

School Year: **2019-20**

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Reagan Elementary School	10-62414-0113043		December 11, 2018

## 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

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.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

A school wide survey was conducted at the end of the 2015-2016 school year with results communicated via newsletter at the end of the 2015-2016 school year. Overall Reagan had an average of 85% A and B responses. The parents highlighted the following:

List the top three positive areas mentioned by parents.

Areas of Positive Comments by Parents (Ranked)	Number of Comments in this Area
School Staff (Principal/Teachers/Office)	172
Parent Involvement/Communication (correspondence, ClassDojo)	88
School Campus/Environment (clean, safe, location, family-oriented)	70

List the top three areas for improvement mentioned by parents.

Comments by Parents Suggesting Areas of Improvement (Ranked)	Number of Comments in this Area
Parking/Traffic (before and after school)	22
Add a Fence (around school for better safety and security)	14
Become a PreK-8th School (more classrooms/grade levels)	14

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations occur on a daily basis at Reagan Elementary. The principal and curriculum support provider (CSP) are in the classrooms providing feedback to teachers. The CSP also works with those teachers who ask for help or who are identified as needing more support. Teachers are formally observed 2-4 times during the school year and are evaluated 1-2 times formally.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

At Reagan, we utilize state data in order to analyze students grade level abilities in both math and language arts. Reagan Elementary is a Professional Learning Community School. All grade level PLCs meet weekly to review and use data to create intervention groups, plan strategic instruction, and move students toward proficiency levels. This data allows teachers to focus their plans around claims and targets which guide their year long instruction. District assessments are also used to assess progress toward claim data. These assessments also assist our teachers in making adjustments to their instruction.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Reagan teachers use common formative assessments to ensure students are accessing curriculum and meeting the expectations of the integrated CCSS units being taught. Students are assessed at the close of each unit through a district progress block assessment which provides teachers (and district administration) with data in each of the CCSS claims, allowing for guidance on action and instruction. Teachers then modify their instruction as needed.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All Reagan staff are highly qualified for all positions taught.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are provided ample professional development opportunities by both the site and school district. Various opportunities are given through the year to develop teachers in current math and ELA common core standards as well as instructional strategies for English Learners and special populations.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

District provided professional development opportunities are to support both ELA and math. During these trainings, staff learn how the content standards work and how to assess those standards. PD is directly linked to grade level content standards in each subject area, as well as instructional strategies based on teacher request.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Curriculum Support Provider (CSP) and Literacy Specialist Teacher (LST) are used to support teachers on a daily basis. The CSP spends most of her time in grades 3-5 grade classrooms providing support to teachers around lesson planning, co-teaching, feedback, and providing resources. The LST focuses her time with the K-3 teachers focusing on guided reading, which happens to be one of our district initiatives to support early literacy. Staff also have access to an RSP teacher, reading intervention teacher, school psychologist, and speech and language pathologist.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers at Reagan meet in their professional learning communities weekly for a minimum of 2 hours a week. Teachers in each grade level come together to discuss instructional strategies, common assessment, and student performance. These conversations lead teachers to make impactful, data driven changes to improve student achievement.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Grade level PLCs meet to align curriculum, instruction and materials to the content and performance standards. The district has also provided a unit guide that our teachers use as guidance on when standards should be taught.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Reagan meets the minimum instructional minutes for both English Language Arts and Mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Reagan's master schedule has built in intervention and English Language Development times for all grade levels.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials are purchased and distributed by the district. Materials are appropriated for every enrolled student and are easily accessible.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All materials used at Reagan have been approved by the State Board of Education.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

At Reagan, students are provided with immediate help in the tier one program. Built into the regular program students are also given time for intervention, language development, literacy instruction, as well as other supports.

Evidence-based educational practices to raise student achievement

Students not on grade level in reading receive research based small group instruction. Progress is tracked weekly and discussed biweekly by the RTI team.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents have access to a wide variety of help from both the school and district in terms of supports. Tutoring options both outside and within school are available as well as parenting classes and additional support through our education nights at Reagan and through our district CARE team.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents are provided the opportunity to give input on the use of funds and implementation of programs in a variety of ways. ELAC and SSC allow parents to discuss these matters directly with teachers, community members, and site administration. Parents also contribute their input through annual parent surveys as well as an LCAP survey.

### Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funding provides our site with several educational professionals dedicated to ensuring underperforming students meet standards. A part time intervention teacher sees small groups of students throughout the day, instructing them in research based reading programs. Our literacy specialist provides teachers and students with high quality instruction in literacy to ensure all students are reading at grade level. Our curriculum support provider provides teachers with instructional strategies to ensure that all students have access to core curriculum.

Fiscal support (EPC)

The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in ELA/ELD, mathematics, and the single plan for student achievement.

## **Stakeholder Involvement**

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

Reagan Elementary School values the involvement of the entire staff and parent community in the development and implementation of practices for our school. Reagan's leadership team (LT) consists of a grade-level representative and resources support staff. The LT assists in developing and providing feedback around academic, behavioral and social-emotional practices and systems within the school. Members of LT meet monthly to review and monitor data around the effectiveness of school's systems. Additionally, the School Site Council, which consists of a combination of parents and staff meet every quarter to provide support and make decisions around practices and funding to support student's overall needs throughout the school. Input from the above mentioned groups work together to develop a plan which is intended to support curricular, instructional and behavioral needs of students and ensure they are attaining competency in all areas.

## **Resource Inequities**

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

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.0%	0.0%	0.20%	0	0	1
African American	1.6%	1.2%	0.59%	8	6	3
Asian	5.3%	4.2%	5.69%	27	22	29
Filipino	0.0%	0.0%	0%	0	0	0
Hispanic/Latino	76.6%	80.5%	80.39%	389	418	410
Pacific Islander	0.2%	0.0%	0%	1	0	0
White	10.2%	9.6%	9.41%	52	50	48
Multiple/No Response	2.6%	3.5%	2.94%	13	18	15
<b>Total Enrollment</b>				508	519	510

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	122	98	102
Grade 1	75	77	76
Grade 2	75	74	79
Grade 3	75	77	73
Grade 4	84	98	81
Grade 5	77	95	99
Grade 6	0		0
Grade 7	0		0
Grade 8	0		0
Grade 9	0		0
Grade 10	0		0
Grade 11	0		0
Grade 12	0		0
<b>Total Enrollment</b>	508	519	510

### Conclusions based on this data:

1. There has been a slight decrease in our total enrollment over the last two years, resulting in a decrease in the number of Hispanic, White and African American students.

2. Our enrollment shows a slight increase in the number of Asian students attending Reagan Elementary.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	87	77	51	17.1%	14.8%	10.0%
Fluent English Proficient (FEP)	9	9	24	1.8%	1.7%	4.7%
Reclassified Fluent English Proficient (RFEP)	10	2	18	13.2%	2.3%	23.4%

### Conclusions based on this data:

1. The number of English Learners has decreased over the last three years. Additionally, the number of students who qualify for reclassification has increased. The drop in the number of English Learners who were eligible for reclassification in 2016-17 was due to the changes in the state's criteria as it was transitioning into the new standards and assessment for EL students.



# 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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	75	77	74	75	76	71	75	76	71	100	98.7	95.9
Grade 4	89	103	79	88	100	78	87	100	78	98.9	97.1	98.7
Grade 5	81	95	97	81	91	97	81	91	97	100	95.8	100
All Grades	245	275	250	244	267	246	243	267	246	99.6	97.1	98.4

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2447.	2436.	2440.	31	28.95	30.99	25	21.05	25.35	29	28.95	23.94	15	21.05	19.72
Grade 4	2458.	2468.	2473.	15	25.00	19.23	28	26.00	33.33	28	22.00	24.36	30	27.00	23.08
Grade 5	2499.	2489.	2503.	11	12.09	17.53	41	34.07	38.14	22	25.27	21.65	26	28.57	22.68
All Grades	N/A	N/A	N/A	19	21.72	21.95	31	27.34	32.93	26	25.09	23.17	24	25.84	21.95

