School Year: **2023-24**

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
Ronald Reagan Elementary Mark Baldwin, Principal mark.baldwin@desertsands.us	33-67058-0110791	05/02/2023	

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.

Welcome to Ronald Reagan Elementary School, home of the "Regal Eagles." Our school was dedicated October 11, 2006. We are located in the northeastern region of Palm Desert and serve students in grades transitional kindergarten through five following a traditional calendar. Reagan Elementary has quickly grown. At the beginning of the 2018-19 school year, approximately 880 students were enrolled, including 10.7% in special education,22.2% qualifying for English Language Learner support, and 51.5% qualifying for free or reduced price lunch. The ethnic mix of the school is approximately, 59.7% Hispanic, 28.6% White, and the remaining 11.7% for the remaining groups, primarily Multiracial, Asian, and African-American. This year 2019-2020 Reagan became a Title I Schoolwide Program school, and remains a schoolwide Title 1 School. In 2019, Reagan Elementary launched a Dual Language Immersion Program in Kindergarten. We have added a grade level each year, and in 2023-2024 we will have Dual Language Immersion classes K-4, adding a new grade level each year. Also beginning in 2019, Reagan became an AVID Elementary School, as we prepare all students to have further education and/or career possibilities. .

In 2010, the school received recognition as a California Distinguished School. While in 2009, 2012, and again in 2014 we were named a California Business for Education Excellence (CBEE) Honor Roll School. In 2016, the school was

awarded the California Gold Ribbon School Seal, a California Model Physical Activity and Nutrition (PAN) School, as well as a Title 1 Achieving School. In 2018, we received the California Civic Learning Award, as a School of Merit, and an EdResults California Honor Roll School. In 2019-2020, Reagan was again named California Distinguished School. Most Recently, in 2022, Regan received the California Pivotal Practice Award, for our efforts throughout the Pandemic. With a motto of "learning today, leading tomorrow," Reagan Elementary embraces all of our students, supporting them in a nurturing and caring environment. Students are challenged daily to meet the rigorous California State Standards as they create their own brilliant futures. The entire learning community of Reagan Elementary recognizes each child's potential and contribution to our whole. Students attending Reagan are taught by a dynamic and experienced team of caring professionals, utilizing 21st century tools, including Chromebook computer sets for Grades 2 through 5, and students in grades K-1 have tablets class sets. Our parents/guardians, volunteers, and community partners help provide support and interaction with our learners daily. Their regular involvement contributes to a wonderful joint venture between home, school and community, benefiting all the children at Reagan Elementary.

In addition to our regular rigorous academic program, students at Reagan benefit from a wide variety of extracurricular experiences and community partnerships that routinely enhance the quality, breadth, and depth of each child's educational experience. Partnerships with the community include: La Quinta Arts Foundation (4th and 5th grade fine art enrichment), Tools for Tomorrow - A Program in the Arts, Mini-Muster with PD Fire Department and Palm Desert Historical Society, McCallum Theatre Institute for Aesthetic Education, Red Dragon Studios - Anti-bullying and self-defense education, and Rotary International - EarlyAct Club (Student Government). Students also receive both "Positive Action" and "Character Counts" citizenship curriculum. We also enjoy community support from Smile Factory, Animal Samaritans, Kiwanis International, and our local Chamber and City governments.

Since the pandemic closed our doors in March of 2020, the school has worked tirelessly to provide the best learning opportunities possible to our students in a virtual environment. All staff, students and their families rode a steep learning curve as we struggled in a never-before-seen situation. The collective commitment to our students resulted in a very robust virtual environment for our students. Additionally, printed materials was provided to all students to support their learning and success. We were so thrilled to reopen our doors to all Reagan Students for the 2021-2022 school year. We provide a safe and nurturing learning environment for all students, recognizing the impact of the pandemic on our entire learning community. As State CAASPP testing resumed in 2022, there were not unexpected huge amounts of learning loss that have occured for our students. Between school closure, resuming school virtually then in hybrid, and finally back full time the amount of trauma and learning loss has been devastating - especially for those students with less access and support from home. Learning gaps were further exacerbated by a Chronic Absenteeism Rate over 40%. As part of our response, Socio-Emotional Learning activities occur daily in classes to reconnect our students to our school's culture and climate. A part time intervention specialist was also hired to provide remediation in reading foundations and designated ELD.

Our collective and total commitment to all of our children makes Ronald Reagan Elementary School an excellent community of learners, achieving together...one opportunity at a time.

SPSA Highlights

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

The actions and strategies within our 2023-2024 SPSA support grades TK-5 in efforts to increase reading, writing, and math, and maintain a high level of achievement for all students. Strengthening the focus on English Learners and Students with disabilities will result in a lessening of our achievement gap for those students. Several additional efforts will be put forth to close learning gaps created or exacerbated by the pandemic, and its impact on students' learning and emotional well being.

Professional development will be expanded to include more opportunities for professional growth in instructional technology integration and PLCs. We will continue work with the McCallum and other service providers to improve teaching and learning. Next year we will continue our AVID participation as an AVID Elementary School. All certificated staff will be AVID trained by the beginning of the year. Training to deepen the understanding of curricular frameworks, especially in the incorporation of the Rigor, Relevance, and relationship matrices will continue. Another focus will continue to be the selection of appropriate instructional strategies for differentiating instruction for high-needs students including English learners. This differentiation will be provided through our acceleration program daily. Another significant action is a continued focus on providing extended day learning opportunities for more students and for a longer period of time, including during the school day. Further, we have increased opportunities for parents to engage in their students' learning through the Loving Solutions parenting classes. Finally, in light of school closures during the 2020-2021 school year and its impact on student's mental health, professional development opportunities for creating

greater capacity around Socio-Emotional Learning will be provided via a new SEL Curriculum "Second Step." Responding to the impact of the pandemic on our students' academic and socioemotional progress continues to define our SPSA. The achievement gap has never been greater between those "haves" and "have nots." We are responding to those needs.

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

In developing the Title I Schoolwide Program plan, we gained insight from utilizing Panorama School Climate Surveys from 2019-2023, input from our parents at the Title 1 Targeted Assistance Student meeting, School Site Council members, Parent Informational Night meeting, and our Tier I Team M-SAP days. Based on our data from our three stakeholders, parents, students, and staff the following trends were identified.

Panorama Stakeholder Perception Data
Parent Survey (106 parents responded using a scale of 1 - 5)
For all Topics (except 1) specific to our school, Reagan's favorable percentage increased by as much as 12% (Grit), only School Safety Declined, and that was by 1%:
This perception data exceeded DSUSD composite data from 3 to 14 percent.

Student Winter 2023-Skills and Competencies (SEL) Survey (346 students [grades 3-5] responded using a scale of 1 - 5)
These Topics were:
Self Management (70%) +2% over previous survey
Social Awareness (69%) +2% over previous survey
Growth Mindset (60%) +3% over previous survey
Grit (55%) +2% over previous survey
Self-Efficacy (55%) +4% over previous survey

In 2023, the Staff Survey (44 staff members responded using a scale of 1 - 5)
Staff-Leadership Relationships with teachers and Sense of Belonging for teachers both saw 3% increases.

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?

Based upon the analysis of available data focusing on prioritized needs for our students, areas that will be addressed are as follows:
Decreasing the chronic absenteeism for ALL STUDENTS will be a big priority. Working with families to understand when and how it is safe for students to be at school will be very important.
With the following Chronic Absenteeism indicators:
All Students 41.1%
English Learners 41.2%
SocioEconomically Disadvantaged 48%
Students with Disabilities 42.2 %
Hispanic 46.9%
White 34.1%
We need to make sure students are at school as much as it is safe for them to do so. Particular attention will be paid to Socioeconomically disadvantaged students and those with disabilities.

Schoolwide and every subgroup saw significant decline in academic performance on CAASPP State assessments in ELA and Math when compared to pre-pandemic levels. The new CAASPP Baseline data shows just how far we have to go, just to return to pre pandemic performance. Making up for Pandemic Learning loss will be paramount, especially for our English Learners, and Students with Disabilities. Math Learning gaps grew more than ELA learning gaps.

Utilizing analysis of i-ready data for the 2022-2023 school year (Winter Diagnostic):
In Reading: Schoolwide 55% (down from 72% in 2021-2022) were below grade level. Socioeconomically Disadvantaged students 62% (down from 76% in 2021-2022) were below grade level. Students with Disabilities 81% (down from 82% in 2021-2022) were below grade level. English Learners 68% (up from 65% in 2021-2022) were below grade level.
In Mathematics: Schoolwide 63% (up from 55% in 2021-2022) were below grade level. Socioeconomically Disadvantaged students 76% (up from 63% in 2021-2022) were below grade level. Students with Disabilities 80% (down from 89% in 2021-2022) were below grade level. English Learners 82% (up from 73% in 2021-2022) were below grade level.

In addition to ELA Acceleration time during the regular school day, Math Acceleration time will also be built into the school day schoolwide. A full time interventionist will support these endeavors. More opportunities for before and after school remediation, as well as Summer Academy will also work to remediate pandemic learning loss. Reagan will be part of DSUSD's Early Literacy program for the first time in 2023-2024.

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?

