		184	187	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	5.26		77.78	60.53		22.22	34.21		18	38	
1	5.88	4.00		32.35	40.00		61.76	56.00		34	25	
2	30.77	10.00		50.00	43.33		19.23	46.67		26	30	
3	3.23	5.41		58.06	56.76		38.71	37.84		31	37	
4	17.95	3.33		66.67	70.00		15.38	26.67		39	30	
5	19.44	11.11		58.33	70.37		22.22	18.52		36	27	
All Grades	13.59	6.42		55.98	57.22		30.43	36.36		184	187	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.56	26.32		77.78	44.74		16.67	28.95		18	38	
1	0.00	4.00		38.24	72.00		61.76	24.00		34	25	
2	11.54	3.33		76.92	56.67		11.54	40.00		26	30	
3	12.90	18.92		64.52	59.46		22.58	21.62		31	37	
4	10.81	40.00		78.38	46.67		10.81	13.33		37	30	
5	11.11	7.41		69.44	74.07		19.44	18.52		36	27	
All Grades	8.79	17.65		66.48	57.75		24.73	24.60		182	187	

Conclusions based on this data:

1. The oral language domain of the ELPAC is a relative strength for our students. We need to continue to focus on vocabulary development and to incorporate multiple opportunities throughout the day for our EL students to practice speaking especially in content areas.
2. The writing domain continues to be a low area for our students. As a whole school we are focusing on writing and will continue to provide appropriate scaffolds for our EL students.
3. Intentional grouping of our EL students for designated ELD will continue to be a focus.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
587	86.7	33.4	0.9
Total Number of Students enrolled in Dr. Reynaldo J. Carreon Jr. Academy Elem School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	196	33.4
Foster Youth	5	0.9
Homeless	2	0.3
Socioeconomically Disadvantaged	509	86.7
Students with Disabilities	63	10.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.2
American Indian	1	0.2
Asian	16	2.7
Filipino		
Hispanic	530	90.3
Two or More Races	1	0.2
Pacific Islander		
White	28	4.8

Conclusions based on this data:

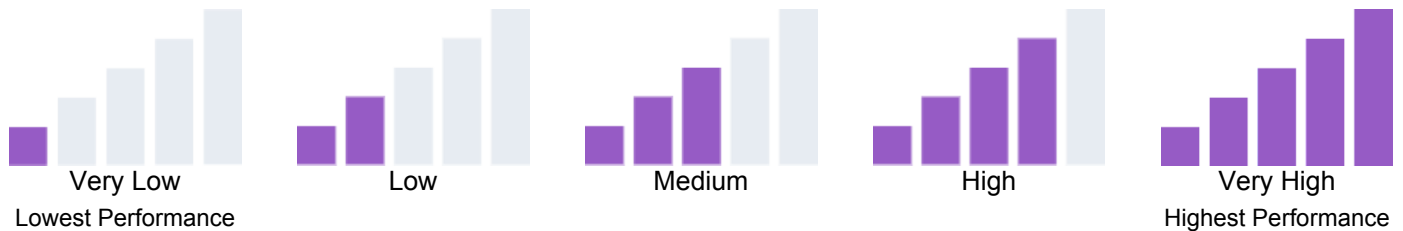
1. 33% of our students are English Learners.
2. Almost 87% of our students are economically disadvantaged.
3. A focus on first best instruction is especially important for these subgroups in order to close the opportunity gap for these students.

School and Student Performance Data

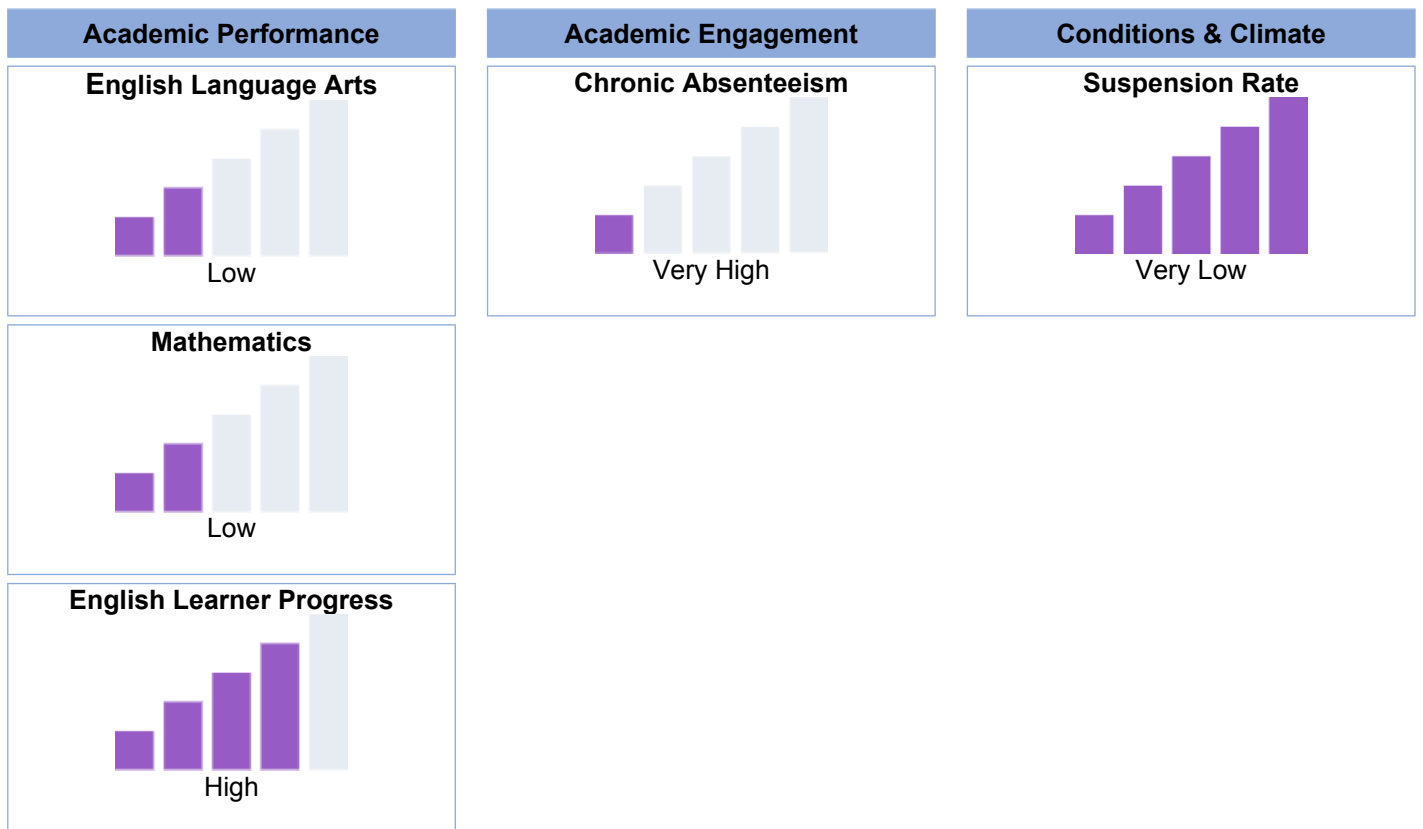
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. According to state indicators, our students are performing low in Mathematics and ELA. We need to ensure best practices in the classroom to continue our positive growth on the mathematics and ELA assessments. Professional development also needs to be focused on these areas.
2. Our chronic absenteeism is very high. We need to continue to develop a program and build relationships with students and families to support students coming to school on time everyday.

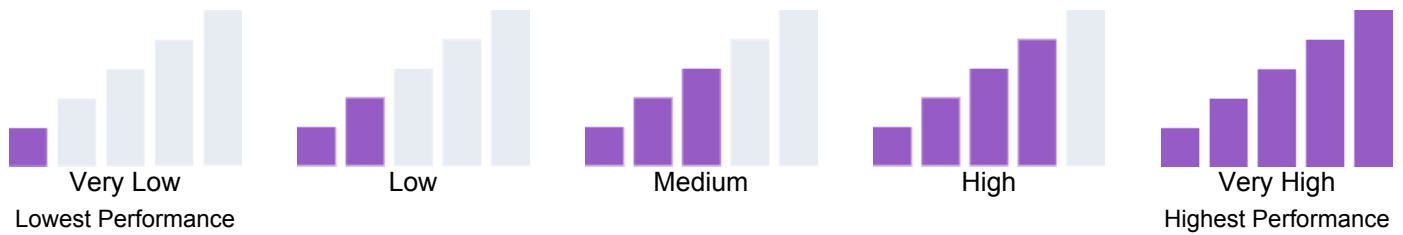
-
-
3. Our suspension indicator is very low We will need to continue to streamline our MTSS practices in order to improve our performance.

School and Student Performance Data

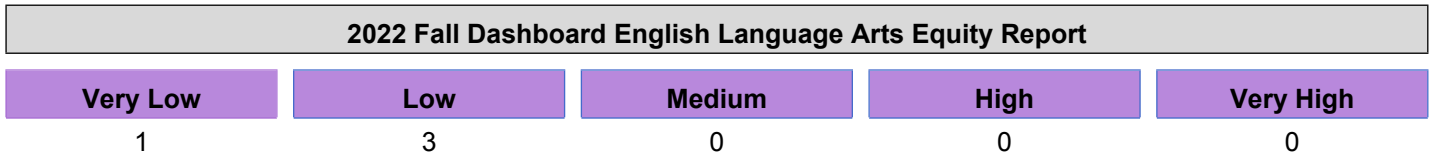
Academic Performance English Language Arts