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	29	19.74	28.17	44	46.05	39.44	27	34.21	32.39	
Grade 4	18	27.00	16.67	52	49.00	64.10	30	24.00	19.23	
Grade 5	17	14.29	12.37	47	54.95	59.79	36	30.77	27.84	
All Grades	21	20.60	18.29	48	50.19	55.28	31	29.21	26.42	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	35	38.16	25.35	53	40.79	53.52	12	21.05	21.13
Grade 4	14	25.00	23.08	55	52.00	55.13	31	23.00	21.79
Grade 5	16	20.88	28.87	62	58.24	50.52	22	20.88	20.62
All Grades	21	27.34	26.02	57	50.94	52.85	22	21.72	21.14

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	19	22.37	21.13	69	59.21	64.79	12	18.42	14.08
Grade 4	18	23.00	15.38	69	61.00	74.36	13	16.00	10.26
Grade 5	20	15.38	14.43	65	60.44	72.16	15	24.18	13.40
All Grades	19	20.22	16.67	68	60.30	70.73	13	19.48	12.60

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	37	26.32	33.80	49	60.53	49.30	13	13.16	16.90
Grade 4	14	27.00	25.64	66	45.00	62.82	21	28.00	11.54
Grade 5	33	19.78	28.87	57	52.75	52.58	10	27.47	18.56
All Grades	28	24.34	29.27	58	52.06	54.88	15	23.60	15.85

**Conclusions based on this data:**

1. Overall, the percentage of students who Exceeded Standards and Met Standards has increased over the previous year and the number of students who have Not Met Standard has decreased.
2. Our 4th and 5th grade have made gains in the decrease in the percentage of students below standards in all four claims.
3. We showed greater improvement in the Research and Inquiry claim than the other three claims overall.

# 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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	75	77	74	75	75	71	75	75	71	100	97.4	95.9
Grade 4	90	103	79	88	100	78	88	100	78	97.8	97.1	98.7
Grade 5	81	95	97	81	91	97	81	91	97	100	95.8	100
All Grades	246	275	250	244	266	246	244	266	246	99.2	96.7	98.4

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2459.	2445.	2454.	23	22.67	30.99	44	42.67	32.39	23	16.00	18.31	11	18.67	18.31
Grade 4	2463.	2476.	2470.	9	16.00	8.97	31	30.00	29.49	40	35.00	50.00	20	19.00	11.54
Grade 5	2466.	2472.	2488.	5	7.69	12.37	15	18.68	19.59	38	27.47	35.05	42	46.15	32.99
All Grades	N/A	N/A	N/A	12	15.04	16.67	30	29.70	26.42	34	27.07	34.96	25	28.20	21.95

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	52	40.00	50.70	36	40.00	33.80	12	20.00	15.49	
Grade 4	17	29.00	21.79	47	37.00	41.03	36	34.00	37.18	
Grade 5	10	16.48	15.46	26	31.87	40.21	64	51.65	44.33	
All Grades	25	27.82	27.64	36	36.09	38.62	38	36.09	33.74	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	33	18.67	30.99	44	56.00	46.48	23	25.33	22.54
Grade 4	14	20.00	15.38	52	49.00	56.41	34	31.00	28.21
Grade 5	10	8.79	13.40	43	41.76	44.33	47	49.45	42.27
All Grades	18	15.79	19.11	47	48.50	48.78	35	35.71	32.11

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
<b>Grade 3</b>	35	29.33	36.62	59	53.33	46.48	7	17.33	16.90
<b>Grade 4</b>	17	26.00	20.51	56	46.00	57.69	27	28.00	21.79
<b>Grade 5</b>	6	9.89	13.40	58	47.25	53.61	36	42.86	32.99
<b>All Grades</b>	19	21.43	22.36	57	48.50	52.85	24	30.08	24.80

**Conclusions based on this data:**

1. Overall and in claims, the percentage of Below Standards has decreased, showing students are showing growth.
2. Students in all three grade levels performed best in the area of communicating reasoning.
3. Overall, 5th grade has shown growth in the percentage of students who met and exceeded standards and the percentage of 4th grade decreased in Met and Exceeded Standards.