From the California School Dashboard in 2022:
In ELA, Students with Disabilities scored 2 performance levels below the schoolwide performance. In Math, there were no groups 2 performance levels below the schoolwide performance, because schoolwide performance was already low.
In examining Chronic Absenteeism, ALL groups were in the bottom performance level.
For our Suspension Rate indicator, students with Two or More Races, Students with Disabilities, and White students were 2 performance levels below the schoolwide performance.

Students with Disabilities will be a particular focus in many areas and endeavors for this upcoming year. Filling missing gaps in Math skills will be a new focus for all students. Continued efforts to reengage students and families in the COVID endemic era will improve attendance. Improving the implementation of MTSS and AVID schoolwide will reduce suspensions, improve attendance, and boost academic performance.

Resource Inequities

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

The comprehensive needs assessment involved examining data from the California School Dashboard; local assessments, including iReady math and ELA, district benchmarks, and teacher-created assessments; and conversations with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and other stakeholders. There is a concern that students with disabilities are performing significantly below other student groups, and the District's Special Education staff will support the school with coaching for instructional strategies to better support the needs of those students in the classroom. The school has also identified the need for increased Math intervention for all subgroups due to pandemic learning loss.

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)

The 2022-2023 SPSA was reviewed with our site Tier I Team, ELAC and School Site Council. The 2023-2023 SPSA was created using the feedback and input from our site Leadership Team, Panorama Survey Data, Tier I Team, ELAC, and our School Site Council Meetings. The SPSA was developed using our current data and needs assessment. Furthermore, the SPSA is based upon current LCAP and site specific goals. Clearly evident in the SSC Agendas and Minutes throughout the year is the regular monitoring of the implementation of the SPSA, and the school's progress towards meeting SPSA goals through the implementation of its Action Steps.

SSC Meeting (November 15, 2022):

- Purpose and Function of SSC (PP)
- New Budget Items & SPSA Review
- Discuss the end of SSC terms
- Discuss election of Officers
- Review SSC Roles and Responsibilities

Tier I Team Meetings (Round 1) (September 28-October 19 - 3 meetings) MTSS SCHOOL ACCOUNTABILITY PLAN (M-SAP) 2022-2023 :
Implementation Reflection and Fidelity Check

- Review SPSA and provide feedback for site goals and action steps. (Highlights, Strengths, Opportunities for Improvement, Performance

Gaps, and Increased/Improved Services)

- Develop M-SAP (Academic Action Plan)
- Set Goal for Math
- Set goal for Writing

SSC Meeting (December 13, 2022):

- SPSA Evaluation
- Reclassification Information
- Parent Needs Survey
- SSC Bylaws (Review and Approve)
- Parent Involvement Plan (Review and Approve)

SSC Meeting (January 31, 2023):

- Site Data Review and Analysis
- Budget Change Requests
- Review and Evaluate 2021-2022 SPSA (Successes, Challenges, Modifications)

SSC Meeting (February 21, 2023):

- Transfer Requests
- Review and Evaluate 2021-2022 SPSA (Successes, Challenges, Modifications)
- Preliminary discussion of the 2022-2023 SPSA based upon evaluation this year’s SPSA.

Tier I Team Meetings (Round 2) (February 8 - 22, 3 meetings) MTSS SCHOOL ACCOUNTABILITY PLAN (M-SAP) 2022-2023 :
Implementation Reflection and Fidelity Check

- SPSA AAP:Goal Progress, Monitoring, Revisions, Planning for next year.
- SPSA EVAL: Successes, Challenges and Modifications (if needed). Discuss possible changes in “Focus Items” for 2023-2024, including SEL, ELL, and SWD
- SPSA Action items reviewed and analyzed, and initial thoughts for 2023-2024 discussed collaboratively

SSC Meeting (April 18, 2023):

- Initial full review of DRAFT form of 2023-2024 SPSA

SSC Meeting (May 2, 2023):

- Final Review of progress for 2022-2023 SPSA
- Discuss, approve, and recommend 2023-2024 SPSA (School Plan for Student Achievement) for Board approval.

ELAC SPSA updates and input was sought during ELAC meetings on October, 9, 2022; November 10, 2022, February 22, 2023 and input for 2023-2024 Draft discussed on April 6, 2023.

Impact on the SPSA and the Annual Evaluation

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

The SPSA was modified and informed by input from these meetings and analysis of student performance data. This resulted in shifts in funding priorities for the upcoming year.

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:	$62,634.00
Total Centralized Services:	$122,248
Total Supplemental Concentration Funds	$110,883
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$173,517.00

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.

The school will use Title 1 Funds to pay for Supplemental Professional Development opportunities to improve instructional practices.
The school will use Title 1 Funds to pay for books for reading over Winter Break and Summer for all students.
The school will use Title 1 Funds to pay for intervention before/during/after school.
The school will use Title 1 Funds to pay for 1/2 FTE Bilingual Office Specialist to provide community outreach in English and Spanish to parents of at risk students in need of academic, social and behavioral support. This will include parent education and teacher/SST oral translation, as well as, scoring and assessment, student placement, and help with parent outreach to increase parent participation to supplement and enhance a safe positive school environment.
The school will use Title 1` funds to increase the Library Media Technician hours to provide additional access for students.
The school will use Title 1 Funds to pay guest teacher and/or collaboration time for the development of Universal Design for Learning lessons to facilitate access and success for Students with Disabilitites.
The school will use Title 1 funds to pay for parent outreach and engagement activities including 2 sections of "Loving Solutions" Parenting classes.

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	0.4%	0.50%	0.72%	3	4	6
African American	1.9%	2.00%	1.68%	16	16	14
Asian	1.7%	1.00%	0.96%	14	8	8
Filipino	1.2%	1.25%	0.84%	10	10	7
Hispanic/Latino	64.3%	65.17%	68.59%	529	522	572
Pacific Islander	0.2%	0.25%	0.24%	2	2	2
White	24.5%	22.10%	19.66%	202	177	164
Multiple/No Response	3.3%	4.24%	3.72%	27	34	31
			Total Enrollment	823	801	834

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	153	145	176
Grade 1	133	128	136
Grade 2	131	130	127
Grade3	125	121	136
Grade 4	158	129	125
Grade 5	123	148	134
Total Enrollment	823	801	834

Conclusions based on this data:

1. Reagan Ethnographics have remained relatively stable for all significant Ethnic groups.
2. There is a fair amount of enrollment fluctuation by grade.
3. The overall enrollment at the school is in slight decline.

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	145	160	154	17.60%	20.0%	18.5%
Fluent English Proficient (FEP)	31	30	50	3.80%	3.7%	6.0%
Reclassified Fluent English Proficient (RFEP)	11			7.6%		

Conclusions based on this data:

1. Reagan Usually designates most of our RFEPs in Spring. With the school closures, that did not happen this year.

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	127	123		0	122		0	122		0.0	99.2	
Grade 4	147	128		0	127		0	127		0.0	99.2	
Grade 5	123	144		0	144		0	144		0.0	100.0	
All Grades	397	395		0	393		0	393		0.0	99.5	

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		2425.			26.23			23.77			22.13			27.87	
Grade 4		2479.			28.35			24.41			21.26			25.98	
Grade 5		2492.			17.36			33.33			18.06			31.25	
All Grades	N/A	N/A	N/A		23.66			27.48			20.36			28.50	

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		21.31			61.48			17.21	
Grade 4		22.05			65.35			12.60	
Grade 5		20.14			61.81			18.06	
All Grades		21.12			62.85			16.03	

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		18.03			45.90			36.07	
Grade 4		19.69			57.48			22.83	
Grade 5		13.19			56.94			29.86	
All Grades		16.79			53.69			29.52	

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		15.57			73.77			10.66	
Grade 4		17.32			70.08			12.60	
Grade 5		12.50			71.53			15.97	
All Grades		15.01			71.76			13.23	

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		20.49			59.84			19.67	
Grade 4		18.11			66.14			15.75	
Grade 5		17.36			65.97			16.67	
All Grades		18.58			64.12			17.30	

Conclusions based on this data:

1. Four out of five students are near standard or above.
2. Reagan's Mean Scaled Scores have continued to rise for our matched cohort groups.
3. Reagan's focus on Writing is resulting in improved writing performance up almost 5% near or above standard.