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

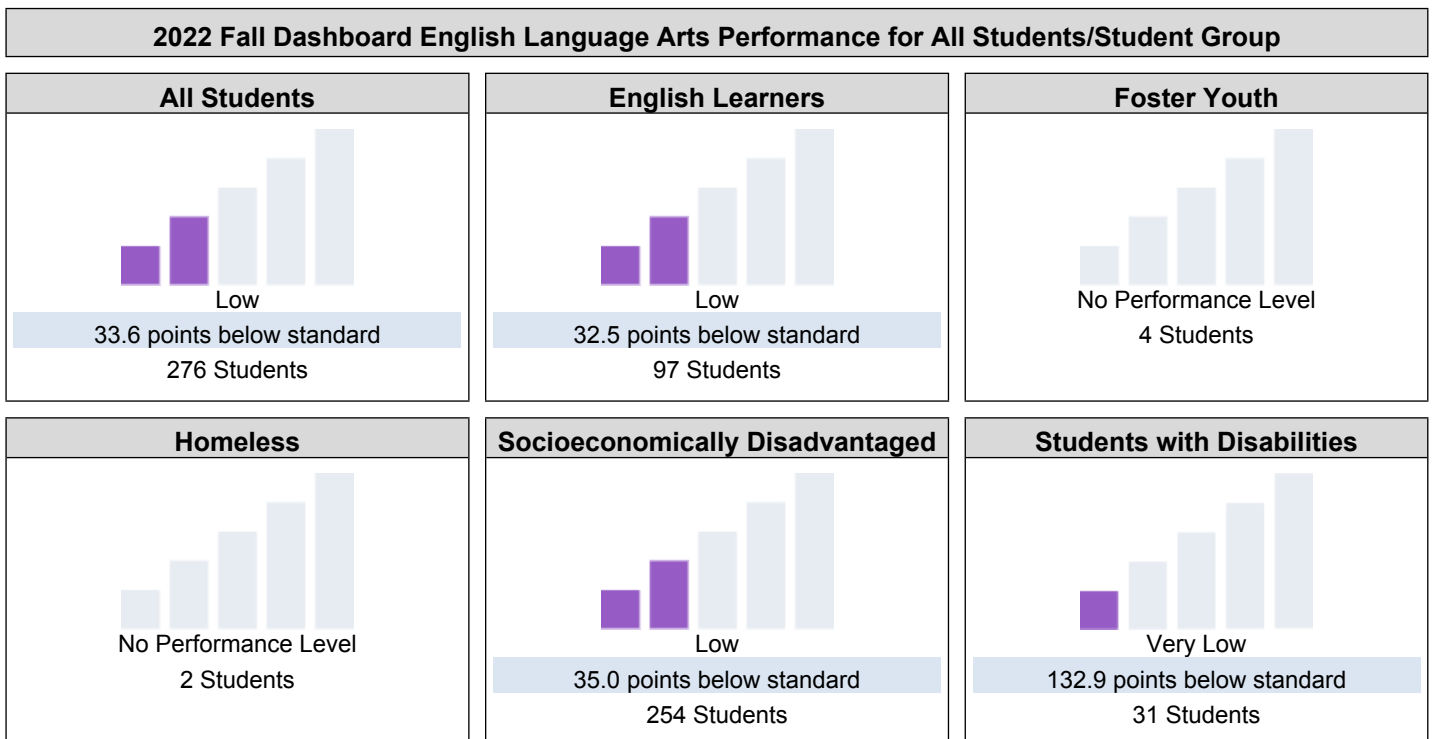
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



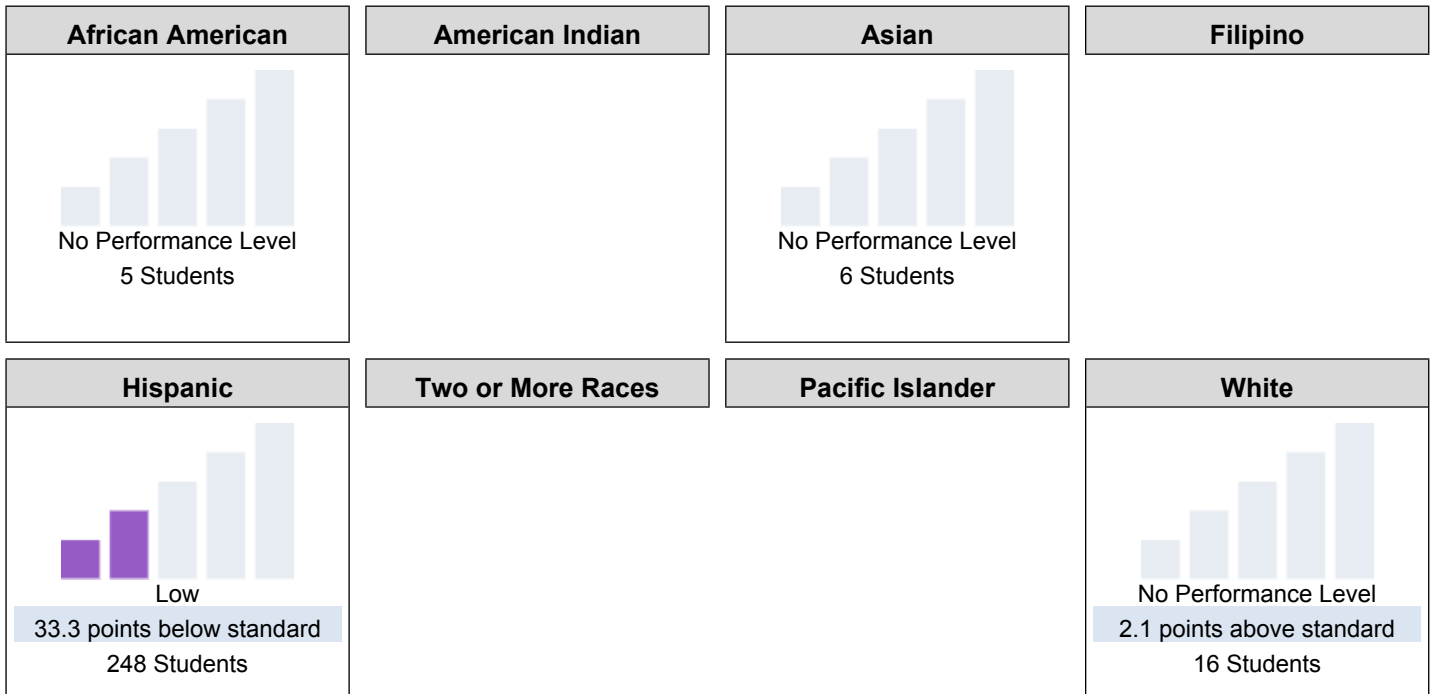
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
58.5 points below standard 76 Students	61.5 points above standard 21 Students	37.3 points below standard 170 Students

Conclusions based on this data:

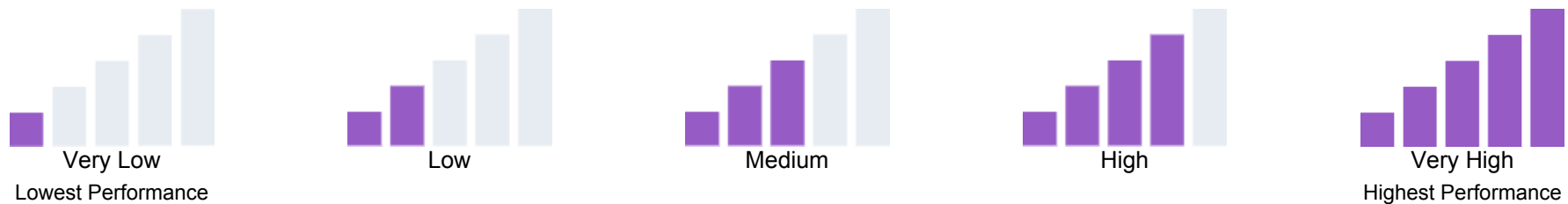
1. State indicators for ELA show low performance, we will need to continue to strategically plan rigorous lessons to maintain growth.
2. Our socioeconomically subgroup is scoring lower than the overall score for ELA. We will need to strategically plan rigorous lessons and incorporate intervention in order to close this gap.

School and Student Performance Data

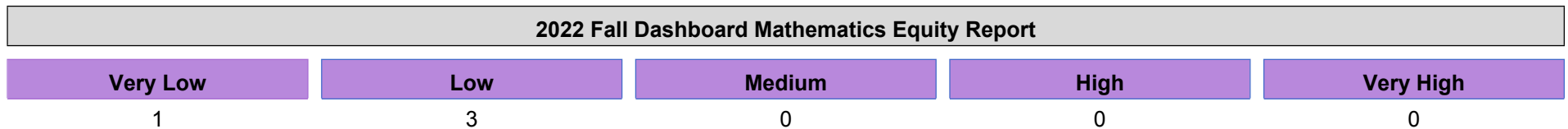
Academic Performance Mathematics

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

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



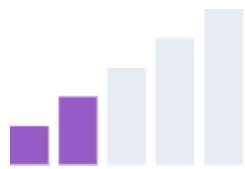
This section provides number of student groups in each level.



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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students



Low
51.1 points below standard
275 Students

English Learners



Low
44.4 points below standard
97 Students

Foster Youth



No Performance Level
4 Students

Homeless



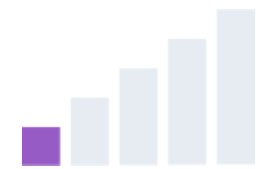
No Performance Level
2 Students

Socioeconomically Disadvantaged



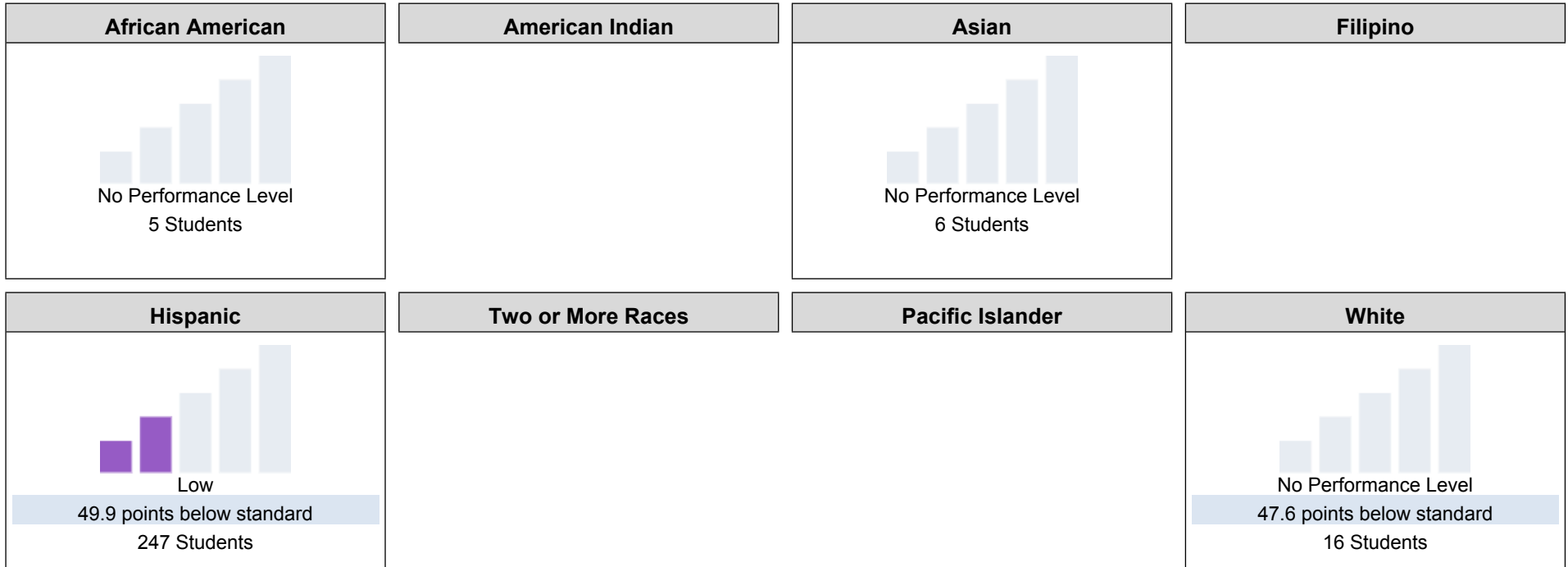
Low
52.7 points below standard
254 Students