# School and Student Performance Data

## ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	*	*	*	*
Grade 1	1497.5	1484.8	1509.7	12
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				47

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*			*	*			*
Grade 1	*	*	*	*	*	*	*	*	12
Grade 2	*	*							*
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*			*
Grade 5			*	*			*	*	*
All Grades	21	44.68	15	31.91	*	*	*	*	47

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			*
Grade 1	*	*	*	*	*	*	*	*	12
Grade 2	*	*							*
Grade 3	*	*	*	*			*	*	*
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*	*	*			*
All Grades	30	63.83	11	23.40	*	*	*	*	47

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	*	*	12
Grade 2	*	*							*
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4			*	*	*	*	*	*	*
Grade 5			*	*	*	*	*	*	*
All Grades	18	38.30	11	23.40	13	27.66	*	*	47

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*	*	*	12
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
All Grades	27	57.45	16	34.04	*	*	47

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	12
Grade 2	*	*					*
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
All Grades	31	65.96	12	25.53	*	*	47

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*	*	*	12
Grade 2	*	*					*
Grade 3			*	*	*	*	*
Grade 4			*	*	*	*	*
Grade 5			*	*	*	*	*
All Grades	19	40.43	18	38.30	*	*	47

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	12
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*			*
All Grades	25	53.19	19	40.43	*	*	47

Conclusions based on this data:

1.

# School and Student Performance Data

## Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>510</b>	<b>68.2%</b>	<b>10.0%</b>	<b>0.6%</b>

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	51	10.0%
Foster Youth	3	0.6%
Homeless	8	1.6%
Socioeconomically Disadvantaged	348	68.2%
Students with Disabilities	29	5.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.6%
American Indian	1	0.2%
Asian	29	5.7%
Hispanic	410	80.4%
Two or More Races	4	0.8%
White	48	9.4%

Conclusions based on this data:






1.



# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457"><b>English Language Arts</b></p>  <p data-bbox="297 506 368 533">Green</p>	<p data-bbox="673 426 950 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="773 506 844 533">Green</p>	<p data-bbox="1177 426 1396 457"><b>Suspension Rate</b></p>  <p data-bbox="1260 506 1315 533">Blue</p>
<p data-bbox="251 623 414 655"><b>Mathematics</b></p>  <p data-bbox="297 703 368 730">Green</p>		
<p data-bbox="154 821 511 852"><b>English Learner Progress</b></p>  <p data-bbox="199 905 466 932">No Performance Color</p>		

### Conclusions based on this data:

1. Reagan continues to maintain high performance in the area around behavior and PBIS as shown in the suspension rate.
2. Students in all testing grades showed growth in the percentage of students who Met and Exceeded Standards in ELA compared to previous year. In Math, the percentage of students in 3rd and 5th increased in the Met and Exceeded Standards levels.
3. English Learner students are not making progress at the rate needed to meet standards in ELA.

# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>5.2 points above standard</p> <p>Increased 9.6 points</p> <p>236 students</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>29.5 points below standard</p> <p>Maintained 1.8 points</p> <p>40 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>4.4 points below standard</p> <p>Increased 9.6 points</p> <p>161 students</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>99.4 points below standard</p> <p>Declined -7.2 points</p> <p>16 students</p>

**2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 28.5 points below standard 11 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.1 points above standard Increased 13.3 points 193 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color 35.4 points above standard Maintained 0.9 points 22 students

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2018 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
83.2 points below standard Maintained 2.3 points 20 students	24.1 points above standard Increased 14.8 points 20 students	12.1 points above standard Increased 9.7 points 195 students

**Conclusions based on this data:**

1. The 56 English Learner and Reclassified students are performing at a low status and experienced a 8.3 decline in overall performance in ELA.
2. Our Students with Disabilities are scoring very low with a significant decline from previous year.

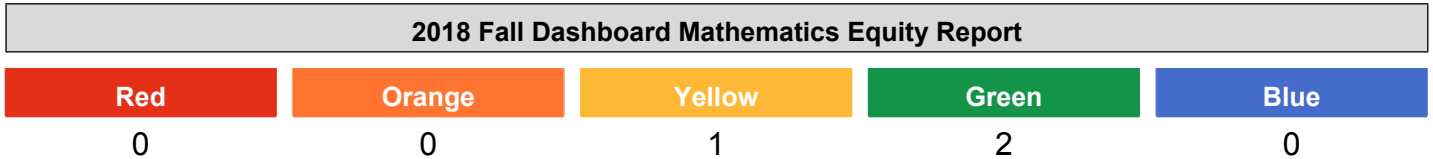
# School and Student Performance Data

## Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>13.8 points below standard</p> <p>Increased 5.7 points</p> <p>236 students</p>	<p><b>English Learners</b></p>  <p>Yellow</p> <p>34.8 points below standard</p> <p>Increased 11.1 points</p> <p>40 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>21.6 points below standard</p> <p>Increased 3.8 points</p> <p>161 students</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>105.5 points below standard</p> <p>Declined -39.5 points</p> <p>16 students</p>