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	127	123		0	121		0	121		0.0	98.4	
Grade 4	147	128		0	127		0	126		0.0	99.2	
Grade 5	123	144		0	144		0	144		0.0	100.0	
All Grades	397	395		0	392		0	391		0.0	99.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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		2407.			11.57			31.40			23.14			33.88	
Grade 4		2476.			22.22			26.19			25.40			26.19	
Grade 5		2467.			13.19			9.03			36.11			41.67	
All Grades	N/A	N/A	N/A		15.60			21.48			28.64			34.27	

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		23.14			49.59			27.27	
Grade 4		30.16			44.44			25.40	
Grade 5		14.58			41.67			43.75	
All Grades		22.25			45.01			32.74	

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		15.70			48.76			35.54	
Grade 4		19.05			50.79			30.16	
Grade 5		10.42			52.78			36.81	
All Grades		14.83			50.90			34.27	

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		13.22			61.98			24.79	
Grade 4		23.02			53.17			23.81	
Grade 5		10.42			60.42			29.17	
All Grades		15.35			58.57			26.09	

Conclusions based on this data:

1. Reagan's Math scores continue to lag behind it's ELA scores.
2. Gains have consistently been made in both Problem Solving and Communicating Reasoning
3. More than 50% of Reagan students in grades 3-5 are Meeting or Exceeding standard in math

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	1418.8	1393.7		1425.4	1394.9		1403.3	1390.4		27	35	
1	1434.2	1414.8		1449.5	1443.8		1418.4	1385.5		25	19	
2	1486.8	1468.2		1487.5	1480.5		1485.5	1455.5		22	26	
3	1494.0	1500.7		1494.6	1502.9		1492.8	1497.8		27	24	
4	1522.8	1550.3		1520.2	1560.4		1524.9	1539.7		34	27	
5	1516.3	1529.2		1518.8	1519.5		1513.4	1538.4		24	31	
All Grades										159	162	

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	23.08	11.43		15.38	17.14		30.77	28.57		30.77	42.86		26	35	
1	8.00	5.26		32.00	15.79		32.00	26.32		28.00	52.63		25	19	
2	27.27	11.54		27.27	46.15		27.27	23.08		18.18	19.23		22	26	
3	11.11	25.00		44.44	12.50		40.74	50.00		3.70	12.50		27	24	
4	21.21	48.15		42.42	25.93		24.24	22.22		12.12	3.70		33	27	
5	33.33	29.03		33.33	25.81		20.83	32.26		12.50	12.90		24	31	
All Grades	20.38	22.22		33.12	24.07		29.30	30.25		17.20	23.46		157	162	

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	26.92	14.29		26.92	5.71		15.38	17.14		30.77	62.86		26	35	
1	24.00	31.58		40.00	15.79		20.00	21.05		16.00	31.58		25	19	
2	36.36	26.92		27.27	46.15		27.27	11.54		9.09	15.38		22	26	
3	33.33	33.33		37.04	25.00		18.52	29.17		11.11	12.50		27	24	
4	48.48	62.96		24.24	29.63		21.21	7.41		6.06	0.00		33	27	
5	45.83	41.94		41.67	29.03		4.17	9.68		8.33	19.35		24	31	
All Grades	36.31	34.57		32.48	24.69		17.83	15.43		13.38	25.31		157	162	

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	15.38	8.57		7.69	11.43		46.15	54.29		30.77	25.71		26	35	
1	0.00	5.26		24.00	0.00		24.00	21.05		52.00	73.68		25	19	
2	22.73	7.69		18.18	30.77		40.91	34.62		18.18	26.92		22	26	
3	11.11	12.50		18.52	25.00		51.85	29.17		18.52	33.33		27	24	
4	18.18	25.93		21.21	33.33		36.36	29.63		24.24	11.11		33	27	
5	16.67	16.13		29.17	32.26		20.83	25.81		33.33	25.81		24	31	
All Grades	14.01	12.96		19.75	22.84		36.94	33.95		29.30	30.25		157	162	

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	23.08	14.29		50.00	25.71		26.92	60.00		26	35	
1	40.00	31.58		40.00	31.58		20.00	36.84		25	19	
2	31.82	23.08		54.55	65.38		13.64	11.54		22	26	
3	15.38	33.33		65.38	45.83		19.23	20.83		26	24	
4	48.48	77.78		45.45	14.81		6.06	7.41		33	27	
5	29.17	19.35		62.50	74.19		8.33	6.45		24	31	
All Grades	32.05	32.10		52.56	43.21		15.38	24.69		156	162	

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	23.08	17.14		38.46	14.29		38.46	68.57		26	35	
1	20.00	31.58		56.00	42.11		24.00	26.32		25	19	
2	27.27	34.62		63.64	50.00		9.09	15.38		22	26	
3	55.56	39.13		37.04	47.83		7.41	13.04		27	23	
4	60.61	66.67		33.33	29.63		6.06	3.70		33	27	
5	66.67	64.52		25.00	12.90		8.33	22.58		24	31	
All Grades	43.31	42.24		41.40	30.43		15.29	27.33		157	161	

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	19.23	9.09		57.69	54.55		23.08	36.36		26	33	
1	20.00	5.26		24.00	0.00		56.00	94.74		25	19	
2	27.27	3.85		50.00	69.23		22.73	26.92		22	26	
3	7.69	20.83		57.69	33.33		34.62	45.83		26	24	
4	27.27	22.22		45.45	62.96		27.27	14.81		33	27	
5	29.17	22.58		41.67	54.84		29.17	22.58		24	31	
All Grades	21.79	14.38		46.15	48.75		32.05	36.88		156	160	

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	16.00	11.76		16.00	61.76		68.00	26.47		25	34	
1	0.00	0.00		52.00	38.89		48.00	61.11		25	18	
2	23.81	13.04		52.38	60.87		23.81	26.09		21	23	
3	11.54	16.67		69.23	54.17		19.23	29.17		26	24	
4	12.12	37.04		63.64	55.56		24.24	7.41		33	27	
5	4.17	22.58		62.50	64.52		33.33	12.90		24	31	
All Grades	11.04	17.83		53.25	57.32		35.71	24.84		154	157	

Conclusions based on this data:

1. Approximately two-thirds of Reagan English Learners scored in level 3 or above.
2. The Speaking Domain is a relative strength of Reagan English Learners as more than half scored as Well Developed.
3. The Reading Domain lags behind other scores for Well developed, but when considered with Somewhat/Moderately developed, is consistent with other Domains.

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**
801	**62.0**	**20.0**	**0.7**
Total Number of Students enrolled in Ronald Reagan Elementary.	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	160	20.0
Foster Youth	6	0.7
Homeless	5	0.6
Socioeconomically Disadvantaged	497	62.0
Students with Disabilities	79	9.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	16	2.0
American Indian	4	0.5
Asian	8	1.0
Filipino	10	1.2
Hispanic	522	65.2
Two or More Races	34	4.2
Pacific Islander	2	0.2
White	177	22.1

Conclusions based on this data:

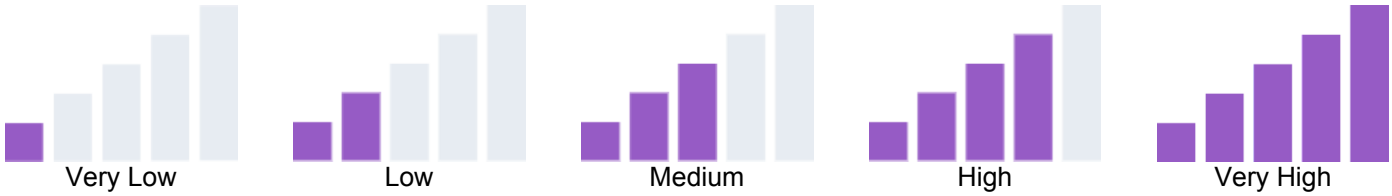
1. More than one-half of Reagan's students are Socioeconomically Disadvantaged, and one in five are English Learners.
2. We have two major Ethnicities. Reagan is more than 60% Hispanic, and almost 30% White.
3. Students with Disabilities account for more than 10% of the school population.

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

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Medium	Chronic Absenteeism: Very High	Suspension Rate: Very Low
Mathematics: Low		
English Learner Progress: Medium		

Conclusions based on this data:

1. Schoolwide, Reagan continues to maintain a color of Green in all four accountability measures.

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.

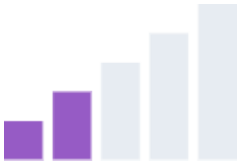
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	3	0	1	0

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 for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Low	No Performance Level
2.8 points below standard	29.6 points below standard	5 Students
383 Students	82 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
2 Students	18.4 points below standard	85.8 points below standard
	243 Students	48 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 10.0 points above standard 11 Students	No Performance Level 1 Student	No Performance Level 4 Students	No Performance Level 9 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 13.4 points below standard 235 Students	No Performance Level 14.6 points below standard 13 Students	No Performance Level 2 Students	High 12.8 points above standard 102 Students

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**
91.0 points below standard 50 Students	66.3 points above standard 32 Students	4.3 points above standard 291 Students

Conclusions based on this data:

1. In ELA, distance from standard remained relatively flat, with only slight gains schoolwide.
2. Reagan's Socioeconomically Disadvantaged students and Students with Disabilities, increased enough to move them up 1 color over the previous year.

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.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	3	1	0	0

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

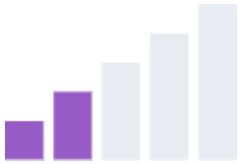
All Students

Low

33.4 points below standard

381 Students

English Learners



Low

58.3 points below standard

82 Students

Foster Youth

No Performance Level

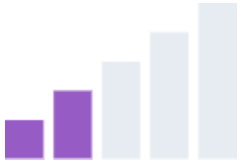
5 Students

Homeless

No Performance Level

2 Students

Socioeconomically Disadvantaged

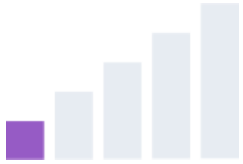


Low

48.9 points below standard

242 Students

Students with Disabilities



Very Low

111.4 points below standard

47 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
21.7 points below standard	1 Student	4 Students	9 Students
11 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Low	No Performance Level	No Performance Level	Medium
46.9 points below standard	38.8 points below standard	2 Students	13.6 points below standard
234 Students	13 Students		101 Students

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**
108.6 points below standard	20.3 points above standard	28.6 points below standard
50 Students	32 Students	289 Students

Conclusions based on this data:

1. In Math, distance from standard scores remained relatively flat, no subgroups moving up or down a performance color over the previous year.
2. In Math, English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students still lag far behind their counterparts, with significant gaps persisting.