Students with Disabilities



Very Low
121.3 points below standard
30 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
59.4 points below standard 76 Students	9.8 points above standard 21 Students	59.0 points below standard 169 Students

Conclusions based on this data:

- Our students are scoring lower in Mathematics than ELA, we will need to continue to strategically plan rigorous lessons to improve achievement in mathematics.

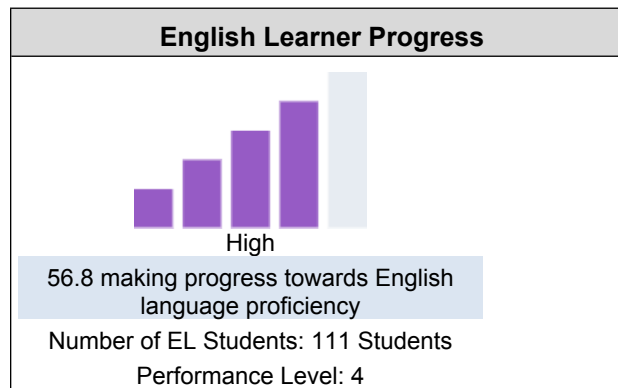
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.8%	23.4%	1.8%	55.0%

Conclusions based on this data:

1. We are working hard to support our English Learner Progress across content areas in both designated and integrated ELD.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

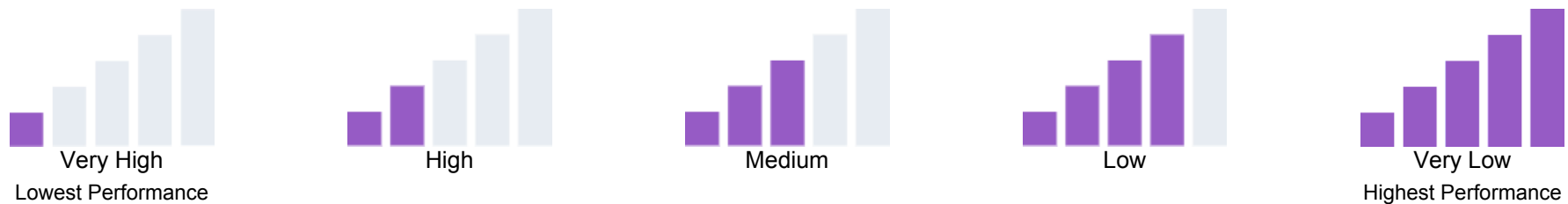
1. n/a

School and Student Performance Data

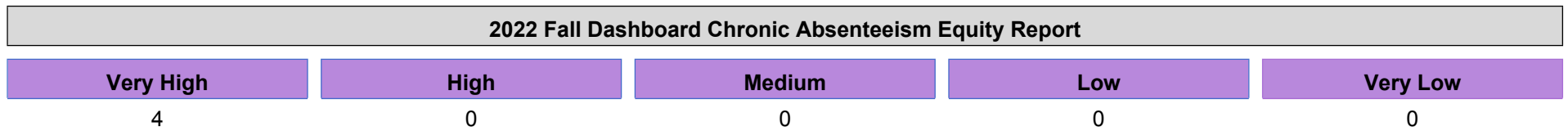
Academic Engagement Chronic Absenteeism

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

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

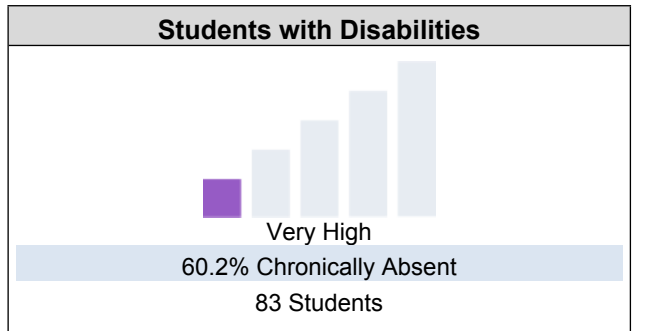
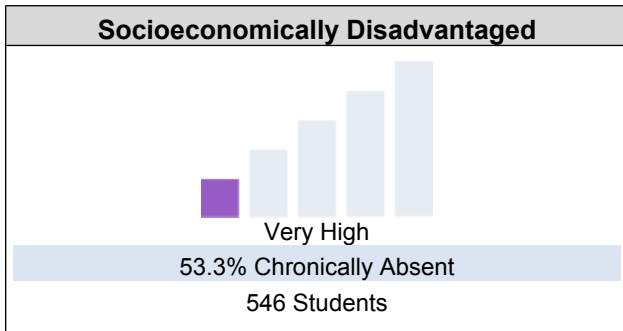
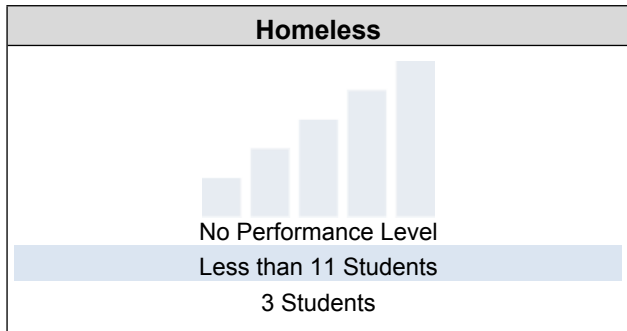
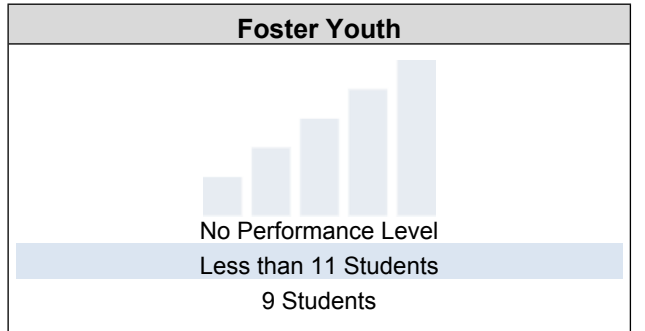
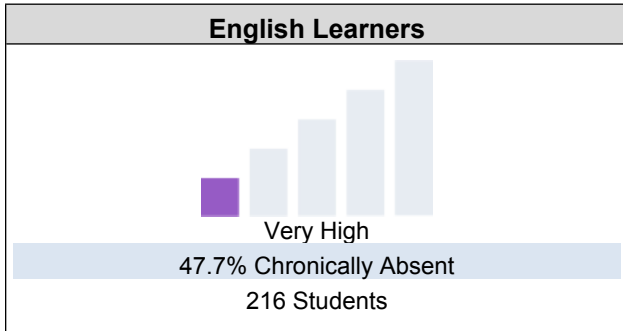
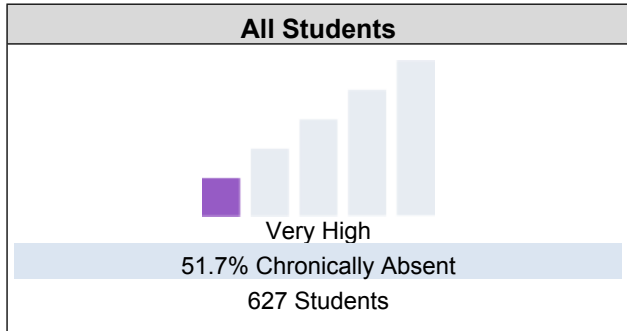


This section provides number of student groups in each level.

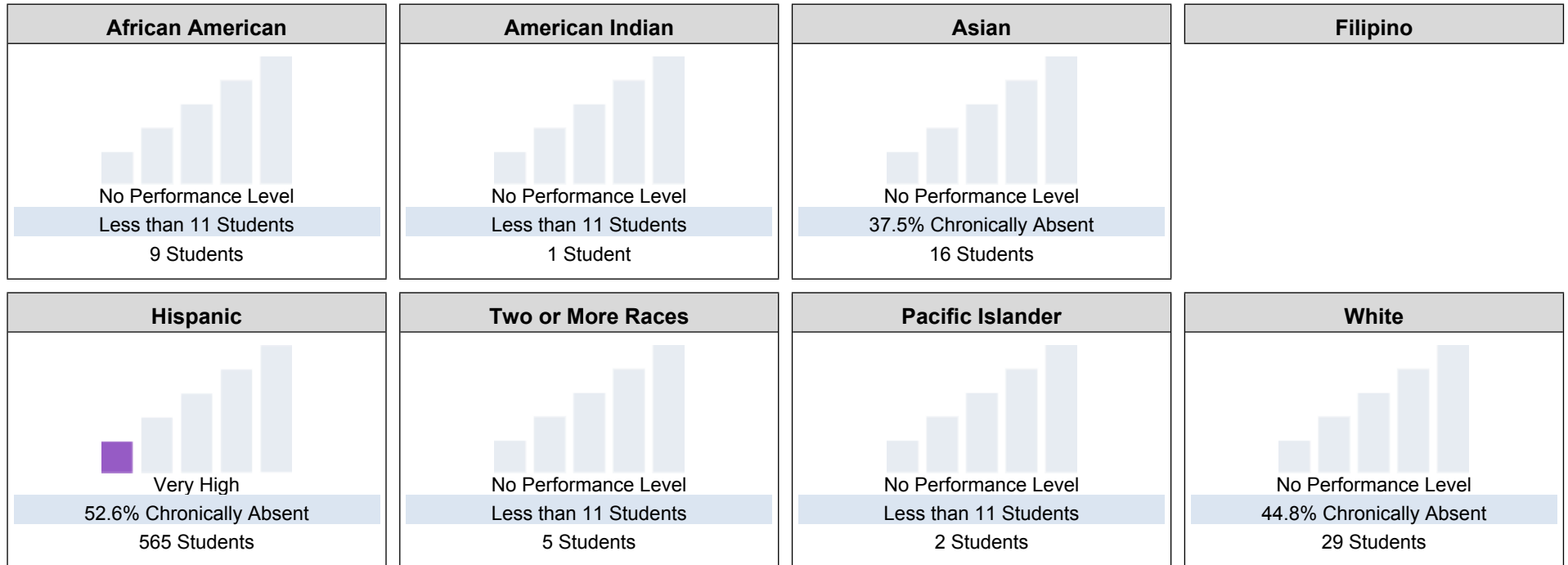


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. We have a significant percentage of students who are chronically absent. We will continue to work with our attendance facilitator to address this area of need.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