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 21 points below standard 11 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 18.8 points below standard Increased 4.3 points 193 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color 19.7 points above standard Increased 12.9 points 22 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
50.4 points below standard Increased <del>27.6 points</del> 20 students	19.2 points below standard Increased 3.6 points 20 students	9.6 points below standard Increased 3 points 195 students

#### Conclusions based on this data:

1. Our students with disabilities performed better in Math than ELA, yet still are scoring in the low range.
2. Our EL students scored lower in Math than in ELA and showed a bigger change declining 30.8 points.
3. Our Hispanic and Socioeconomically Disadvantage student subgroup maintained their status, yet had negative points in their change from previous year.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
47	44.7%	31.9%	14.9%	8.5%

### Conclusions based on this data:

1. Reagan EL students are not progressing in their language development at the rate needed to meet standards.
2. Additional supports are needed in the area of ELA and Math to support EL students growth as indicated in the decline of EL students performance.
3. EL students performed lower in Math compared to ELA and had a bigger decline from the previous year.

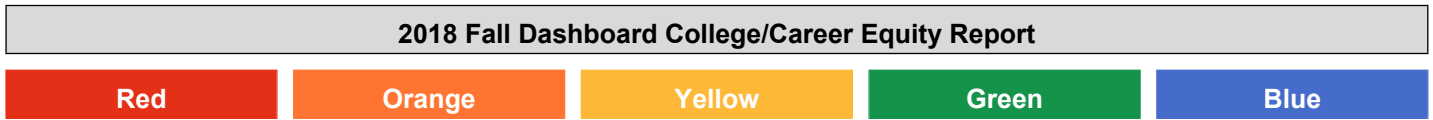
# School and Student Performance Data

## Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

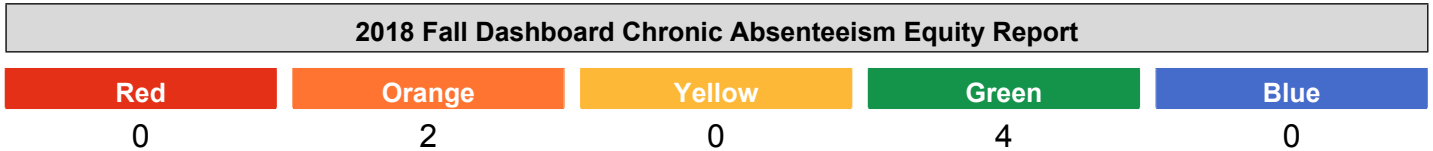
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>6.5% chronically absent</p> <p>Declined 1.7%</p> <p>538 students</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>7% chronically absent</p> <p>Increased 4%</p> <p>57 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8 students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>8.7% chronically absent</p> <p>Declined 1.4%</p> <p>378 students</p>	<p><b>Students with Disabilities</b></p>  <p>Green</p> <p>2.9% chronically absent</p> <p>Maintained 0.2%</p> <p>35 students</p>



**2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Orange 6.3% chronically absent Increased 3.3% 32 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 6.9% chronically absent Declined 1.4% 433 students	 No Performance Color 5.3% chronically absent Declined 11.4% 19 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Green 3.8% chronically absent Maintained 0.1% 52 students

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Academic Engagement Graduation Rate