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

English Learner Progress

Medium

51.3 making progress towards English language proficiency

Number of EL Students: 119 Students

Performance Level: 3

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
21.0%	27.7%	7.6%	43.7%

Conclusions based on this data:

1. Reagan has a performance level of High as 10% of ELs remained at level 4, and more than 56% of the remaining students went up one level.

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:

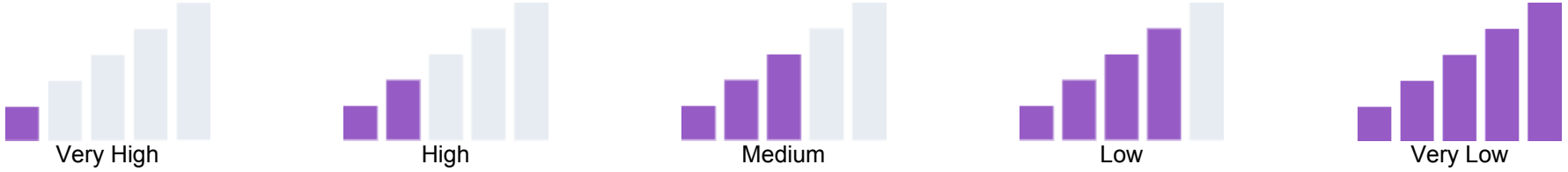
1.

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).



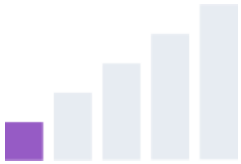
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
6	0	0	0	0

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

All Students

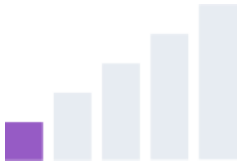


Very High

41.1% Chronically Absent

830 Students

English Learners



Very High

41.2% Chronically Absent

170 Students

Foster Youth

No Performance Level

Less than 11 Students

10 Students

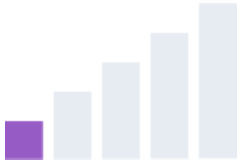
Homeless

No Performance Level

Less than 11 Students

4 Students

Socioeconomically Disadvantaged

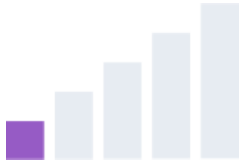


Very High

48% Chronically Absent

515 Students

Students with Disabilities



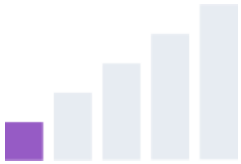
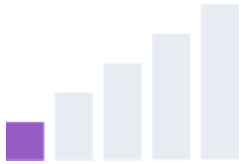
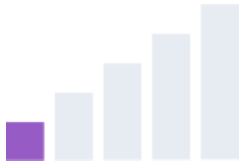
Very High

42.2% Chronically Absent

90 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
23.5% Chronically Absent	Less than 11 Students	Less than 11 Students	Less than 11 Students
17 Students	5 Students	8 Students	10 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	Very High	No Performance Level	Very High
46.9% Chronically Absent	27% Chronically Absent	Less than 11 Students	34.1% Chronically Absent
540 Students	63 Students	2 Students	185 Students

Conclusions based on this data:

1. The focus on reducing chronic absenteeism resulted in declines in chronic absenteeism for students and major subgroups of more than 50 students.

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	Low	Medium	High	Very High
Lowest Performance				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:

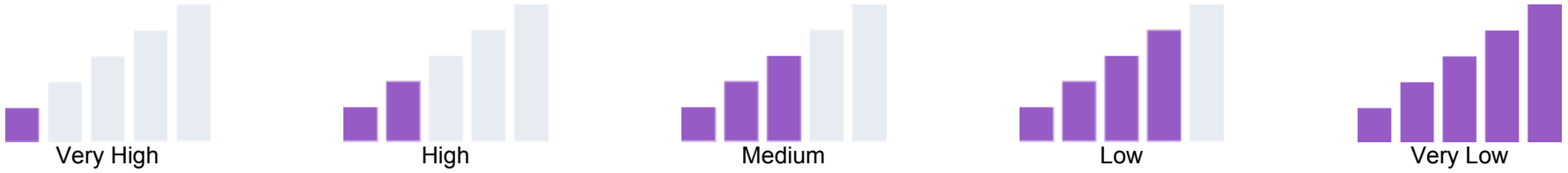
1.

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.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	3	1	2

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

All Students

Very Low

0.5% suspended at least one day

843 Students

English Learners

Low

0.6% suspended at least one day

171 Students

Foster Youth

No Performance Level

0% suspended at least one day

12 Students

Homeless

No Performance Level

Less than 11 Students

4 Students

Socioeconomically Disadvantaged

Very Low

0.2% suspended at least one day

525 Students

Students with Disabilities

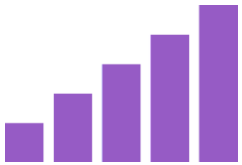
Medium

1.1% suspended at least one day

90 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
0% suspended at least one day	Less than 11 Students	Less than 11 Students	Less than 11 Students
18 Students	5 Students	8 Students	10 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very Low	Medium	No Performance Level	Medium
0.2% suspended at least one day	1.6% suspended at least one day	Less than 11 Students	1.1% suspended at least one day
549 Students	63 Students	2 Students	188 Students

Conclusions based on this data:

1. As Reagan focuses on alternatives to suspension and implementation of MTSS practices schoolwide our suspension rate has decreased to under 1% and has been relatively stable at 0.7% for two years.
2. All reporting subgroups are green or blue reporting band.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 1

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

State Priorities addressed by this goal:

State Priorities:
- [X] Priority 1: Basic (Conditions of Learning)
- [X] Priority 2: State Standards (Conditions of Learning)
- [X] Priority 3: Parental Involvement (Engagement)
- [X] Priority 4: Pupil Achievement (Pupil Outcomes)
- [X] Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes
All Students +17.9 English Learners - 12.8 SocioEconomically Disadvantaged -9.2 Students with Disabilities - 25.1 Hispanic +7.1 White +47.5	2021/2022 CAASPP ELA BASELINE All Students -2.8 English Learners -29.6 SocioEconomically Disadvantaged -18.4 Students with Disabilities - 85.8 Hispanic -13.4 White +12.8
All Students +2 English Learners -28.9 SocioEconomically Disadvantaged -22.7 Students with Disabilities -45.2 Hispanic -7.9 White +26.7	2021/2022 CAASPP MATH BASELINE All Students -33.4 English Learners -58.3 SocioEconomically Disadvantaged -48.9 Students with Disabilities - 111.4 Hispanic -46.9 White -13.6
Expected outcome: Typical Growth and Stretch Growth Median Targets for WINTER i-Ready	Expected outcome: Typical Growth and Stretch Growth MEDIAN Targets for WINTER i-Ready - in Reading

Expected Outcomes	Actual Outcomes
All Students - 50% reach growth target and 20% reach their stretch growth target. English Learners - 50% reach growth target and 20% reach their stretch growth target. SocioEconomically Disadvantaged - 50% reach growth target and 20% reach their stretch growth target. Students with Disabilities - 50% reach growth target and 20% reach their stretch growth target. Hispanic - 50% reach growth target and 20% reach their stretch growth target. White - 50% reach growth target and 20% reach their stretch growth target..	All Students - 62% reach growth target and 51% reach their stretch growth target. English Learners - 47% reach growth target and 33% reach their stretch growth target. SocioEconomically Disadvantaged - 64% reach growth target and 40% reach their stretch growth target. Students with Disabilities - 57% reach growth target and 30% reach their stretch growth target. Hispanic - 62% reach growth target and 40% reach their stretch growth target. White - 62% reach growth target and 40% reach their stretch growth target..
Expected outcome: Typical Growth and Stretch Growth Median Targets for WINTER i-Ready All Students - 50% reach growth target and 20% reach their stretch growth target. English Learners - 50% reach growth target and 20% reach their stretch growth target. SocioEconomically Disadvantaged - 50% reach growth target and 20% reach their stretch growth target. Students with Disabilities - 50% reach growth target and 20% reach their stretch growth target. Hispanic - 50% reach growth target and 20% reach their stretch growth target. White - 50% reach growth target and 20% reach their stretch growth target..	Expected outcome: Typical Growth and Stretch Growth MEDIAN Targets for WINTER i-Ready - in Reading All Students - 55% reach growth target and 49% reach their stretch growth target. English Learners - 56% reach growth target and 41% reach their stretch growth target. SocioEconomically Disadvantaged - 54% reach growth target and 37% reach their stretch growth target. Students with Disabilities - 58% reach growth target and 38% reach their stretch growth target. Hispanic - 59% reach growth target and 42% reach their stretch growth target. White - 55% reach growth target and 38% reach their stretch growth target..