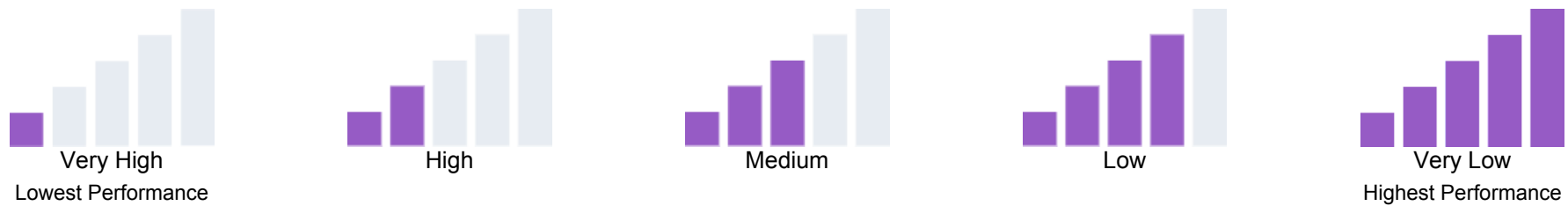
1. n/a

School and Student Performance Data

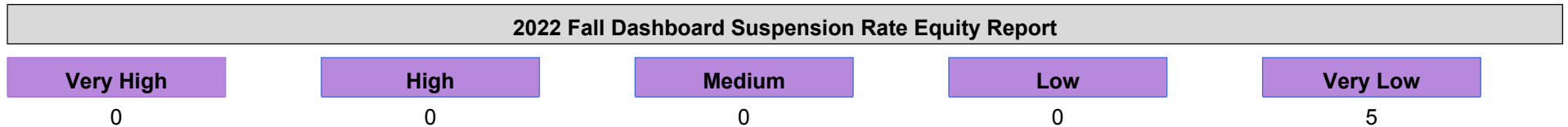
Conditions & Climate Suspension Rate

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

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

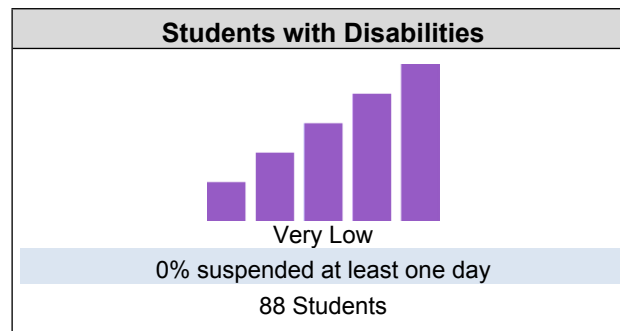
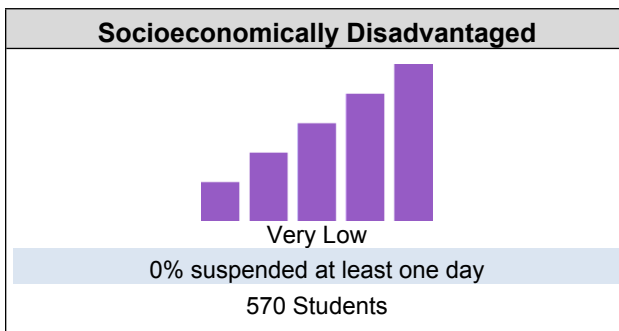
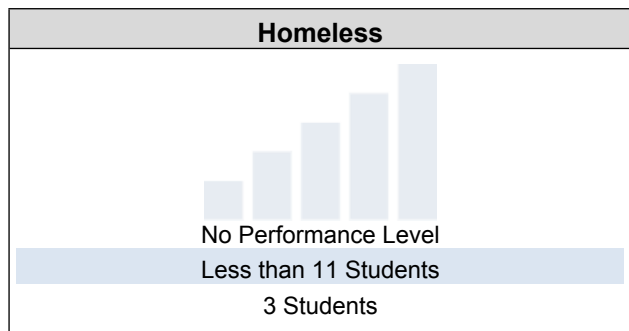
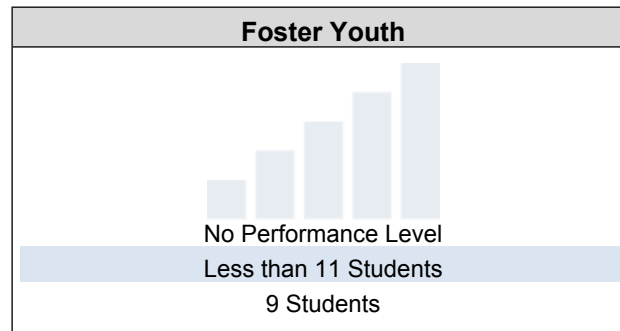
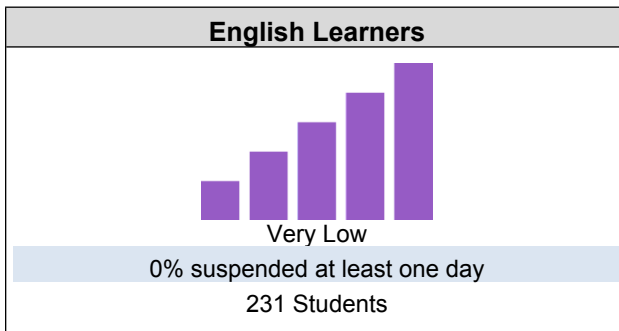
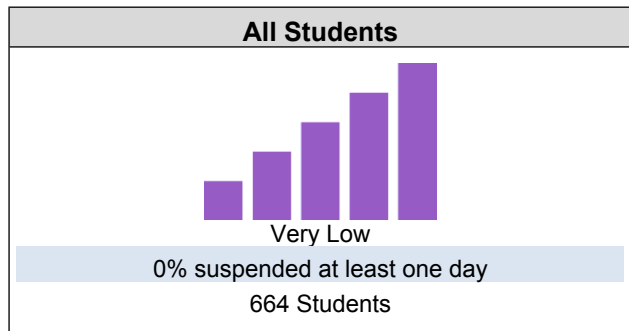


This section provides number of student groups in each level.

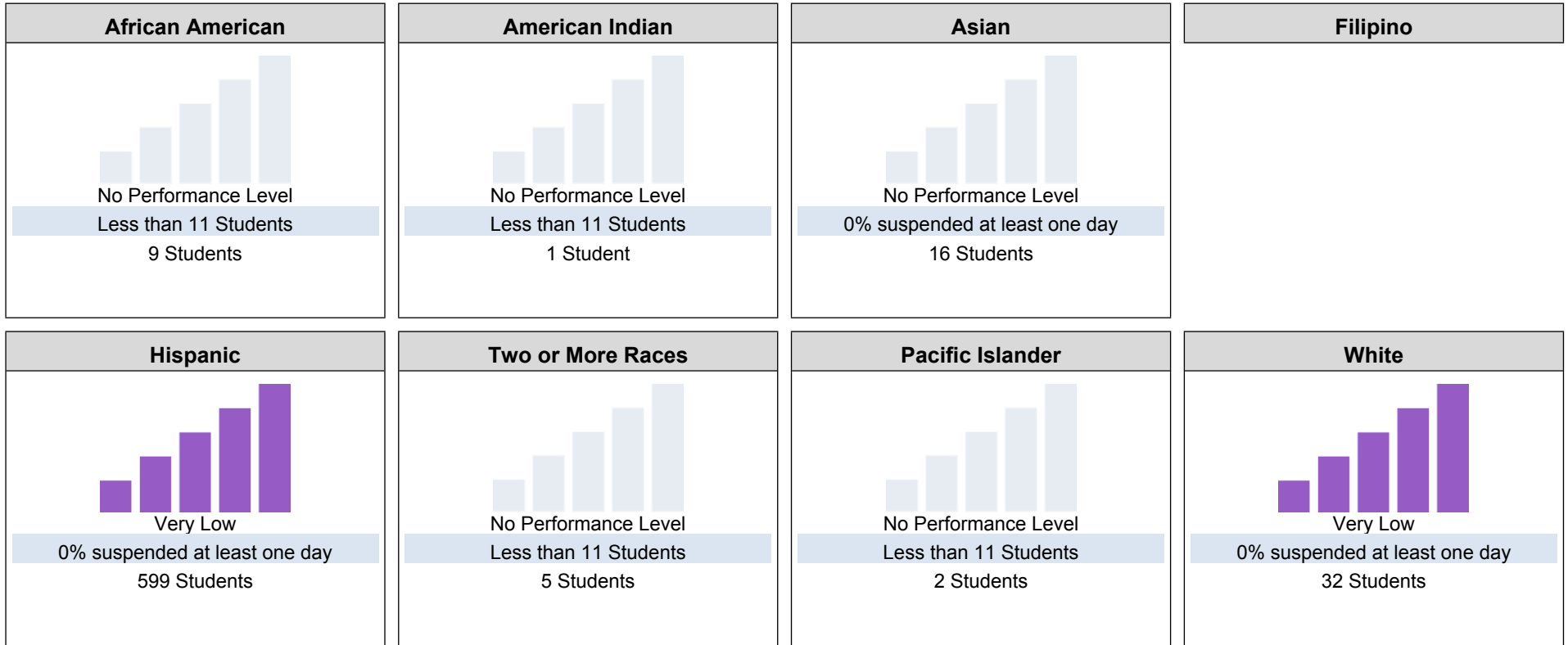


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. We will continue to use our MTSS systems to address misbehaviors in order to minimize the number of suspensions.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 1