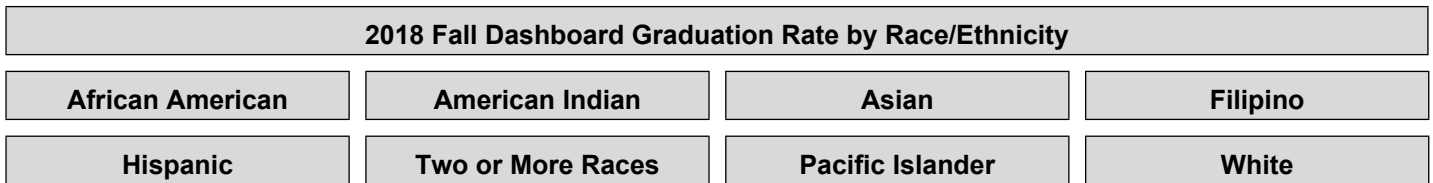
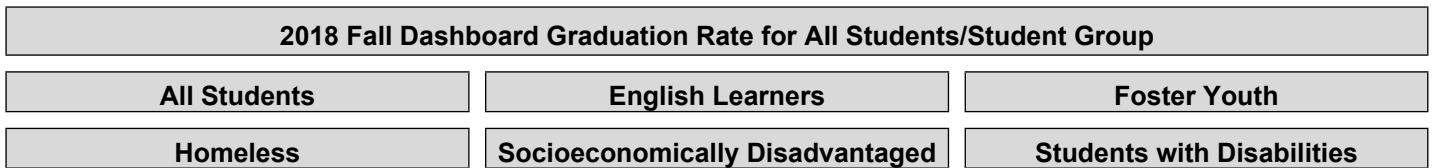
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

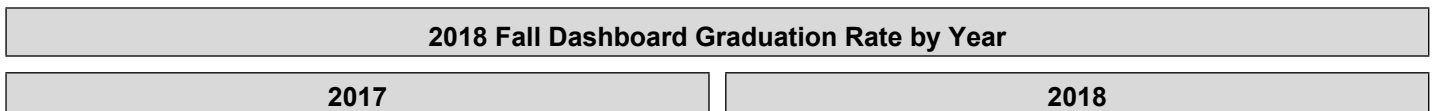
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

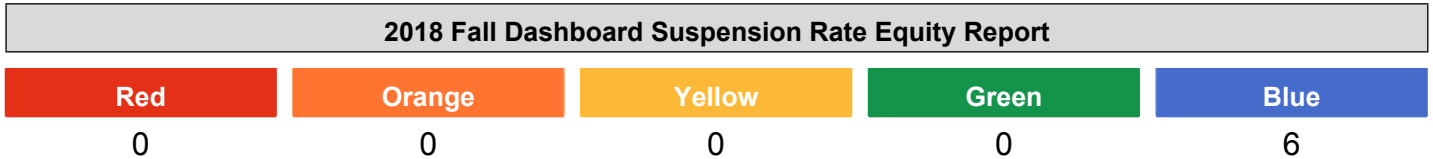
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Blue 0% suspended at least once Maintained 0% 540 students	<p><b>English Learners</b></p>  Blue 0% suspended at least once Maintained 0% 58 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 4 students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not 8 students	<p><b>Socioeconomically Disadvantaged</b></p>  Blue 0% suspended at least once Maintained 0% 380 students	<p><b>Students with Disabilities</b></p>  Blue 0% suspended at least once Maintained 0% 35 students

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color 0 Students	 Blue 0% suspended at least once Maintained 0% 32 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least once Maintained 0% 435 students	 No Performance Color 0% suspended at least once Maintained 0% 19 students	 No Performance Color 0 Students	 Blue 0% suspended at least once Maintained 0% 52 students

This section provides a view of the percentage of students who were suspended.

### 2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0% suspended at least once	0% suspended at least once	0% suspended at least once

**Conclusions based on this data:**

1. Reagan continues to maintain high performance in the area around behavior and PBIS as shown in the suspension rate.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

The district will provide a high quality educational system to raise the academic achievement of ALL students.

## Goal 1

**Goal ELA:**  
For the 2018-19 school year, Reagan will improve by 3 scale score points to move from -.4.4 to -1.4 (Orange to Yellow) on the ELA CAASPP as evidenced by the CA Dashboard.