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students will receive instruction using standards-based State/District adopted core programs.	Students received instruction using standards-based State/District adopted core programs.	District	
All English learners receive daily designated English Language Development (ELD) instruction using curriculum based on ELD standards.	All English learners received daily designated English Language Development (ELD) instruction using curriculum based on ELD standards.	District	
All English learners receive daily integrated ELD provided across all content areas.	All English learners received daily integrated ELD provided across all content areas.	District	
Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities and support from district facilitators.	Instructional staff received additional support from Educational Services division to enhance English learners success through systemic professional development opportunities and support from district facilitators.	Title I	
Through the District MTSS process, the 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, including the implementation and analysis of i-Ready diagnostics and SEL.	Through the District MTSS process, the Guiding Coalition used 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, including the implementation and analysis of i-Ready diagnostics and SEL.	Title I	
Provide Before/During/After school reading, math and ELD interventions for students not meeting standards.	Provided during and after school reading, and ELD interventions for students not meeting standards.	District	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will continue to receive professional development on evidenced-based strategies to support all learners.	Teachers continued to receive professional development on evidenced-based strategies to support all learners.	Title I	
Provide an instructional coach to support teachers in best first instruction, intervention and enrichment.	Provided an instructional coach to support teachers in best first instruction, intervention and enrichment.	Title I	
Provide extra duty support for MTSS Site Lead to facilitate, communicate and implement the MTSS initiatives.	Provided extra duty support for MTSS Site Lead to facilitate, communicate and implement the MTSS initiatives.	Title I	
Provide support for early literacy and foundational skills to support students below grade level.	Provided support for early literacy and foundational skills to support students below grade level. (Regan will be in the Early Literacy Cohort for the next school year)	Title I Supplemental/Concentration	
Provide books for at home summer reading for all students.	Provided books for at home summer reading for all students.	Title I 4500	Title I 4000
Add and replace quality books in the school library to supplement and enhance instruction which uses standards-based State/District adopted core programs, especially in support of the Dual Language Immersion Program. (Ref.1.1)	Added and replaced quality books in the school library to supplement and enhance instruction which uses standards-based State/District adopted core programs, especially in support of the Dual Language Immersion Program. (Ref.1.1)	Supplemental/Concentration 5410	Supplemental/Concentration 5400
Provide technology components and software to supplement and enhance instruction which uses standards-based State/District adopted core programs. (Ref.1.1)	Provided technology components and software to supplement and enhance instruction which uses standards-based State/District adopted core programs. (Ref.1.1)	Supplemental/Concentration 8325	Supplemental/Concentration 7300
Teachers will continue to receive professional development on effective research-based strategies to support all learners to	Teachers continued to receive professional development on effective research-based strategies to support all learners to	Supplemental/Concentration 13656	Supplemental/Concentration 9500

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
supplement those provided by the Central Office, including conferences and SEL PD (and guest teachers for such events). (Ref. 1.8)	supplement those provided by the Central Office, including conferences and SEL PD (and guest teachers for such events). (Ref. 1.8)		
Provide extra duty hours to TRAC team for collaboration with the principal, coaches, to support first best instruction including supplemental analysis of student performance data to supplement the Central Office TRAC process. (Ref. 1.6)	Provided extra duty hours to Guiding Leadership team for collaboration with the principal, coaches, to support first best instruction including supplemental analysis of student performance data to supplement the Central Office M-SAP process. (Ref. 1.6)	Supplemental/Concentration 5,000	Supplemental/Concentration 5000
Provide extra duty hours and/or guest teachers to enhance and supplement the use of data tools to analyze and monitor student progress, including through the SST and MTSS processes. (Ref. 1.5)	Provided extra duty hours and/or guest teachers to enhance and supplement the use of data tools to analyze and monitor student progress, including through the SST and MTSS processes. (Ref. 1.5)	Supplemental/Concentration 3500	Supplemental/Concentration 3500
Provide guest teachers for teacher release time to collaboratively plan instruction, observe lessons of colleagues, demonstrate model lessons for colleagues, and demonstrate technology integration for colleagues to supplement and enhance the professional development provided by the central office. (Ref. 1.8)	Provided few guest teachers for teacher release time to collaboratively plan instruction, observe lessons of colleagues, demonstrate model lessons for colleagues, and demonstrate technology integration for colleagues to supplement and enhance the professional development provided by the central office. (Ref. 1.8) (limited due to lack of guest teacher availability)	Supplemental/Concentration 1500	Supplemental/Concentration 700
Increase the amount of library support provided by our library media technician to supplement and enhance instruction using	Increased the amount of library support provided by our library media technician to supplement and enhance instruction using	Supplemental/Concentration 5448	Supplemental/Concentration 5448

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
standards-based State/District adopted core programs. (Ref.1.1)	standards-based State/District adopted core programs. (Ref.1.1) (1 hour per day for most school days)		
Quality, researched based supplemental materials will be purchased to supplement and enhance instruction using standards-based State/District adopted core programs. (Ref.1.1)	Quality, researched based supplemental materials were purchased to supplement and enhance instruction using standards-based State/District adopted core programs. (Ref.1.1)	Supplemental/Concentration 3500 Title I 5451	Supplemental/Concentration 3500 Title I 5451
Provide funding for duplication of research-based instructional materials that to enhance and supplement standards-based State/District adopted core programs. (Ref. 1.1)	Provided funding for duplication of research-based instructional materials that to enhance and supplement standards-based State/District adopted core programs. (Ref. 1.1)	Supplemental/Concentration 2000	Supplemental/Concentration 2000
Provide before/during/after school tutoring for students that are not proficient in ELA and/or mathematics to supplement the efforts of the central office. (Ref. 1.7)	Provided during/after school tutoring for students that are not proficient in ELA and/or mathematics to supplement the efforts of the central office. (Ref. 1.7)	Title I 6500	2200

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.

Fully Implemented Actions:
1.1 Students received instruction using standards-based State/District adopted core programs.
1.2 All English learners received daily designated English Language Development (ELD) instruction using curriculum based on ELD standards.
1.3 All English learners received daily integrated ELD provided across all content areas.
1.4 Instructional staff received additional support from Educational Services division to enhance English learners success through systemic professional development opportunities and support from district facilitators.
1.5 Through the District MTSS process, the Guiding Coalition used 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, including the implementation and analysis of i-Ready diagnostics and SEL.
1.7 Teachers continued to receive professional development on evidenced-based strategies to support all learners.

1.8 Provided an instructional coach to support teachers in best first instruction, intervention and enrichment.
1.11 Provided books for at home summer reading for all students.
1.12 Added and replaced quality books in the school library to supplement and enhance instruction which uses standards-based State/District adopted core programs, especially in support of the Dual Language Immersion Program. (Ref.1.1)
1.15 Provided extra duty hours to Guiding Leadership team for collaboration with the principal, coaches, to support first best instruction including supplemental analysis of student performance data to supplement the Central Office M-SAP process. (Ref. 1.6)
1.18 Increased the amount of library support provided by our library media technician to supplement and enhance instruction using standards-based State/District adopted core programs. (Ref.1.1) (1 hour per day for most school days)
1.19 Quality, researched based supplemental materials were purchased to supplement and enhance instruction using standards-based State/District adopted core programs. (Ref.1.1)
1.20 Provided funding for duplication of research-based instructional materials that to enhance and supplement standards-based State/District adopted core programs. (Ref. 1.1)

Partially Implemented Actions:
1.6 Provided during and after school reading, and ELD interventions for students not meeting standards.
1.9 Provided extra duty support for MTSS Site Lead to facilitate, communicate and implement the MTSS initiatives.
1.13 Provided technology components and software to supplement and enhance instruction which uses standards-based State/District adopted core programs. (Ref.1.1)
1.14 Teachers continued to receive professional development on effective research-based strategies to support all learners to supplement those provided by the Central Office, including conferences and SEL PD (and guest teachers for such events). (Ref. 1.8)
1.21 Provided during/after school tutoring for students that are not proficient in ELA and/or mathematics to supplement the efforts of the central office. (Ref. 1.7)

Minimally Implemented Actions:
1.10 Provided support for early literacy and foundational skills to support students below grade level. (Regan will be in the Early Literacy Cohort for the next school year)
1.16 Provided extra duty hours and/or guest teachers to enhance and supplement the use of data tools to analyze and monitor student progress, including through the SST and MTSS processes. (Ref. 1.5)
1.17 Provided few guest teachers for teacher release time to collaboratively plan instruction, observe lessons of colleagues, demonstrate model lessons for colleagues, and demonstrate technology integration for colleagues to supplement and enhance the professional development provided by the central office. (Ref. 1.8) (limited due to lack of guest teacher availability)

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

Standards-driven instruction using first -best instructional practices coupled with a district provided phonics remediation program, a program for differentiated instruction for all students grades 3-5 and i-ready with other supplemental applications has been very effective in mitigation the learning gaps brought on by the pandemic. Additional supports through the counselor, MTSS, SEL instruction, and others have helped students reintegrate into a dynamic and rigorous learning community. After school intervention is targeting some specific skill deficits in each grade level to further close those gaps. ELD instruction has improved, but is still an area of growth. There is also a disconnect for our Dual Language Immersion students and their i-Ready Reading since there is not a personal pathway in Spanish for them. All they do is take the diagnostic to benchmark progress (K-2)

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

Differences between estimated and actual expenditures are due to a few reasons. Primarily, ESSERs funds have offset traditional supplemental and concentration expenditures. Secondly, several actions are ongoing or are as, yet, incomplete with additional expenditures still pending/forthcoming. Finally, a lack of guest teachers severely limited our ability to provide the professional development and PLC opportunities we had hoped to provide.