State Priorities addressed by this goal:

- State Priorities: Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes

All Students ELA : 9.9 points above standard
iReady Fall diagnostic: 25% at/above grade level
English Learners: 3.5 points above standard
iReady Fall Diagnostic: 15% at/above grade level
Hispanic: 9.5 points above standard
iReady Fall Diagnostic: 20% at/above grade level
Socioeconomically Disadvantaged: 0.7 points above standard
iReady Fall Diagnostic: 20% at/above grade level
Students with Disabilities: 65.4 points below standard
iReady Fall Diagnostic: 10% at/above grade level

All Students Math: 15.4 points below standard
iReady Fall Diagnostic: 10% at/above grade level
English Learners: 16.9 points below standard
iReady Fall Diagnostic: 10% at/above grade level
Hispanic: 13.9 points below standard
iReady Fall Diagnostic: 10% at/above grade level
Socioeconomically Disadvantaged: 24.6 points below standard
iReady Fall Diagnostic: 10% at/above grade level
Students with Disabilities: 97.6 points below standards
iReady Fall Diagnostic: 10% at/above grade level

Actual Outcomes

All Students ELA : 33.6 points below standard
iReady Fall diagnostic: 34% at/above grade level
English Learners: 32.5 points below standard
iReady Fall Diagnostic: 25% at/above grade level
Hispanic: 33.3 points below standard
iReady Fall Diagnostic: 33% at/above grade level
Socioeconomically Disadvantaged: 35 points below standard
iReady Fall Diagnostic: 30% at/above grade level
Students with Disabilities: 132.9 points below standard
iReady Fall Diagnostic: 5% at/above grade level

All Students Math: 51.1 points below standard
iReady Fall Diagnostic: 18% at/above grade level
English Learners: 44.4 points below standard
iReady Fall Diagnostic: 12% at/above grade level
Hispanic: 49.9 points below standard
iReady Fall Diagnostic: 18% at/above grade level
Socioeconomically Disadvantaged: 52.7 points below standard
iReady Fall Diagnostic: 18% at/above grade level
Students with Disabilities: 121.3 points below standards
iReady Fall Diagnostic: 8% at/above grade level

Expected Outcomes

Actual Outcomes

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Students will receive instruction using standards-based State/District adopted core programs	1. Students received instruction using standards-based State/District adopted core programs	Base Title I 0	
		Supplemental/Concentration 0	
2. All English learners receive both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELD standards. Integrated ELD is provided across all content areas. Designated ELD provides specialized attention to building language proficiency in English	2. All English learners received both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELD standards. Integrated ELD is provided across all content areas. Designated ELD provides specialized attention to building language proficiency in English	Base Title I 0	
		Supplemental/Concentration 0	
3. Instructional staff will receive additional support from the Educational Services division to enhance English learner success through systemic professional development opportunities.	3. Instructional staff will received additional support from the Educational Services division to enhance English learner success through systemic professional development opportunities	Base Title I 0	
		Supplemental/Concentration 0	
4. School site personnel will use data tools to analyze and monitor student achievement and instructional practices.	4. School site personnel will used data tools to analyze and monitor student achievement and instructional practices.	Title I 0	
		Supplemental/Concentration 0	
5. Site leadership will participate in the TRAC process to address identified school wide and district actions and services.	5. Site leadership participated in the TRAC process to address identified school wide and district actions and services.	Title I 0	
		Supplemental/Concentration 0	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6. Provide reading and math intervention for students not meeting standards (before, during, or after school). Additional support provided include cost for professional development, staff, collaboration, materials and supplies or anything related to the activities that support this goal.	6. Provided reading and math intervention for students not meeting standards (before, during, or after school). Additional support provided include cost for professional development, staff, collaboration, materials and supplies or anything related to the activities that support this goal.	Title I 68580	Title I 45867
7. Teachers will continue to receive professional development on evidence-based strategies to support all students.	7. Teachers continued to receive professional development on evidence-based strategies to support all students.	Title I 0	
8. Provide an instructional coach to support teachers in best first instruction, intervention and enrichment.	8. Provided an instructional coach to support teachers in best first instruction, intervention and enrichment.	Title I 0	
9. Provide a full-time counselor to support MTSS intervention, SSTs, student groups, mediation and individual counseling.	9. Provided a full-time counselor to support MTSS intervention, SSTs, student groups, mediation and individual counseling.	Title I 0	
10. Provide extra duty to MTSS Site Leads to attend leadership meetings, provide communication and professional development, complete forms, and collect and monitor student data.	10. Provided extra duty to MTSS Site Leads to attend leadership meetings, provide communication and professional development, complete forms, and collect and monitor student data.	Title I 0	
11. Provide early literacy support for students below grade level.	11. Provided early literacy support for students below grade level.	Title I 0	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
12. Provide support for common district assessments and common formative assessments to monitor student achievement throughout the year.	12. Provided support for common district assessments and common formative assessments to monitor student achievement throughout the year.	Title I 0	
13. Provide research based supplemental materials and supplies to enhance standards based curriculum and instruction. Additional support provided include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.	13. Provided research based supplemental materials and supplies to enhance standards based curriculum and instruction. Additional support provided include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.	Supplemental/Concentration 4000	Supplemental/Concentration 813
14. Teachers will receive professional development on effective research-based strategies to support all learners in the areas of Math, English Language Arts, student engagement, and first best instruction. Additional support provided include cost for professional development, collaboration, travel expenses, materials and supplies or anything related to the activities that support this goal.	14. Teachers received professional development on effective research-based strategies to support all learners in the areas of Math, English Language Arts, student engagement, and first best instruction. Additional support provided include cost for professional development, collaboration, travel expenses, materials and supplies or anything related to the activities that support this goal.	Supplemental/Concentration 19512	Supplemental/Concentration 6200
15. Provide extra duty hours for staff to monitor EL student progress and reclassification requirements. Additional support provided include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.	15. Provided extra duty hours for staff to monitor EL student progress and reclassification requirements. Additional support provided include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.	Title I 1189	Title I 1189

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
16. Provide release time to Certificated Staff for collaboration around assessment data, curriculum, and to improve educational practices and increase student achievement in English Language Arts, Math, Science, and other core subjects. Additional support provided include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.	16. Provided release time to Certificated Staff for collaboration around assessment data, curriculum, and to improve educational practices and increase student achievement in English Language Arts, Math, Science, and other core subjects. Additional support provided include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.	Supplemental/Concentration 12560	Supplemental/Concentration 5500
17. Purchase technology (including but not limited to: computers, printers, printer ink, LCD projectors, headphones, computer mice, LFDs, and voice amplification systems, etc) to increase student access to best first instruction in all content areas.	17. Purchased technology (including but not limited to: computers, printers, printer ink, LCD projectors, headphones, computer mice, LFDs, and voice amplification systems, etc) to increase student access to best first instruction in all content areas.	Supplemental/Concentration 4491	Supplemental/Concentration 379
18. Provide software licences to all students in ELA, Math, and other core content to improve student achievement, and to increase family support and engagement. Additional support provided could include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.	18. Provided software licences to all students in ELA, Math, and other core content to improve student achievement, and to increase family support and engagement. Additional support provided could include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.	Title I 8500	Title I 18692
19. Provide research based supplemental materials and supplies to enhance standards based curriculum and instruction. Additional support provided could include cost for professional	19. Provided research based supplemental materials and supplies to enhance standards based curriculum and instruction. Additional support provided could include cost for professional	Supplemental/Concentration 12962	Supplemental/Concentration 5021

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
development, collaboration, materials and supplies or anything related to the activities that support this goal.	development, collaboration, materials and supplies or anything related to the activities that support this goal.		
20. Provide duplication of research based instructional materials that supplement ELA, Math and other core content areas.	Did not require additional duplication of materials outside of adopted curriculum.	Title I 4500	Title I 0
21. Provide educational programs for parents of English Learners to increase parental involvement and student achievement. Additional support provided could include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.	PIQE parent classes were provided at no cost to the site.	Title I 8744	Title I 0
22. Provide release time and/or guest teachers to support classroom instruction, collaboration, and professional development between certificated staff, administration, and parents. Additional support provided could include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.	22. Provided release time and/or guest teachers to support classroom instruction, collaboration, and professional development between certificated staff, administration, and parents. Additional support provided could include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.	Supplemental/Concentration 4973	Supplemental/Concentration 3680
23. Teachers will receive professional development on effective research-based strategies to support all learners in the areas	23. Teachers received professional development on effective research-based strategies to support all learners in the areas	Title I 4277	
		Supplemental/Concentration 0	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
of Math, English Language Arts, student engagement, and first best instruction. Additional support provided could include cost for professional development, collaboration, travel expenses, materials and supplies or anything related to the activities that support this goal.	of Math, English Language Arts, student engagement, and first best instruction. Additional support provided could include cost for professional development, collaboration, travel expenses, materials and supplies or anything related to the activities that support this goal.		
24. Provide extra duty to Instructional Coach to collaborate with classified and certificated staff (before and/or after contract hours) in the development of rigorous lessons that are aligned to content standards, school initiatives and best first instruction.	24. Provided extra duty to Instructional Coach to collaborate with classified and certificated staff (before and/or after contract hours) in the development of rigorous lessons that are aligned to content standards, school initiatives and best first instruction.	Supplemental/Concentration 1190	Supplemental/Concentration 1190
25. Provide extra duty to certificated staff to collaborate with each other and administration monthly and plan implementation strategies for schoolwide initiatives. Additional support provided could include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal. (Leadership Team)	25. Provided extra duty to certificated staff to collaborate with each other and administration monthly and plan implementation strategies for schoolwide initiatives. Additional support provided could include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal. (Leadership Team)	Supplemental/Concentration 7712	Supplemental/Concentration 7712
26. Provide certificated intervention specialist (x2) to support students with ELA and math	26. Provided certificated intervention specialist to support students with ELA and math	Supplemental/Concentration 71389	Supplemental/Concentration 62107
Provide educational programs for all parents to increase parental involvement and student achievement. Additional support provided could include cost for	AVID parent night and early literacy night was held with no additional cost involved	Supplemental/Concentration 8744	Supplemental/Concentration 0

**Planned
Actions/Services**

professional development, collaboration, materials and supplies or anything related to the activities that support this goal.

