

School Plan for Student Achievement



Reagan Elementary

REAGAN ELEMENTARY

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Clovis 93619-9221

7/1/23-6/30/24

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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	10621170111153	May 18, 2023	June 14, 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)

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.

The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Clovis Unified School District. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the district goals supporting the expectations that all goals shall have objectives that are measurable, actionable, and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.

Within our plan, there are goals written around several main focus areas--ELA, Math, Science, absenteeism, and suspension rates. Our team is focused whole-heartedly on closing the achievement gap and are excited to have a normal school year back on campus!

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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).

The following surveys are administered annually:

- *SART- School Assessment Review Team
- *Student body ELCAP survey
- *CUSD school climate assessment
- *English Learner needs assessment Survey
- *Native American Education Survey
- *Parent LCAP survey

According to the results of the SART Survey, the community suggested that Reagan:

- *continues to build on educating students on the diverse cultures that represent the population
- *offer more support for students who are being bullied
- *and implement interventions to support struggling students

The community likes that Reagan:

- *has a caring staff
- *keeps the campus clean
- *and the level of communication from the school administration and teachers

According to the results of the CUSD school climate survey, the staff reported

- *that the Morale at the site is satisfactory but would like to receive more communication regarding upcoming events and deadlines
- *they would also like support in the PLC process and providing intervention within the classroom

Our educational partners were made aware of our status in ATSI for our Filipino and SWD subgroup around suspension and absences and our EL and two or more races around absences. This along with a review of our data supported the writing of our goals within our SPSA.

Classroom Observations

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

As per CUSD Board Policy 6211Clovis Unified Board Policy #4315 and ED CODE #44664 require that all certificated teachers are evaluated on a regular bases. Informal and formal classroom observations occur throughout the school year. Administrators from both the site level and the district level regularly communicate their findings with the classroom teacher. The findings are used to illustrate best practices that can be replicated in other classrooms across the site and district. Site administrators also use this as an opportunity for teachers to learn from one another by observing each other within the classroom setting. The observation process also allows site administrators to use corrective feedback, provide coaching and to provide additional supports in specific areas of growth opportunities based on each individual teachers needs.

Common findings for growth opportunities include:

Behavior management
Classroom management
Articulation of Learning Objective
Frequency of Checking for Understanding
Differentiated Instruction
Frequency of Academic Conversation

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)

A variety of tools are used to measure and monitor academic progress at our site and within our school district. Assessments are designed to provide staff with data so that instruction can be modified to meet individual needs, to monitor student achievement and to assess the school's overall success. Some examples of the assessments that we utilize include:

*SBAC
*ELPAC
*iReady
*iCAL
*iCAM
*Inspect
*DRA

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

Teachers use the data collected from these assessments to chart progress and design an appropriate instructional program for all students. Individualized or classroom specific materials can then be produced using to address the identified academic need. The data is analyzed in PLC's where it is then used to help guide further instruction.

In addition, all students who have not meet proficiency standards are carefully evaluated for academic deficiencies and may be recommended for additional support either through the alter/before school Extended Day labs; supplemental instruction provided by Push-In Teachers, Instructional Aide/Tutors, BIAs (Instructional Aide-Bilingual); or classroom interventions. Instruction is targeted to the identified need. The Principal and GIS/Resource Teacher support, train, and provide resources necessary to assist teachers in the process.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Teachers who are appropriately credentialed have a deep understanding of the content they teach, have been trained in a variety of instructional strategies, and are in the best position to aid our students in reaching academic proficiency in their content areas.

All teachers on our campus hold an appropriate CTC credential, permit, or other document equivalent to that which a teacher in all other public schools would be required to hold. Those teachers that are in the status of seeking to complete their credentials (PIPS, STIPS and Interns) are in a program that will allow staff to meet the requirements needed in a timely manner. These staff members are supported by site and district administration for appropriate completion. An equivalent credential, permit, or other document would mean that the teacher has the appropriate authorization for their assignment.

All paraprofessionals whose duties include instructional support must meet the criteria as outlined in CUSD to be considered Highly Qualified to assist students.

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

All teachers receive site and/or district professional development on curriculum, instruction, and assessment throughout the year.

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

CUSD provides professional development for all school sites that are aligned with the needs of the schools, academic content standards, social emotional supports, and more. The district provided professional development for this school include--Tiered Writing Supports aligned to the Common Core writing standards, AVID training around WICOR that is utilized across content areas, Teaching Pyramid aligned to meet behavior needs in our primary classrooms, Science training aligned to NGSS, iReady training aligned with our district adopted curriculum and the Common Core standards in both math and reading.