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.

Additional resources will be used to fund before/after school intervention beginning earlier in the school year and running for a longer duration. Some digital supplements were underutilized and will be discontinued, while a few others will expand to additional grade levels.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

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:
- X Priority 4: Pupil Achievement (Pupil Outcomes)
- X Priority 5: Pupil Engagement (Engagement)
- X Priority 6: School Climate (Engagement)
- X Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes
21.2% ELL - 23% SWD - 22%	Chronic Absenteeism Indicator All Students 41.1% English Learners 41.2% SocioEconomically Disadvantaged 48% Students with Disabilities 42.2% Hispanic 46.9% White 34.1%

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Create a college and career going culture through school activities, events or experiences.	Created a college and career going culture through school activities, events or experiences.	District	
Provide enrichment opportunities for all students.	Provided enrichment opportunities for all students.	District	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement AVID structures/strategies to support student learning.	Implemented AVID structures/strategies to support student learning.	District	
Staff and students will participate in Aesthetic Education Program (AEP) to improve instruction and learning in analysis and critique using multiple performing and fine arts study text supporting high levels of rigor, relevance and student engagement supplement and/or extend those provided by the Central Office (Ref.2.2)	Staff and students will participate in Aesthetic Education Program (AEP) to improve instruction and learning in analysis and critique using multiple performing and fine arts study text supporting high levels of rigor, relevance and student engagement supplement and/or extend those provided by the Central Office (Ref.2.2)	Supplemental/Concentration 10500	Supplemental/Concentration 10500
Provide before/after school enrichment opportunities for all students. (Ref. 2.2)	Provided before/after school enrichment opportunities for all students. (Ref. 2.2)	Supplemental/Concentration 2000	Supplemental/Concentration 0
Continue to Implement AVID Elementary Schoolwide.	Continued to Implement AVID Elementary Schoolwide.	Supplemental/Concentration 3000	Supplemental/Concentration 3000

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.

Fully implemented:
2.1 Created a college and career going culture through school activities, events or experiences.
2.3 Implemented AVID structures/strategies to support student learning.
2.4 Staff and students will participate in Aesthetic Education Program (AEP) to improve instruction and learning in analysis and critique using multiple performing and fine arts study text supporting high levels of rigor, relevance and student engagement supplement and/or extend those provided by the Central Office (Ref.2.2)
2.6 Continued to Implement AVID Elementary Schoolwide.
Not implemented through SPSA but fully implemented through ELOP
2.2 Provided enrichment opportunities for all students.
2.5 Provide before/after school enrichment opportunities for all students. (Ref. 2.2)

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

Schoolwide AVID Elementary and McCallum's AEP contributed greatly to a highly engaging and positive college/career going culture. Attendance has been severely impacted by the pandemic.

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

Supplemental funds for enrichment were not spent, as ELOP funded all after school enrichment.

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.

Providing enrichment opportunities will be funded through ELOP and dropped from SPSA. AVID Funding will be increased.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 3

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

State Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected Outcomes	Actual Outcomes
0.1% ELL - 0.6% SWD - 1.0%	Suspension Rate Indicator All Students 0.5% English Learners 0.6% SocioEconomically Disadvantaged 0.2% Students with Disabilities 1.1% Hispanic 0.2% White 1.1%
21.2% ELL - 23% SWD - 22%	Chronic Absenteeism Indicator All Students 41.1% English Learners 41.2% SocioEconomically Disadvantaged 48% Students with Disabilities 42.2% Hispanic 46.9% White 34.1%

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide activities and protocols for improving attendance.	Provided activities and protocols for improving attendance.	District	
Provide multitiered tools, strategies and supports to address school climate and culture.	Provided multitiered tools, strategies and supports to address school climate and culture.	District	
Incorporate strategies to ensure a safe and positive environment.	Incorporated strategies to ensure a safe and positive environment.	District	
Provide counseling support for site multitiered 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 Continuation Counselor (Amistad) - beyond the formula	Provided counseling support for site multitiered 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	District	
Provide guest teacher support of Kindergarten opening of school for all Kindergarten classrooms to supplement and enhance a safe positive school environment. (Ref. 3.4)	Provided guest teacher support of Kindergarten opening of school for all Kindergarten classrooms to supplement and enhance a safe positive school environment. (Ref. 3.4)	Supplemental/Concentration 6100	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide for schoolwide implementation of AVID year 3	Provided for schoolwide implementation of AVID year 3	Title I 2500	
Contract with outside agencies to provide supplemental activities and opportunities that support the work of MTSS to address school climate and culture.(Tier 3 supports) (Ref. 3.2)	Did NOT Contract with outside agencies to provide supplemental activities and opportunities that support the work of MTSS to address school climate and culture.(Tier 3 supports) (Ref. 3.2)	Title I 10630	Title I 0
Provide for classified position to increase safety and provide support for PE and other student related activities that support the work of MTSS to address school climate and culture and safety. (Ref. 3.2)	Provided for classified position to increase safety and provide support for PE and other student related activities that support the work of MTSS to address school climate and culture and safety. (Ref. 3.2)	Supplemental/Concentration 39344	Supplemental/Concentration 39344
Additional Office Specialist - Bilingual (0.375 FTE) to provide community outreach in English and Spanish to parents of at risk students in need of academic, social and behavioral support. This will include parent education and teacher/SAST oral translation, as well as, scoring and assessment, student placement, and help with parent outreach to increase parent participation to supplement and enhance a safe positive school environment. (Ref. 3.4).	Additional Office Specialist - Bilingual (0.75 FTE) to provide community outreach in English and Spanish to parents of at risk students in need of academic, social and behavioral support. This will include parent education and teacher/SAST oral translation, as well as, scoring and assessment, student placement, and help with parent outreach to increase parent participation to supplement and enhance a safe positive school environment. (Ref. 3.4).	Title I 29020	Title I 39650
Provide K-5 social/character development programs for students to develop appropriate school behaviors that enhance academic achievement and resiliency and support the work of	Provided K-5 social/character development programs for students to develop appropriate school behaviors that enhance academic achievement and resiliency and support the work of	Title I 500	Title I 3600

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
MTSS to address school climate and culture and safety. (Ref. 3.2)	MTSS to address school climate and culture and safety. (Ref. 3.2)		
Provide parent engagement activities that support the work of MTSS to address school climate and culture and improve student achievement. (Ref. 3.2)	Provided parent engagement activities that support the work of MTSS to address school climate and culture and improve student achievement. (Ref. 3.2)	Title I 2700	
Provide increased opportunities to recognize student growth and accomplishments that support the work of MTSS to address school climate and culture and improve student achievement. (Ref. 3.2)	Provided increased opportunities to recognize student growth and accomplishments that support the work of MTSS to address school climate and culture and improve student achievement. (Ref. 3.2)	Supplemental/Concentration 2200	
To improve campus safety hire above the formula for school site monitor to bring the position to the required 3.75 hours daily. (Ref. 3.4)	To improve campus safety hired above the formula for school site monitor to bring the position to the required 3.75 hours daily. (Ref. 3.4)	Supplemental/Concentration 3100	Title I 0

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.

Fully Implemented
3.3 Incorporated strategies to ensure a safe and positive environment.
3.5 Provided guest teacher support of Kindergarten opening of school for all Kindergarten classrooms to supplement and enhance a safe positive school environment. (Ref. 3.4)
3.6 Provided for schoolwide implementation of AVID year 3
3.8 Provided for classified position to increase safety and provide support for PE and other student related activities that support the work of MTSS to address school climate and culture and safety. (Ref. 3.2)
3.9 Additional Office Specialist - Bilingual (0.75 FTE) to provide community outreach in English and Spanish to parents of at risk students in need of academic, social and behavioral support. This will include parent education and teacher/SAST oral translation, as well as, scoring and assessment, student placement, and help with parent outreach to increase parent participation to supplement and enhance a safe positive school environment. (Ref. 3.4).
3.11 Provided parent engagement activities that support the work of MTSS to address school climate and culture and improve student achievement. (Ref. 3.2)
3.12 Provided increased opportunities to recognize student growth and accomplishments that support the work of MTSS to address school climate and culture and improve student achievement. (Ref. 3.2)

Partially implemented
3.1 Provided activities and protocols for improving attendance.
3.2 Provided multitiered tools, strategies and supports to address school climate and culture.
3.4 Provided 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
3.10 Provided K-5 social/character development programs for students to develop appropriate school behaviors that enhance academic achievement and resiliency and support the work of MTSS to address school climate and culture and safety. (Ref. 3.2)

Not Implemented
3.7 Did NOT Contract with outside agencies to provide supplemental activities and opportunities that support the work of MTSS to address school climate and culture.(Tier 3 supports) (Ref. 3.2)
3.13 To improve campus safety hired above the formula for school site monitor to bring the position to the required 3.75 hours daily. (Ref. 3.4)

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

Implemented actions have helped improved overall attendance and decrease chronic absenteeism, they have also improved campus climate as demonstrated in student panorama surveys. We still have a lot more work to do to get chronic absenteeism down closer to pre-pandemic levels.

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

We did not contract for tier 3 counseling services this year because the district added SAP counseling support. We did not use the funds for additional yard supervisor staff due to the general fund dollars available due to employee absence.