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Evaluation

Complete a copy of the following table for each of the school’s goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Most goals were fully implemented. A focus will be placed on providing additional opportunities for parent educational programs. We will also focus on providing additional professional development opportunities for the staff.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Most of our actions in goal 1 were effective. We are looking at how we can provide additional intervention support during the day for our struggling learners.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

There was an increase in spending for goal 1 action 18 due to reimplementation of Accelerated Reader and NewsEIA in order to support achievement in reading.

Based on this evaluation, an analysis of the California School Dashboard, and the school’s needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Provide more opportunities for parent involvement/ education. Additional release time to analyze student data and develop rigorous instructional programs across all classrooms will be provided.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 2

State Priorities addressed by this goal:

- State Priorities:
- Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes

All Students: 9.9 points above standard
iReady Fall diagnostic: 25% at/above grade level
English Learners: 3.5 points above standard
iReady Fall Diagnostic: 15% at/above grade level
Hispanic: 9.5 points above standard
iReady Fall Diagnostic: 20% at/above grade level
Socioeconomically Disadvantaged: 0.7 points above standard
iReady Fall Diagnostic: 20% at/above grade level
Students with Disabilities: 65.4 points below standard
iReady Fall Diagnostic: 10% at/above grade level

All Students: 15.4 points below standard
iReady Fall Diagnostic: 10% at/above grade level
English Learners: 16.9 points below standard
iReady Fall Diagnostic: 10% at/above grade level
Hispanic: 13.9 points below standard
iReady Fall Diagnostic: 10% at/above grade level
Socioeconomically Disadvantaged: 24.6 points below standard
iReady Fall Diagnostic: 10% at/above grade level
Students with Disabilities: 97.6 points below standards
iReady Fall Diagnostic: 10% at/above grade level

Actual Outcomes

All Students ELA : 33.6 points below standard
iReady Fall diagnostic: 34% at/above grade level
English Learners: 32.5 points below standard
iReady Fall Diagnostic: 25% at/above grade level
Hispanic: 33.3 points below standard
iReady Fall Diagnostic: 33% at/above grade level
Socioeconomically Disadvantaged: 35 points below standard
iReady Fall Diagnostic: 30% at/above grade level
Students with Disabilities: 132.9 points below standard
iReady Fall Diagnostic: 5% at/above grade level

All Students Math: 51.1 points below standard
iReady Fall Diagnostic: 18% at/above grade level
English Learners: 44.4 points below standard
iReady Fall Diagnostic: 12% at/above grade level
Hispanic: 49.9 points below standard
iReady Fall Diagnostic: 18% at/above grade level
Socioeconomically Disadvantaged: 52.7 points below standard
iReady Fall Diagnostic: 18% at/above grade level
Students with Disabilities: 121.3 points below standards
iReady Fall Diagnostic: 8% at/above grade level

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Create a college and career going culture through school activities, events or experiences such as AVID instruction in WICOR and other AVID strategies.	1. Created a college and career going culture through school activities, events or experiences such as AVID instruction in WICOR and other AVID strategies.	Supplemental/Concentration 0	
2. Provide enrichment opportunities for all students, including GATE.	Provided enrichment opportunities for all students through ELOP clubs.		
3. Provide opportunities for all students to attend educational, standards based field trips and college tours to increase student achievement across all content areas. (\$300 per class; K-5 & SPED)	3. Provided opportunities for all students to attend educational, standards based field trips. College tours did not occur due to scheduling conflicts. Not all grade levels scheduled field trips.	Supplemental/Concentration 7500	Supplemental/Concentration 3569
4. Provide materials and supplies to support schoolwide implementation of AVID to support student engagement and academic progress across all content areas. Additional support provided could include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.	4. Provided materials and supplies to support schoolwide implementation of AVID to support student engagement and academic progress across all content areas. Additional support provided could include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal	Title I 10000	
		Supplemental/Concentration 5000	Supplemental/Concentration 5000

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Our actions were fully implemented.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

We have a strong college and career focus at hte school. Our school was designated as an AVID Showcase School.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Goal 2 Action 3 was not fully implemented due to difficulty arranging fieldtrips and transportation. We will schedule field trips early in the year next year. Goal 2 Action 4 was supported out of AVID funds and did not require additional funding from Title 1.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

We will look at ways to ensure that every grade level is able to schedule a field trip including college tours for our 5th grade scholars.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 3



State Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes

All Students: 1.3% suspended at least once
 English Learners: 0.1% suspended at least once
 Hispanic: 1.4% suspended at least once
 Socioeconomically Disadvantaged: 1.5% suspended at least once
 Students with Disabilities: 4.7 % suspended at least once

Actual Outcomes

All Students: 1.3% suspended at least once
 English Learners: 0.1% suspended at least once
 Hispanic: 1.4% suspended at least once
 Socioeconomically Disadvantaged: 1.5% suspended at least once
 Students with Disabilities: 4.7 % suspended at least once

Actions/Services

Planned Actions/Services

1. Provide activities and protocols for improving attendance
2. Provide strategies to support the work of MTSS to address school climate and culture

Actual Actions/Services

1. Provided activities and protocols for improving attendance
2. Provided strategies to support the work of MTSS to address school climate and culture

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3. Implement AVID structure/strategies to support student learning	3. Implemented AVID structure/strategies to support student learning		
4. Incorporate strategies to ensure a safe and positive environment	4. Incorporated strategies to ensure a safe and positive environment		
5. Provide extra duty for classified staff to provide for the setting up, childcare, or coordinating for extended day activities for parents of English Learners.	5. no childcare was necessary	Title I 1500	Title I 0
		Supplemental/Concentration 1500	Supplemental/Concentration 0
7. Provide funding to purchase academic incentives, materials, supplies, refreshments, custodial services, and postage to increase parent participation and involvement in the school culture.	7. Provided funding to purchase academic incentives, materials, supplies, refreshments, custodial services, and postage to increase parent participation and involvement in the school culture.	Title I 2500	Title I 100
8. Provide oral and written translation to support parent involvement in school events to improve academic achievement.	8. Provided oral and written translation to support parent involvement in school events to improve academic achievement. All services occurred during regular school hours and did not require extra funding.	Title I 9115	Title I 0
9. Purchase safety/emergency equipment, materials, and supplies to provide safety measures for all students to increase student achievement.	9. Purchased safety/emergency equipment, materials, and supplies to provide safety measures for all students to increase student achievement.	Supplemental/Concentration 7694	Supplemental/Concentration 200
10. Provide extra duty, classroom coverage, supplemental materials, supplies, and incentives to enhance the school MTSS	no extra duty was required	Title I 2382	Title I 0
		Supplemental/Concentration 2781	Supplemental/Concentration 0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
program. Additional support provided could include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.			
11. Provide additional classified clerical services to support families by assisting with home to school communication regarding registrations, parent meetings, etc. in order to improve family involvement and student achievement.	11. Provided additional classified clerical services to support families by assisting with home to school communication regarding registrations, parent meetings, etc. in order to improve family involvement and student achievement.	Supplemental/Concentration 1500	Supplemental/Concentration 1500
12. Provide funding for acknowledgement, recognition, and promotion of student achievement.	12. Provided funding for acknowledgement, recognition, and promotion of student achievement.	Supplemental/Concentration 2304	Supplemental/Concentration 587
13. Pay for additional hours above allocation to provide school site monitors to increase safety for students before, during, and after school.	13. Paid for additional hours above allocation to provide school site monitors to increase safety for students before, during, and after school	Supplemental/Concentration 0	Supplemental/Concentration 6100
14. Increase assignment of librarian by one hour per 10.9.1 of CSEA contract.	14. Increased assignment of librarian by one hour per 10.9.1 of CSEA contract.	Supplemental/Concentration 9605	Supplemental/Concentration 9605

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

The majority of the actions were fully implemented.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Most of the actions in goal 3 were effective. We are looking at how we're spending money to recognize student success and achievement.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

An additional school site monitor was hired in January to support the safety and supervision of the students. This required an increase in spending for goal 3 action 13.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

We will continue to look at ways to increase school safety, parent involvement, and student recognitions.

Goals, Actions, & Services

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

Goal 1

All students will demonstrate growth as measured by federal, state and district assessments.

State Priorities addressed by this goal:

State Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

*Although Academic Indicators for Mathematics and English Language Arts have increased based on iReady diagnostic data, CASSPP indicators have significantly decreased. . We need to continue to support students and staff in this area to maintain growth and continue to grow.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Academic Indicator ELA: Distance from Standard	All Students: 6.9 points above standard English Learners: 0.5 points above standard Hispanic: 6.5 points above standard Socioeconomically Disadvantaged: 2.3 points below standard Students with Disabilities: 68.4 points below standard	All Students: 9.9 points above standard iReady Fall diagnostic: 15% at/above grade level English Learners: 3.5 points above standard iReady Fall Diagnostic: 9% at/above grade level Hispanic: 9.5 points above standard iReady Fall Diagnostic: 13% at/above grade level	All Students: 9.9 points above standard iReady Fall diagnostic: 25% at/above grade level English Learners: 3.5 points above standard iReady Fall Diagnostic: 15% at/above grade level Hispanic: 9.5 points above standard iReady Fall Diagnostic: 20% at/above grade level	All Students ELA : 15.6 points above standard iReady Fall diagnostic: 44% at/above grade level English Learners: 5.5 points above standard iReady Fall Diagnostic: 35% at/above grade level Hispanic: 10.5 points above standard iReady Fall Diagnostic: 43% at/above grade level