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

Teachers have access to a variety of different sources of professional development both on and off-site. CUSD Teachers On Special Assignment (TOSA) provide professional learning sessions along with co-teaching opportunities and in-class coaching. Teachers on Special Assignment are experts in their specific content area and knowledgeable in the adopted curriculum. This is in addition to professional learning opportunities provided at our school site, through conferences, or at the district level. Additionally, new teachers are assigned mentor teachers (either site-based or district based) who are available to provide coaching, mentoring, and opportunities for our new teachers to observe more experienced teachers in action.

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

Grade level teams meet regularly in their professional learning communities (PLC's) to review student work samples, discuss and align curriculum to the state and district standards, evaluate where the students are performing and decide what their first-time best teaching and reteaching strategies should be. This time ensures that veteran and developing teachers are using the same evaluative procedures while assessing student work samples.

Teaching and Learning

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

The basic instructional program utilizes standards-aligned state adopted textbooks and/or instructional materials in the core four content areas: English Language Arts, Math, Social Science, and Science. Clovis Unified has adopted and approved a variety of materials that both align to the content standards, but that also meet the needs of our school sites and community. A full list of our adopted textbooks can be found on our school site's SARC found here:

<https://www.cusd.com/sarc.aspx>

In addition to the adopted textbooks and materials, CUSD utilizes Curriculum Design Teams (CDT) to produce additional materials that are standards aligned and support supplemental materials that have been purchased by school sites or the district.

Our English Learners (EL), Students with Disabilities (SWD), and students who move to an intervention program continue to receive core instruction while using the adopted instructional materials but are also provided with additional instruction using research-based materials that are aligned with the common core state standards, or in the case of our EL students aligned to the California ELD standards.

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

The administration and teachers have worked collaboratively to create a daily schedule that ensures our students receive the recommended instructional minutes in all content areas.

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

Long-term and short-term pacing guides are created by each grade-level team based on the district's assessment calendar. These pacing guides outline the lessons for major content areas on a weekly basis and are modified throughout the year based on student needs. Sites develop intervention schedules based on data collected and analyzed in PLC's to determine an intervention calendar to meet the needs of students in tier 2 and Tier 3.

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

The Williams Act requires all schools to have adopted curriculum in the four core subject areas available to all students on a daily basis. This adopted curriculum is reviewed on a regular basis to ensure it is aligned to the stated standards and the district AIMS. In addition to having adopted curriculum in the four core subject areas (ELA, Math, Social Science, and Science), CUSD also has adopted ELD curriculum that is aligned to the State's ELD standards.

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

SBE-adopted and standards-aligned instructional materials are utilized in the classrooms. For more specific curriculum information please visit our school site link at the following site:
<https://www.cusd.com/sarc.aspx>

Opportunity and Equal Educational Access

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

Teachers regularly monitor students progress through assessments, observation and by analyzing work samples. This information is used by teachers to prepare an individualized plan for all students achieving below grade level expectations which then aides in the placement of intervention or acceleration--based on student needs.

Students in need of additional intervention resulting from academic, emotional or behavioral difficulties may be referred to SST where their needs are assessed, and they are linked with necessary intervention. Students struggling with attendance concerns may be referred to SARB, one-to-one counseling and student support groups based on specific needs with the school psychologist. When necessary, students may be referred to Fresno County Mental Health Services.

CUSD also offers a comprehensive summer school or extended year program designed to meet the specific needs of students K-12. A variety of extended year programs are offered for students at risk of retention, performing below proficiency and in need of credit for graduation.

Evidence-based educational practices to raise student achievement

Teachers and administration work together to continually provide first time best instruction and delivery. Training, collaboration, walk-throughs, and consistent feedback all provide research-based practices to raise student achievement. Professional learning communities (PLC's) review data, modify instruction, and provide intervention on a continuing basis so that students meet the standards.

Parental Engagement

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

Our site offers a variety of school and community resources to assist and support our families including:

- *Parent communication through weekly newsletters
- *Updated School Website
- *Social Media Posts
- *Referrals to outside resources as needed and based on student and family needs

Additionally, we hold regular parent events and meetings to keep our families informed. These include:

- *IDAC
- *SART
- *ELAC
- *SSC
- *Back to school night
- *Open House

Our site also offers social-emotional support in collaboration with our school psychologists and area transition teams in order to ensure students are available for learning. These supports include CSI groups, transition supports, All 4 Youth, CYS referrals, and small group interventions.