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 not be contracting with Jewish Family Services for outside counseling support next year. We will be adopting and implementing Second Step SEL curricula school wide for next year. We will continue to plan for above the formula SSM hours.

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 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

Based upon the analysis of available data focusing on prioritized needs for our students, areas that will be addressed are as follows:
Increasing the English Language Arts achievement for English Learners (29.6 points below standard) and Students with DIsabilities (85.8 points below standard) will be our goal for 2022-2023. Our i-Ready goal will be for 75% all students to reach their growth target based on I-Ready diagnostic assessment data, and for 40% to reach their growth target by the Spring diagnostic assessments.
Increasing the Mathematics achievement for English Learners (58.3 points below standard) and Students with DIsabilities (111.4 points below standard) will be our goal for 2022-2023. Our i-Ready goal will be for 75% all students to reach their growth target based on I-Ready diagnostic assessment data, and for 40% to reach their growth target by the Spring diagnostic assessments.
These subgroups were selected due to the large difference between school wide performance and the subgroup performance.
Using Professional Development Opportunities to improve teaching and learning for all students, as well as providing supplemental materials and remediation opportunities for underperforming students will help close these gaps.

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	2018/2019 All Students +17.9 English Learners -28.2 SocioEconomically Disadvantaged -17.6	2021/2022 CAASPP ELA BASELINE All Students -2.8 English Learners -29.6	2022/2023 All Students -0.2 English Learners -22.2 SocioEconomically Disadvantaged -13.8	2023/2024 All Students 3.2 English Learners -14.8 SocioEconomically Disadvantaged -9.2

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
	Students with Disabilities -65.6 Hispanic +1.1 White +47.5	SocioEconomically Disadvantaged -18.4 Students with Disabilities -85.8 Hispanic -13.4 White +12.8	Students with Disabilities -70.6 Hispanic -10.5 White +12.8	Students with Disabilities -55.8 Hispanic -6.7 White +12.8
Academic Indicator Math: Distance from Standard	2018/2019 All Students +2 English Learners -36.9 SocioEconomically Disadvantaged -28.7 Students with Disabilities -85.4 Hispanic -13.9 White +26.7	2021/2022 CAASPP MATH BASELINE All Students -33.4 English Learners -58.3 SocioEconomically Disadvantaged -48.9 Students with Disabilities -111.4 Hispanic -46.9 White -13.6	2022/2023 All Students -25.05 English Learners -47.3 SocioEconomically Disadvantaged -37.9 Students with Disabilities -93.4 Hispanic -54.5 White -10.4	2023/2024 All Students -16.7 English Learners -36.3 SocioEconomically Disadvantaged -26.9 Students with Disabilities -75.4 Hispanic -44.5 White -7.2
Academic Indicator for ELA: Progress towards I-Ready growth goals		Expected outcome: Typical Growth and Stretch Growth MEDIAN Targets for WINTER i-Ready All Students - 50% reach growth target and 20% reach their stretch growth target. English Learners - 50% reach growth target and 20% reach their stretch growth target. SocioEconomically Disadvantaged - 50% reach growth target and 20% reach their stretch growth target. Students with Disabilities - 50% reach growth target and 20% reach their stretch growth target.	Expected outcome: Typical Growth and Stretch Growth MEDIAN Targets for WINTER i-Ready All Students - 50% reach growth target and 20% reach their stretch growth target. English Learners - 50% reach growth target and 20% reach their stretch growth target. SocioEconomically Disadvantaged - 50% reach growth target and 20% reach their stretch growth target. Students with Disabilities - 50% reach growth target and 20% reach their stretch growth target.	Expected outcome: Typical Growth and Stretch Growth MEDIAN Targets for WINTER i-Ready All Students - 50% reach growth target and 20% reach their stretch growth target. English Learners - 50% reach growth target and 20% reach their stretch growth target. SocioEconomically Disadvantaged - 50% reach growth target and 20% reach their stretch growth target. Students with Disabilities - 50% reach growth target and 20% reach their stretch growth target.

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
		Hispanic - 50% reach growth target and 20% reach their stretch growth target. White - 50% reach growth target and 20% reach their stretch growth target..	Hispanic - 50% reach growth target and 20% reach their stretch growth target. White - 50% reach growth target and 20% reach their stretch growth target..	Hispanic - 50% reach growth target and 20% reach their stretch growth target. White - 50% reach growth target and 20% reach their stretch growth target..
Academic Indicator for Math: Progress towards I-Ready growth goals		Expected outcome: Typical Growth and Stretch Growth MEDIAN Targets for WINTER i-Ready All Students - 50% reach growth target and 20% reach their stretch growth target. English Learners - 50% reach growth target and 20% reach their stretch growth target. SocioEconomically Disadvantaged - 50% reach growth target and 20% reach their stretch growth target. Students with Disabilities - 50% reach growth target and 20% reach their stretch growth target. Hispanic - 50% reach growth target and 20% reach their stretch growth target. White - 50% reach growth target and 20% reach their stretch growth target..	Expected outcome: Typical Growth and Stretch Growth MEDIAN Targets for WINTER i-Ready All Students - 50% reach growth target and 20% reach their stretch growth target. English Learners - 50% reach growth target and 20% reach their stretch growth target. SocioEconomically Disadvantaged - 50% reach growth target and 20% reach their stretch growth target. Students with Disabilities - 50% reach growth target and 20% reach their stretch growth target. Hispanic - 50% reach growth target and 20% reach their stretch growth target. White - 50% reach growth target and 20% reach their stretch growth target..	Expected outcome: Typical Growth and Stretch Growth MEDIAN Targets for WINTER i-Ready All Students - 50% reach growth target and 20% reach their stretch growth target. English Learners - 50% reach growth target and 20% reach their stretch growth target. SocioEconomically Disadvantaged - 50% reach growth target and 20% reach their stretch growth target. Students with Disabilities - 50% reach growth target and 20% reach their stretch growth target. Hispanic - 50% reach growth target and 20% reach their stretch growth target. White - 50% reach growth target and 20% reach their stretch growth target..

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 District

Action 2

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

Action 3

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

Action 4

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

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.	Title I Centralized Services Title I

Action 6

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

Action 7

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

Action 8

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

Action 9

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

Action 10

Provide support for early literacy and foundational skills to support students not meeting standards.	Title I Centralized Services Title I

Action 11

Provide books for at home winter break and summer reading for all students. (Ref.1.10)	Title I 4300

Action 12

Add and replace quality books in the school library to supplement and enhance instruction which uses standards-based State/District adopted core programs, especially in support of the Dual Language Immersion Program. (Ref.1.1)	Supplemental/Concentration 1410

Action 13

Provide technology components and software to supplement and enhance instruction which uses standards-based State/District adopted core programs. (Ref.1.1)	Supplemental/Concentration 7325

Action 14

Teachers will continue to receive professional development on effective research-based strategies to support all learners to supplement those provided by the Central Office, including conferences and SEL PD (and guest teachers for such events and trainings). (Ref. 1.7)	Supplemental/Concentration 9000

Action 15

Provide extra duty hours to TIER I Team for collaboration with the principal, coaches, to support first best instruction including supplemental analysis of student performance data to supplement the Central Office M-SAP process. (Ref. 1.5)	Supplemental/Concentration 5,000

Action 16

Provide extra duty hours and/or guest teachers to enhance and supplement the use of data tools to analyze and monitor student progress, including through the SST and MTSS processes. (Ref. 1.5)	Supplemental/Concentration 3500

Action 17

Provide guest teachers for teacher release time to collaboratively plan instruction, observe lessons of colleagues, demonstrate model lessons for colleagues, and demonstrate technology integration for colleagues to supplement and enhance the professional development provided by the central office. (Ref. 1.8)	Supplemental/Concentration 2904

Action 18

Increase the amount of library support provided by our library media technician to supplement and enhance instruction using standards-based State/District adopted core programs. (Ref.1.1)	Title I 5800

Action 19

Quality, researched based supplemental materials will be purchased to supplement and enhance instruction using standards-based State/District adopted core programs. (Ref.1.1)	Supplemental/Concentration 4500
	Title I 810

Action 20

Provide funding for duplication of research-based instructional materials that to enhance and supplement standards-based State/District adopted core programs. (Ref. 1.1)	Supplemental/Concentration 2000

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 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

Based upon the analysis of available data focusing on prioritized needs for our students, areas that will be addressed are as follows:
Decreasing the chronic absenteeism for Socioeconomically Disadvantaged Students. According to the 2019 Dashboard, Socioeconomically Disadvantaged students had a 11.4% chronic absentee rate with a performance category of yellow and a decline of 0.9%. There is an absence of dashboard data for 2020 due to the pandemic. According to the DSUSD Data warehouse measure for chronic absenteeism, the rate rose to 12.4% in 2021-2022, this skyrocketed to 42.4% schoolwide due to the pandemic.
This subgroup has become our focus because it encompasses the greatest number of students (53.4%), and the majority of both English Learners and Students with Disabilities also fall under this subgroup as well. Therefore, getting positive growth in closing the performance gaps for this group will have the greatest impact on all the identified subgroups.
Creating more engaging positive learning environments though the Aesthetic Education Program and providing the structures and supports of AVID schoolwide will create a more college and career ready culture and climate.