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
		Socioeconomically Disadvantaged: 0.7 points above standard iReady Fall Diagnostic: 15% at/above grade level Students with Disabilities: 65.4 points below standard iReady Fall Diagnostic: 2% at/above grade level	Socioeconomically Disadvantaged: 0.7 points above standard iReady Fall Diagnostic: 20% at/above grade level Students with Disabilities: 65.4 points below standard iReady Fall Diagnostic: 10% at/above grade level	Socioeconomically Disadvantaged: 5 points above standard iReady Fall Diagnostic: 40% at/above grade level Students with Disabilities: 60 points below standard iReady Fall Diagnostic: 12% at/above grade level
Academic Indicator Math: Distance from Standard	All Students: 18.4 points below standard English Learners: 19.9 points below standard Hispanic: 16.9 points below standard Socioeconomically Disadvantaged: 27.6 points below standard Students with Disabilities: 100.6 points below standard	All Students: 15.4 points below standard iReady Fall Diagnostic: 4% at/above grade level English Learners: 16.9 points below standard iReady Fall Diagnostic: 4% at/above grade level Hispanic: 13.9 points below standard iReady Fall Diagnostic: 4% at/above grade level Socioeconomically Disadvantaged: 24.6 points below standard iReady Fall Diagnostic: 4% at/above grade level Students with Disabilities: 97.6 points below standards iReady Fall Diagnostic: 4% at/above grade level	All Students: 15.4 points below standard iReady Fall Diagnostic: 10% at/above grade level English Learners: 16.9 points below standard iReady Fall Diagnostic: 10% at/above grade level Hispanic: 13.9 points below standard iReady Fall Diagnostic: 10% at/above grade level Socioeconomically Disadvantaged: 24.6 points below standard iReady Fall Diagnostic: 10% at/above grade level Students with Disabilities: 97.6 points below standards iReady Fall Diagnostic: 10% at/above grade level	All Students Math: 5.1 points below standard iReady Fall Diagnostic: 28% at/above grade level English Learners: 10.4 points below standard iReady Fall Diagnostic: 22% at/above grade level Hispanic: 5.9 points below standard iReady Fall Diagnostic: 28% at/above grade level Socioeconomically Disadvantaged: 20 points below standard iReady Fall Diagnostic: 28% at/above grade level Students with Disabilities: 90 points below standards iReady Fall Diagnostic: 12% at/above grade level

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action 1

Students will receive instruction using standards-based State/District adopted core programs

District

Base
0

Action 2

All English learners receive daily designated English Language Development (ELD) instruction using curriculum based on ELD standards.

Action 3

All English learners receive daily integrated ELD provided across all content areas.

Action 4

Instructional staff will receive additional support from Educational Services division to enhance English learners success through systematic professional development opportunities, support from district facilitators.

Action 5

Through the District MTSS process, the Tier I Leadership TEAM/Guiding Coalition will use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement.

Supplemental/Concentration
0

District
Base
0
Supplemental/Concentration
0

District
Base
0
Supplemental/Concentration
0

Title I Centralized Services
0
Supplemental/Concentration
0

Title I Centralized Services
0

Action 6

Provide Before/During/After school reading, math, and ELD interventions for students not meeting standards

Action 7

Teachers will continue to receive professional development on evidenced-based strategies to support all learners.

Action 8

Provide an instructional coach to support teachers in best first instruction, intervention and enrichment.

Action 9

Provide extra duty support for MTSS Site Lead to facilitate, communicate and sustain the MTSS framework

Action 10

Provide support for early literacy and foundational skills to support students not meeting standards.

Action 11

11. Provide early literacy support for students below grade level.

Action 12

Supplemental/Concentration
0

District

Title I Centralized Services
0

Title I Centralized Services
0

District
0

Title I Centralized Services
0

Title I
0

12. Provide support for common district assessments and common formative assessments to monitor student achievement throughout the year.

Title I

0

Action 13

13. Provide research based supplemental materials and supplies to enhance standards based curriculum and instruction. Additional support provided will include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.

Supplemental/Concentration

2709

Title I

7243

Action 14

14. Teachers will receive professional development on effective research-based strategies to support all learners in the areas of Math, English Language Arts, student engagement, and first best instruction. Additional support provided includes cost for professional development, collaboration, travel expenses, materials and supplies or anything related to the activities that support this goal.

Supplemental/Concentration

19512

Action 15

15. Provide extra duty hours for staff to monitor EL student progress and reclassification requirements. Additional support provided include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.

Title I

1189

Action 16

16. Provide release time to Certificated Staff for collaboration around assessment data, curriculum, and to improve educational practices and increase student achievement in English Language Arts, Math, Science, and other core subjects. Additional support provided includes cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.

Supplemental/Concentration

12560

Action 17

17. Purchase technology (including but not limited to: computers, printers, printer ink, LCD projectors, headphones, computer mice, LFDs, and voice amplification systems, etc) to increase student access to best first instruction

Supplemental/Concentration

in all content areas. (for example Imagine Learning, Accelerated Reader, NewsELA, iReady pathway lessons)

4491

Title I

19615

Action 18

18. Provide software licences to all students in ELA, Math, and other core content to improve student achievement, and to increase family support and engagement. Additional support provided could include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.

Title I

19000

Supplemental/Concentration

3000

Action 19

19. Provide research based supplemental materials and supplies to enhance standards based curriculum and instruction. Additional support provided could include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.

Supplemental/Concentration

9962

Action 20

20. Provide duplication of research based instructional materials that supplement ELA, Math and other core content areas.

Title I

2500

Action 21

21. Provide educational programs for parents of English Learners to increase parental involvement and student achievement. Additional support provided could include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.

Title I

8744

Action 22

22. Provide release time and/or guest teachers to support classroom instruction, collaboration, and professional development between certificated staff, administration, and parents. Additional support provided could include

Supplemental/Concentration

4973

cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.

Title I

6277

Action 23

Supplemental/Concentration

0

Action 24

24. Provide extra duty to Instructional Coach to collaborate with classified and certificated staff (before and/or after contract hours) in the development of rigorous lessons that are aligned to content standards, school initiatives and best first instruction.

Supplemental/Concentration

1190

Action 25

25. Provide extra duty to certificated staff to collaborate with each other and administration monthly and plan implementation strategies for schoolwide initiatives. Additional support provided could include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal. (Leadership Team)

Supplemental/Concentration

597

Title I

7115

Action 26

26. Provide certificated intervention specialist (x2) to support students with ELA and math

Supplemental/Concentration

74880

Action 27

Provide educational programs for all parents to increase parental involvement and student achievement. Additional support provided could include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.

Supplemental/Concentration

6544

Title I

Goals, Actions, & Services

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

Goal 2

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

State Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

*Academic Indicators for Mathematics and English Language Arts have increased. We need to continue to support students and staff in this area. We also are working to develop a college/career ready culture for all students.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Academic Indicator ELA: Distance from Standard	All Students: 6.9 points above standard English Learners: 0.5 points above standard Hispanic: 6.5 points above standard Socioeconomically Disadvantaged: 2.3 points below standard Students with Disabilities: 68.4 points below standard	All Students: 9.9 points above standard English Learners: 3.5 points above standard Hispanic: 9.5 points above standard Socioeconomically Disadvantaged: 0.7 points above standard Students with Disabilities: 65.4 points below standard	All Students: 9.9 points above standard iReady Fall diagnostic: 25% at/above grade level English Learners: 3.5 points above standard iReady Fall Diagnostic: 15% at/above grade level Hispanic: 9.5 points above standard iReady Fall Diagnostic: 20% at/above grade level Socioeconomically Disadvantaged: 0.7 points above standard	All Students ELA : 15.6 points above standard iReady Fall diagnostic: 44% at/above grade level English Learners: 5.5 points above standard iReady Fall Diagnostic: 35% at/above grade level Hispanic: 10.5 points above standard iReady Fall Diagnostic: 43% at/above grade level Socioeconomically Disadvantaged: 5 points above standard

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
			iReady Fall Diagnostic: 20% at/above grade level Students with Disabilities: 65.4 points below standard iReady Fall Diagnostic: 10% at/above grade level	iReady Fall Diagnostic: 40% at/above grade level Students with Disabilities: 60 points below standard iReady Fall Diagnostic: 12% at/above grade level
Academic Indicator Math: Distance from Standard	All Students: 18.4 points below standard English Learners: 19.9 points below standard Hispanic: 16.9 points below standard Socioeconomically Disadvantaged: 27.6 points below standard Students with Disabilities: 100.6 points below standard	All Students: 15.4 points below standard English Learners: 16.9 points below standard Hispanic: 13.9 points below standard Socioeconomically Disadvantaged: 24.6 points below standard Students with Disabilities: 97.6 points below standards	All Students: 15.4 points below standard iReady Fall Diagnostic: 10% at/above grade level English Learners: 16.9 points below standard iReady Fall Diagnostic: 10% at/above grade level Hispanic: 13.9 points below standard iReady Fall Diagnostic: 10% at/above grade level Socioeconomically Disadvantaged: 24.6 points below standard iReady Fall Diagnostic: 10% at/above grade level Students with Disabilities: 97.6 points below standards iReady Fall Diagnostic: 10% at/above grade level	All Students Math: 5.1 points below standard iReady Fall Diagnostic: 28% at/above grade level English Learners: 10.4 points below standard iReady Fall Diagnostic: 22% at/above grade level Hispanic: 5.9 points below standard iReady Fall Diagnostic: 28% at/above grade level Socioeconomically Disadvantaged: 20 points below standard iReady Fall Diagnostic: 28% at/above grade level Students with Disabilities: 90 points below standards iReady Fall Diagnostic: 12% at/above grade level

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action 1

Create a college and career going culture through school activities, events or experiences.

District

0

Action 2

Provide enrichment opportunities for all students.

District

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Action 3

Implement AVID structures/strategies to enhance student learning.

District

Action 4

4. Provide materials and supplies to support schoolwide implementation of AVID to support student engagement and academic progress across all content areas. Additional support provided could include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.