The district also provides parent opportunities through the district parent academies which are offered six times throughout the school year and cover a variety of topics that were requested by families from within the school district.

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)

Members of the School Site Council (SSC) - composed of principal, certificated teachers, classified staff, and parents - work together to develop, review, and evaluate school improvement programs and school budgets. The SSC meets quarterly throughout the school year.

Funding

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

Categorical funds allow our site to provide supplemental services to enable under-performing students to meet grade-level standards. Our categorical funds are used for the following but is not limited to: bilingual instructional aides to support our ELD students, push-in teachers, supplemental instructional supplies, copies and equipment, technology equipment and supplies, and professional development for classroom teachers. Federal and state laws require the COE to monitor the implementation of categorical programs operated by local educational agencies (LEAs) or district. Districts are responsible for creating and maintaining programs that meet requirements.

Fiscal support (EPC)

In addition to categorical funds, our school receives funding through the Local Control Funding Formula (LCFF). The LCFF allows for sites to purchase additional items and provide additional supports for students with greater flexibility and allows us to address the priorities listed within our district Local Control Accountability Plan (LCAP). LCFF funds will be used to help achieve the goals of the LEA and district while maintaining transparency and accountability in relation to how funds will be spent to provide high-quality and equitable educational programs for all students.

Additionally, our site receives monies through the district general fund. These funds are utilized to provide basic needs for students (ex. curriculum) and to purchase other items that support our district goal of supporting students in mind, body, and spirit.

Educational Partner 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

Both our SSC and our ELAC play a critical role in the creation and revisions of our SPSA. Throughout the year, we regularly revisit our SPSA at our SSC meetings by discussing the budget and goals, student achievement, available supports, etc. At our most recent SSC and ELAC meetings, our SPSA monitoring tool was reviewed with our committees to allow them to see where we were with last year's goals, where we see continued gaps, and where we have identified wins in achievements. The two committees then discussed next steps and needed changes as well as made recommendations to site administration for the new SPSA.

The following recommendations were made:

*The committee believed that the ELA goal of 80% proficient or advanced on CAASPP was a very high goal given our recent score of 65%. However, it was discussed that the goal of 80% was set by the teachers themselves and are providing numerous interventions in order to obtain this goal. The committee understood the drive that the Reagan teachers have and the bar that they are setting for themselves and their students.

Resource Inequities

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

Our site has a tier 3 intervention program that runs a 6-week cycle each semester per grade level focused on math and English language arts. Our latest CAASPP scores show that our largest decrease from the 18-19 school year to now is in the area of Listening as noted on the state assessments (18% decrease in 'above standard'). This information illustrates that we have resource inequities in the area of listening and that this should be an area of focus for our students.

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	0.7%	0.44%	0.4%	5	3	3
African American	3.7%	3.96%	3.34%	26	27	25
Asian	14.9%	17.01%	16.96%	104	116	127
Filipino	6.7%	5.57%	6.01%	47	38	45
Hispanic/Latino	36.3%	38.56%	39.79%	254	263	298
Pacific Islander	0.1%	%	0%	1	0	0
White	34.2%	30.21%	29.51%	239	206	221
Multiple/No Response	3.3%	3.81%	3.47%	23	26	26
Total Enrollment				699	682	749

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	91	95	133
Grade 1	86	82	93
Grade 2	113	99	90
Grade3	99	103	103
Grade 4	89	116	107
Grade 5	95	88	125
Grade 6	126	99	98
Total Enrollment	699	682	749

Conclusions based on this data:

1. The overall enrollment at Reagan has declined over the last three years. Moving from 831 students in 2019-2020 to 682 students in 2021-2022.
2. In looking at the subgroups at Reagan, the three biggest groups are Hispanic/Latino, White and Asian
3. Grades Kindergarten, Third, and Fourth have had an increase in students from the 2020-2021 school year to the 2021-2022 school year.

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	23	22	32	3.3%	3.2%	4.3%
Fluent English Proficient (FEP)	44	45	49	6.3%	6.6%	6.5%
Reclassified Fluent English Proficient (RFEP)	1	6		4.3%		

Conclusions based on this data:

1. In the last three years of data Reagan's English Learner population has decreased.
2. We saw a decrease of reclassifications in the 20-21 school year due to COVID and the difficulty with testing our students from home.
3. In the 2021-22 school year there was a reclassification of 6 English Learners.