**SMART Goal Math:**  
For the 2018-19 school year, Reagan will improve by 3 scale score points to move from -19.5 to -16.5 (Orange to Yellow) on the Math CAASPP as evidenced by the CA Dashboard.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	CAASPP ELA Percent Proficient 48% DF3 -4.4	CAASPP ELA  Percent Proficient 55%  DF3: -1.4
CAASPP Math	CAASPP Math  Percent Proficient 43%  DF3 -19.5	CAASPP Math  Percent Proficient 43%  DF3: -16.5

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

**Curriculum Support Provider**

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
50,968	Title I
50,968	LCAP Additional Site Allocation

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Curriculum Needs

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,500	LCAP Additional Site Allocation

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

The district will provide a high quality educational system for all students focusing on high academic rigor with a Multi-Tiered System with a focus on narrowing the achievement gap for all subgroups.

## Goal 2

### SMART Goal ELA:

For the 2018-19 school year, Reagan Socioeconomically Disadvantaged will improve by 5 scale score points to move from -13.9 to -8.9 (Orange to Yellow) on the ELA CAASPP as evidenced by the CA Dashboard.

For the 2018-19 school year, Reagan English Learners will improve by 5 scale score points to move from -31.3 to -27.3 (Orange to Yellow) on the ELA CAASPP as evidenced by the CA Dashboard.

For the 2018-19 school year, Reagan SWD will improve by 5 scale score points to move from -92.1 to -87.1(Orange to Yellow) on the ELA CAASPP as evidenced by the CA Dashboard.

### SMART Goal Math:

For the 2018-19 school year, Reagan Socioeconomically Disadvantaged will improve by 5 scale score points to move from -25.4 to -20.4 (Orange to Yellow) on the Math CAASPP as evidenced by the CA Dashboard.

For the 2018-19 school year, Reagan English Learners will improve by 5 scale score points to move from -45.6 to -40.6 (Orange to Yellow) on the Math CAASPP as evidenced by the CA Dashboard.

For the 2018-19 school year, Reagan SWD will improve by 5 scale score points to move from -66 to -61(Orange to Yellow) on the Math CAASPP as evidenced by the CA Dashboard.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	CAASPP ELA Percent Proficient 48% DF3 -4.4	CAASPP ELA Percent Proficient 55% DF3: -1.4

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP MATH	CAASPP Math Percent Proficient 43% DF3 -19.5	CAASPP Math Percent Proficient 43% DF3: -16.5

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students who are not performing on grade level.

#### Strategy/Activity

Funding for a Reading Intervention Teacher

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
62,699	Title I
44,975	LCAP Additional Site Allocation

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

#### Strategy/Activity

Part-Time Intervention Teacher

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,500	LCAP Intervention and Support
2,500	LCAP Enrichment K-8

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

#### Strategy/Activity

Curriculum & Technology Needs



**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

LCAP Additional Site Allocation

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Development for Certificated staff

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000.

Source(s)

LCAP Additional Site Allocation

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

The District will operate with increasing efficiency and effectiveness in all areas of operation promoting a safe school environment.

## Goal 3

Reagan will provide a safe school environment for all students where students want to attend on a daily basis. Reagan will follow the Positive Behavior Interventions and Supports Champion Model system to maintain the positive school culture and reduce discipline incidents.

For the 2018-19 school year, Reagan will improve its attendance for all students by decreasing the percentage of chronic absenteeism from 8.1% to 5% as evidenced by the CA Dashboard.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism Rate	CA Dashboard Chronic Absenteeism 8.1%	CA Dashboard Chronic Absenteeism 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.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

PBIS

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	LCAP PBIS

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Parent & Family Engagement

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000

Source(s)

LCAP Enrichment K-8

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

# 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 ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
-------------------------	-----------------

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

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

# School Site Council Membership

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

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

Name of Members	Role
Christy Platt	Principal
Myrna Okada	Other School Staff
Danae Wells	Classroom Teacher
Kathryn Milam	Classroom Teacher
Samantha Clay	Classroom Teacher
Sarah Luna	Parent or Community Member
Gina Medina	Parent or Community Member
Elizabeth Vargas	Parent or Community Member
Silvia Gonzales	Parent or Community Member
Agustina Lankford	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on 11/5/18.

Attested:



Principal, Christy Platt on 11/5/18



SSC Chairperson, Samantha Clay on 11/5/18



# Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

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

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

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

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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

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

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

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

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

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

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

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

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

## Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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



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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## **Appendix C: Select State and Federal Programs**

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019