Title I
5000
Supplemental/Concentration
5000

Action 5

5.. Provide opportunities for all students to attend educational, standards based field trips and college tours to increase student achievement across all content areas. (\$40 per student; K-5 & SPED)

Title I
22219
Supplemental/Concentration
1781

Goals, Actions, & Services

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

Goal 3

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

State Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

*Academic Indicators for Mathematics and English Language Arts have improved. We need to continue to support students and staff in this area. We are also moving into year 3 of MTSS and are utilizing our Panorama survey data to support our next steps and inform our SPSA plans.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Suspension Rate	All Students: 2.5% suspended at least once English Learners: 1% suspended at least once Hispanic: 2.6% suspended at least once Socioeconomically Disadvantaged: 2.7% suspended at least once Students with Disabilities: 5.9% suspended at least once	All Students: 1.6% suspended at least once English Learners: 0.1% suspended at least once Hispanic: 1.7% suspended at least once Socioeconomically Disadvantaged: 1.8% suspended at least once Students with Disabilities: 5.0% suspended at least once	All Students: 1.3% suspended at least once English Learners: 0.1% suspended at least once Hispanic: 1.4% suspended at least once Socioeconomically Disadvantaged: 1.5% suspended at least once Students with Disabilities: 4.7 % suspended at least once	All Students: 1% suspended at least once English Learners: 0.1% suspended at least once Hispanic: 1.2% suspended at least once Socioeconomically Disadvantaged: 1.3% suspended at least once Students with Disabilities: 3.7 % suspended at least once

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action 1

Provide activities and protocols for improving attendance

District

Action 2

Provide multi-tiered tools, strategies and supports to address school climate and culture.

District

Action 3

Incorporate strategies to ensure a safe and positive environment

District

Action 4

Provide counseling support for site multi-tiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions. Provide school counselors as follows:

Elementary Schools - 1 FTE Counselor
Middle School Counselors - maintain ratio at 500:1
High School Counselors - maintain ratio at 400:1
Alternative Education Counselor (Amistad, Summit/Horizon) - beyond the formula

District

Action 5

5. Provide extra duty for classified staff to provide for the setting up, childcare, or coordinating for extended day activities for parents of English Learners.

Title I

1500
Supplemental/Concentration

Action 6

7. Provide funding to purchase academic incentives, materials, supplies, refreshments, custodial services, and postage to increase parent participation and involvement in the school culture.

Action 7

8. Provide oral and written translation to support parent involvement in school events to improve academic achievement.

Action 8

9. Purchase safety/emergency equipment, materials, and supplies to provide safety measures for all students to increase student achievement.

Action 9

10. Provide extra duty, classroom coverage, supplemental materials, supplies, and incentives to enhance the school MTSS program. Additional support provided could include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.

Action 10

11. Provide additional classified clerical services to support families by assisting with home to school communication regarding registrations, parent meetings, etc. in order to improve family involvement and student achievement.

Action 11

12. Provide funding for acknowledgement, recognition, and promotion of student achievement.

1500

Title I
5500

Supplemental/Concentration
7115

Supplemental/Concentration
11694

Title I
6162
Supplemental/Concentration

Supplemental/Concentration
900

Supplemental/Concentration

Action 12

13. Pay for additional hours above allocation to provide school site monitors to increase safety for students before, during, and after school.

Action 13

14. Increase assignment of librarian by one hour per 10.9.1 of CSEA contract.

1304

Supplemental/Concentration
6100

Supplemental/Concentration
9605

Goals, Actions, & Services

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

Goal 4

Students with disabilities will access and participate in their educational journey resulting in graduates that are prepared to make a successful transition in college, career, and life.

State Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Identified Need

*Although Academic Indicators for Mathematics and English Language Arts have increased based on iReady diagnostic data, CASSPP indicators have significantly decreased. . We need to continue to support students and staff in this area to maintain growth and continue to grow especially as it related to our students with disabilities.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Academic Indicator ELA: Distance from Standard	All Students: 6.9 points above standard English Learners: 0.5 points above standard Hispanic: 6.5 points above standard Socioeconomically Disadvantaged: 2.3 points below standard Students with Disabilities: 68.4 points below standard	All Students: 9.9 points above standard iReady Fall diagnostic: 15% at/above grade level English Learners: 3.5 points above standard iReady Fall Diagnostic: 9% at/above grade level Hispanic: 9.5 points above standard iReady Fall Diagnostic: 13% at/above grade level Socioeconomically Disadvantaged: 0.7 points above standard iReady Fall Diagnostic: 15% at/above grade level Students with Disabilities: 65.4 points below standard	All Students: 9.9 points above standard iReady Fall diagnostic: 25% at/above grade level English Learners: 3.5 points above standard iReady Fall Diagnostic: 15% at/above grade level Hispanic: 9.5 points above standard iReady Fall Diagnostic: 20% at/above grade level Socioeconomically Disadvantaged: 0.7 points above standard iReady Fall Diagnostic: 20% at/above grade level Students with Disabilities: 65.4 points below standard	All Students ELA : 15.6 points above standard iReady Fall diagnostic: 44% at/above grade level English Learners: 5.5 points above standard iReady Fall Diagnostic: 35% at/above grade level Hispanic: 10.5 points above standard iReady Fall Diagnostic: 43% at/above grade level Socioeconomically Disadvantaged: 5 points above standard iReady Fall Diagnostic: 40% at/above grade level Students with Disabilities: 60 points below standard

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
		iReady Fall Diagnostic: 2% at/above grade level	iReady Fall Diagnostic: 10% at/above grade level	iReady Fall Diagnostic: 12% at/above grade level
Academic Indicator Math: Distance from Standard	All Students: 18.4 points below standard English Learners: 19.9 points below standard Hispanic: 16.9 points below standard Socioeconomically Disadvantaged: 27.6 points below standard Students with Disabilities: 100.6 points below standard	All Students: 15.4 points below standard iReady Fall Diagnostic: 4% at/above grade level English Learners: 16.9 points below standard iReady Fall Diagnostic: 4% at/above grade level Hispanic: 13.9 points below standard iReady Fall Diagnostic: 4% at/above grade level Socioeconomically Disadvantaged: 24.6 points below standard iReady Fall Diagnostic: 4% at/above grade level Students with Disabilities: 97.6 points below standards iReady Fall Diagnostic: 4% at/above grade level	All Students: 15.4 points below standard iReady Fall Diagnostic: 10% at/above grade level English Learners: 16.9 points below standard iReady Fall Diagnostic: 10% at/above grade level Hispanic: 13.9 points below standard iReady Fall Diagnostic: 10% at/above grade level Socioeconomically Disadvantaged: 24.6 points below standard iReady Fall Diagnostic: 10% at/above grade level Students with Disabilities: 97.6 points below standards iReady Fall Diagnostic: 10% at/above grade level	All Students Math: 5.1 points below standard iReady Fall Diagnostic: 28% at/above grade level English Learners: 10.4 points below standard iReady Fall Diagnostic: 22% at/above grade level Hispanic: 5.9 points below standard iReady Fall Diagnostic: 28% at/above grade level Socioeconomically Disadvantaged: 20 points below standard iReady Fall Diagnostic: 28% at/above grade level Students with Disabilities: 90 points below standards iReady Fall Diagnostic: 12% at/above grade level

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action 1

Provide professional development to include targeted support for students with disabilities

District

Action 2

Implement Universal Design for Learning for all students, including students with disabilities

District

Action 3

Increase parent engagement for students with disabilities.

District

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and **will be performed as a centralized service**. Note: the total amount for each categorical program must be aligned with the Consolidated Application.

School Goal #1: Dr. Carreon Academy-School Goal # 1: All students will demonstrate growth as measured by federal, state and district assessments.				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Professional Development and Teacher Support	8/15/23-6/5/24	8,322	8,322	Title I
		Total Estimated Cost: 8,322		
District ELA Project Facilitator	8/15/23-6/5/24	5,829	5,829	Title I
		Total Estimated Cost: 5,829		
Site Instructional Coach	8/15/23-6/5/24	66,080	66,080	Title I
		Total Estimated Cost: 66,080		
Budget Support	8/15/23-6/5/24	1,086	1,086	Title I
		Total Estimated Cost: 1,086		
SFPO Project Facilitator	8/15/23-6/5/24	12,139	12,139	Title I
		Total Estimated Cost: 12,139		
Preschool to Elementary Transition	8/15/23-6/5/24	7,581	7,581	Title I
		Total Estimated Cost: 7,581		
Coordinator of Equity, Diversity, and Parent & Family Engagement	8/15/23-6/5/24	7,719	7,719	Title I
		Total Estimated Cost: 7,719		
Foster and McKinney-Vento Liason	8/15/23-6/5/24	3,114	3,114	Title I
		Total Estimated Cost: 3,114		

Total Cost For All Actions: 111,870

Note: Centralized services may include the following direct services:

- *Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-School and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized services do not include administrative costs.

Programs Included in this Plan

Enter the appropriate choice below for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, indicate that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in the SPSA and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>
Of the four following options, please select the one that describes this school site.

Select from: This site operates a SWP but does not consolidate its funds as part of operating a SWP.

Federal Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.

<p>Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs).</p> <p>Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs. (This is a reservation from the total Title I, Part A allocation).</p> <p>Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals.</p> <p>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards. (Title III funds may not be consolidated as part of a SWP)</p> <p>Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs.</p> <p>For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement.</p> <p>Other federal funds (list and describe). Create a new row for each separate program.</p>

Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used only for the purposes of Title III and for those students the LEA has identified for services. For more information, please contact the Language Policy and Leadership Office at 916-319-0845.

Program	Allocation	Is it consolidated in the SWP?
Title I	\$116,564.00	No
Total amount of federal categorical funds allocated to this school.	\$116,564.00	
Total amount of state and federal categorical funds allocated to this school.	\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

State Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.

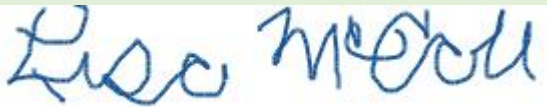
California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school.
Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program.
Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners.
Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring
Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas.
School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety.
List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.).

Program	Allocation	Is it consolidated in the SWP?
District	\$0.00	No
Supplemental/Concentration	\$185,417.00	
Title I Centralized Services	\$0.00	
Total amount of StateLocal categorical funds allocated to this school.	\$185,417.00	
Total amount of state and StateLocal categorical funds allocated to this school.	\$301,981	

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: English Learner Advisory Committee	
[Enter name of consulted group or committee]	[Signature of authorized person]
English Learner Advisory Committee	

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on:04/25/23.

Attested:

Lisa McColl

Typed name of school principal

Signature of school principal

Date

Megan Kingston

Typed name of SSC chairperson

Signature of SSC chairperson

Date

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
Lisa McColl	X				
Megan Kingston				X	
Christal Cansino				X	
Oralia Saldivar				X	
Margarita Pasillas				X	
Rafael Hernandez				X	
Paula Ruiz		X			
Rafael Gutierrez		X			
Angie Tapia		X			
Alba Hernandez			X		
Numbers of members of each category:	1	3	1	5	