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	103	106		0	105		0	105		0.0	99.1	
Grade 4	88	115		0	115		0	115		0.0	100.0	
Grade 5	96	92		0	92		0	92		0.0	100.0	
Grade 6	126	103		0	103		0	103		0.0	100.0	
All Grades	413	416		0	415		0	415		0.0	99.8	

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		2469.			47.62			23.81			14.29			14.29	
Grade 4		2496.			38.26			24.35			19.13			18.26	
Grade 5		2528.			27.17			40.22			18.48			14.13	
Grade 6		2551.			16.50			43.69			25.24			14.56	
All Grades	N/A	N/A	N/A		32.77			32.53			19.28			15.42	

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		40.95			48.57			10.48	
Grade 4		31.30			57.39			11.30	
Grade 5		22.83			65.22			11.96	
Grade 6		28.16			59.22			12.62	
All Grades		31.08			57.35			11.57	

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		27.62			55.24			17.14	
Grade 4		26.09			56.52			17.39	
Grade 5		24.18			68.13			7.69	
Grade 6		18.45			68.93			12.62	
All Grades		24.15			61.84			14.01	

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		24.76			68.57			6.67	
Grade 4		19.13			67.83			13.04	
Grade 5		5.43			85.87			8.70	
Grade 6		21.36			69.90			8.74	
All Grades		18.07			72.53			9.40	

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		33.33			59.05			7.62	
Grade 4		22.61			66.09			11.30	
Grade 5		22.83			66.30			10.87	
Grade 6		19.42			71.84			8.74	
All Grades		24.58			65.78			9.64	

Conclusions based on this data:

1. Student performance has slightly decreased from the 2018-19 school year to the 2021-22 school year.
2. Schoolwide, 65% of students Met or Exceeded the grade level standards.
3. We have a large group of students in the 'at or near' category for listening.

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	103	106		0	105		0	105		0.0	99.1	
Grade 4	88	115		0	115		0	115		0.0	100.0	
Grade 5	96	92		0	91		0	91		0.0	98.9	
Grade 6	126	103		0	103		0	103		0.0	100.0	
All Grades	413	416		0	414		0	414		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		2472.			36.19			35.24			18.10			10.48	
Grade 4		2476.			19.13			26.96			31.30			22.61	
Grade 5		2490.			10.99			18.68			42.86			27.47	
Grade 6		2535.			21.36			26.21			22.33			30.10	
All Grades	N/A	N/A	N/A		22.22			27.05			28.26			22.46	

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		55.24			32.38			12.38	
Grade 4		28.70			45.22			26.09	
Grade 5		12.09			58.24			29.67	
Grade 6		27.45			44.12			28.43	
All Grades		31.48			44.55			23.97	

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		31.43			57.14			11.43	
Grade 4		20.87			49.57			29.57	
Grade 5		9.89			64.84			25.27	
Grade 6		17.48			51.46			31.07	
All Grades		20.29			55.31			24.40	

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		40.00			53.33			6.67	
Grade 4		22.61			54.78			22.61	
Grade 5		6.59			65.93			27.47	
Grade 6		15.53			66.99			17.48	
All Grades		21.74			59.90			18.36	

Conclusions based on this data:

1. Student performance has decreased from the 2018-19 school year to the 2021-22 school year.
2. Schoolwide, 49% of students met or exceeded the grade level math standards.
3. The problem solving domain is where we have the largest student group in below standard.

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	20-21	21-22	20-21	21-22	20-21	21-22
Grade K	*	*	*	*	*	*	*	6
Grade 1	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	4	6
Grade 4		*		*		*		*
Grade 5	*		*		*		*	
Grade 6	*	*	*	*	*	*	7	6
All Grades							23	26

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	47.83	19.23	26.09	34.62	17.39	30.77	8.70	15.38	23	26

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	56.52	38.46	21.74	26.92	13.04	19.23	8.70	15.38	23	26

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	26.09	3.85	39.13	30.77	30.43	46.15	4.35	19.23	23	26

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	20-21	21-22	20-21	21-22	20-21	21-22	
K	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*
All Grades	47.83	23.08	39.13	53.85	13.04	23.08	23		26

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	20-21	21-22	20-21	21-22	20-21	21-22	
K	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*
All Grades	56.52	42.31	30.43	42.31	13.04	15.38	23		26

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	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	26.09	7.69	56.52	57.69	17.39	34.62	23	26

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	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	26.09	16.00	65.22	76.00	8.70	8.00	23	25

Conclusions based on this data:

1. Reagan has shown as decrease in EL population in the last three years.
2. 19% of Reagan's EL population scored a Level 4 on the 2021-2022 Summative ELPAC.
3. Our strongest domain is the speaking domain.