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
Chronic Absenteeism Indicator	8.1%	All Students 41.1% English Learners 41.2% SocioEconomically Disadvantaged 48% Students with Disabilities 42.2 %	All Students 20.6% English Learners 20.7% SocioEconomically Disadvantaged 24% Students with Disabilities 21.1%	All Students 10.3% English Learners 10.4% SocioEconomically Disadvantaged 12% Students with Disabilities 10.6 %

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
		Hispanic 46.9% White 34.1%	Hispanic 23.6% White 17%	Hispanic 16.8% White 8.5%

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 District

Action 2

Provide enrichment opportunities for all students.	District District

Action 3

Implement AVID structures/strategies to enhance student learning.	District District

Action 4

Staff and students will participate in Aesthetic Education Program (AEP) to improve instruction and learning in analysis and critique using multiple performing and fine arts study text supporting high levels of rigor, relevance and student engagement supplement and/or extend those provided by the Central Office (Ref.2.2)	Supplemental/Concentration 10500

Action 5

Increase College and Career Awareness campuswide.	Supplemental/Concentration 2000

Action 6

Continue to Implement AVID Elementary Schoolwide.	Supplemental/Concentration 6000

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

Based upon the analysis of available data focusing on prioritized needs for our students, areas that will be addressed are as follows:
Increasing the English Language Arts achievement forStudents with DIsabilities (85.8 points below standard) will be our goal for 2022-2023. Our i-Ready goal will be for 75% all students to reach their growth target based on I-Ready diagnostic assessment data, and for 40% to reach their growth target by the Spring diagnostic assessments.
Increasing the Mathematics achievement forStudents with DIsabilities (111.4 points below standard) will be our goal for 2022-2023. Our i-Ready goal will be for 75% all students to reach their growth target based on I-Ready diagnostic assessment data, and for 40% to reach their growth target by the Spring diagnostic assessments.
This subgroup represents the largest large difference between school wide performance and the subgroup performance.
Using Professional Development Opportunities to improve teaching and learning for all students, as well as providing supplemental materials and remediation opportunities for underperforming students will help close these gaps.

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	0.1%	All Students 0.5% English Learners 0.6% SocioEconomically Disadvantaged 0.2% Students with Disabilities 1.1%	All Students 0.5% English Learners 0.6% SocioEconomically Disadvantaged 0.2% Students with Disabilities 1.0%	All Students 0.5% English Learners 0.6% SocioEconomically Disadvantaged 0.2% Students with Disabilities 1.0%

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
		Hispanic 0.2% White 1.1%%	Hispanic 0.2% White 1.0%%	Hispanic 0.2% White 1.0%
Chronic Absenteeism Indicator	8.1%	All Students 41.1% English Learners 41.2% SocioEconomically Disadvantaged 48% Students with Disabilities 42.2 % Hispanic 46.9% White 34.1%	All Students 20.6% English Learners 20.7% SocioEconomically Disadvantaged 24% Students with Disabilities 21.1% Hispanic 23.6% White 17%	All Students 10.3% English Learners 10.4% SocioEconomically Disadvantaged 12% Students with Disabilities 10.6 % Hispanic 16.8% White 8.5%

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 District

Action 2

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

Action 3

Incorporate strategies to ensure a safe and positive environment	District 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:	District District

Elementary Schools - 1 FTE Counselor	

Action 5

Provide guest teacher support of Kindergarten opening of school for all Kindergarten classrooms to supplement and enhance a safe positive school environment. (Ref. 3.4)	Supplemental/Concentration 6700

Action 6

Provide for schoolwide implementation of AVID year 3	Title I 2500

Action 7

Provide for classified position to increase safety and provide support for PE and other student related activities that support the work of MTSS to address school climate and culture and safety. (Ref. 3.2)	Supplemental/Concentration 40744

Action 8

Additional Office Specialist - Bilingual (0.5 FTE) to provide community outreach in English and Spanish to parents of at risk students in need of academic, social and behavioral support. This will include parent education and teacher/SAST oral translation, as well as, scoring and assessment, student placement, and help with parent outreach to increase parent participation to supplement and enhance a safe positive school environment. (Ref. 3.4).	Title I 40650

Action 9

Provide K-5 social/character development programs for students to develop appropriate school behaviors that enhance academic achievement and resiliency and support the work of MTSS to address school climate and culture and safety. (Ref. 3.2)	Title I 1500

Action 10

Provide parent engagement activities that support the work of MTSS to address school climate and culture and improve student achievement. (Ref. 3.2)	Title I 4574

Action 11

Provide increased opportunities to recognize student growth and accomplishments that support the work of MTSS to address school climate and culture and improve student achievement. (Ref. 3.2)	Supplemental/Concentration 2200

Action 12

To improve campus safety hire above the formula for school site monitor to bring the position to the required 3.75 hours daily. (Ref. 3.4)	Supplemental/Concentration 3100

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)
	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 7: Course Access (Conditions of Learning)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

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 for ELA: Progress towards I-Ready growth goals		Expected outcome: Typical Growth and Stretch Growth MEDIAN Targets for WINTER i-Ready All Students - 50% reach growth target and 20% reach their stretch growth target. Students with Disabilities - 50% reach growth target and	Expected outcome: Typical Growth and Stretch Growth MEDIAN Targets for WINTER i-Ready All Students - 50% reach growth target and 20% reach their stretch growth target. Students with Disabilities - 50% reach growth target and	Expected outcome: Typical Growth and Stretch Growth MEDIAN Targets for WINTER i-Ready All Students - 50% reach growth target and 20% reach their stretch growth target. Students with Disabilities - 50% reach growth target and

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
		20% reach their stretch growth target	20% reach their stretch growth target	20% reach their stretch growth target
Academic Indicator for Math: Progress towards I-Ready growth goals		Expected outcome: Typical Growth and Stretch Growth MEDIAN Targets for WINTER i-Ready All Students - 50% reach growth target and 20% reach their stretch growth target. Students with Disabilities - 50% reach growth target and 20% reach their stretch growth target	Expected outcome: Typical Growth and Stretch Growth MEDIAN Targets for WINTER i-Ready All Students - 50% reach growth target and 20% reach their stretch growth target. Students with Disabilities - 50% reach growth target and 20% reach their stretch growth target	Expected outcome: Typical Growth and Stretch Growth MEDIAN Targets for WINTER i-Ready All Students - 50% reach growth target and 20% reach their stretch growth target. Students with Disabilities - 50% reach growth target and 20% reach their stretch growth target

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

Action 4

Increase number of staff to be certified in MindSet Training. Provide guest teachers and paraeducators as needed for this participation	Title I 2500

Action 5

Provide extra duty time for collaboration specifically around Universal Design for Learning	Supplemental/Concentration 4000

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:**
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 **Total Estimated Cost**: 8,322	8,322	Title I
District ELA Project Facilitator	8/15/23-6/5/24	5,829 **Total Estimated Cost**: 5,829	5,829	Title I
Site Instructional Coach	8/15/23-6/5/24	76,458 **Total Estimated Cost**: 76,458	76,458	Title I
Preschool to Elementary Transition	8/15/23-6/5/24	7,581 **Total Estimated Cost**: 7,581	7,581	Title I
Budget Support	8/15/23-6/5/24	1,086 **Total Estimated Cost**: 1,086	1,086	Title I
SFPO Project Facilitator	8/15/23-6/5/24	12,139 **Total Estimated Cost**: 12,139	12,139	Title I
Coordinator of Equity, Diversity, and Parent & Family Engagement	8/15/23-6/5/24	7,719 **Total Estimated Cost**: 7,719	7,719	Title I
Foster and McKinney-Vento Liaison	8/15/23-6/5/24	3,114 **Total Estimated Cost**: 3,114	3,114	Title I

Total Cost For All Actions: 122,248

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 and consolidates only applicable federal 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.

Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs).
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).
Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals.
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)
Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs.
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.
Other federal funds (list and describe). Create a new row for each separate program.

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	$62,634.00	No
Total amount of federal categorical funds allocated to this school.	$62,634.00	
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?
Supplemental/Concentration	$110,883.00	No
Total amount of StateLocal categorical funds allocated to this school.	$110,883.00	
Total amount of state and StateLocal categorical funds allocated to this school.	$173,517	

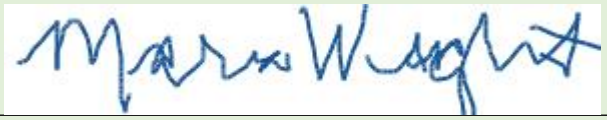
Recommendations and Assurances

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 Other: SIte Tier I Leadership Team	
[Enter name of consulted group or committee]	[Signature of authorized person]
Parent Teacher Organization (PTO)	
English Learner Advisory Committee	
Site Tier I Team	

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:5/2/23.

Attested:

Mark Baldwin		
Typed name of school principal	Signature of school principal	Date
Michelle Veliz		
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
Mark Baldwin	X				
Amy Bingham			X		
Candy Harris		X			
Michelle Veliz		X			
Krisitn Smith		X			
Tina Kim				X	
Elisa Pulido				X	
Daniel Zarate				X	
Araceli DeLaTorre				X	
Ashley Ruiz				X	
Numbers of members of each category:	**1**	**3**	**1**	**5**	