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
682	32.7	3.2	0.4
Total Number of Students enrolled in Reagan Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	22	3.2
Foster Youth	3	0.4
Socioeconomically Disadvantaged	223	32.7
Students with Disabilities	43	6.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	27	4.0
American Indian	3	0.4
Asian	116	17.0
Filipino	38	5.6
Hispanic	263	38.6
Two or More Races	26	3.8
Pacific Islander		
White	206	30.2

Conclusions based on this data:

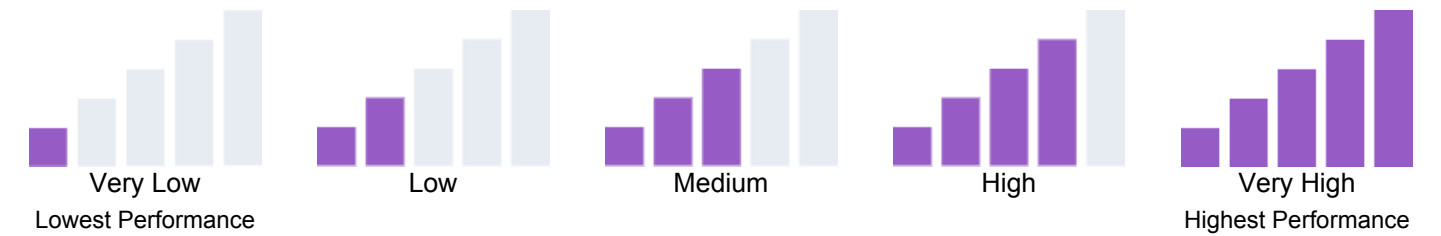
1. Reagan's three biggest sub groups are Hispanic, White and Asian.
2. 41.1% of Reagan's population for the 2021-22 school year was Socio-economically Disadvantaged.
3. 3.3% of Reagan's population for the 2021-22 school year were English Learners.

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
<div>English Language Arts</div> <div>High</div>	<div>Chronic Absenteeism</div> <div>Very High</div>	<div>Suspension Rate</div> <div>Medium</div>
<div>Mathematics</div> <div>Medium</div>		
<div>English Learner Progress</div> <div>No Performance Level</div>		

Conclusions based on this data:

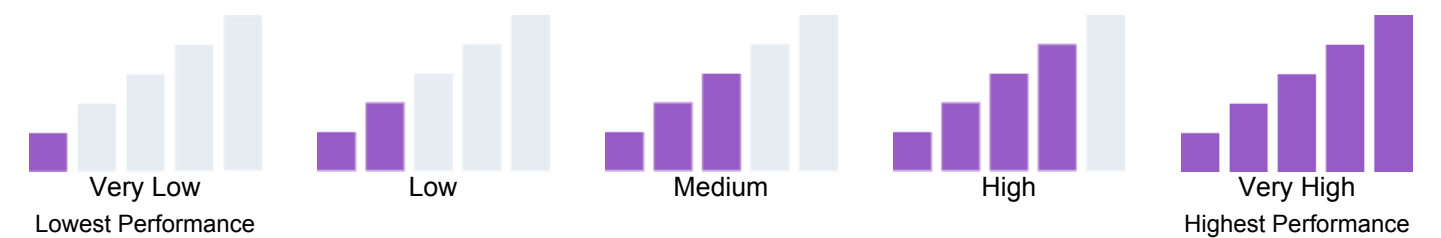
- Our overall ELA scores fell into the high range in the status indicator
- Our math scores fell into the medium range in the status indicator
- Chronic absenteeism is our most worrisome area as it fell into the very high range

School and Student Performance Data

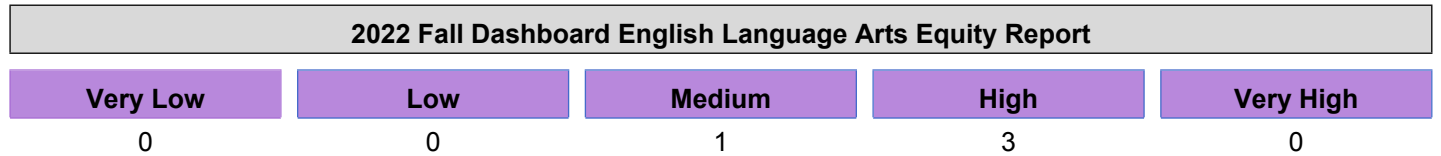
Academic Performance English Language Arts

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

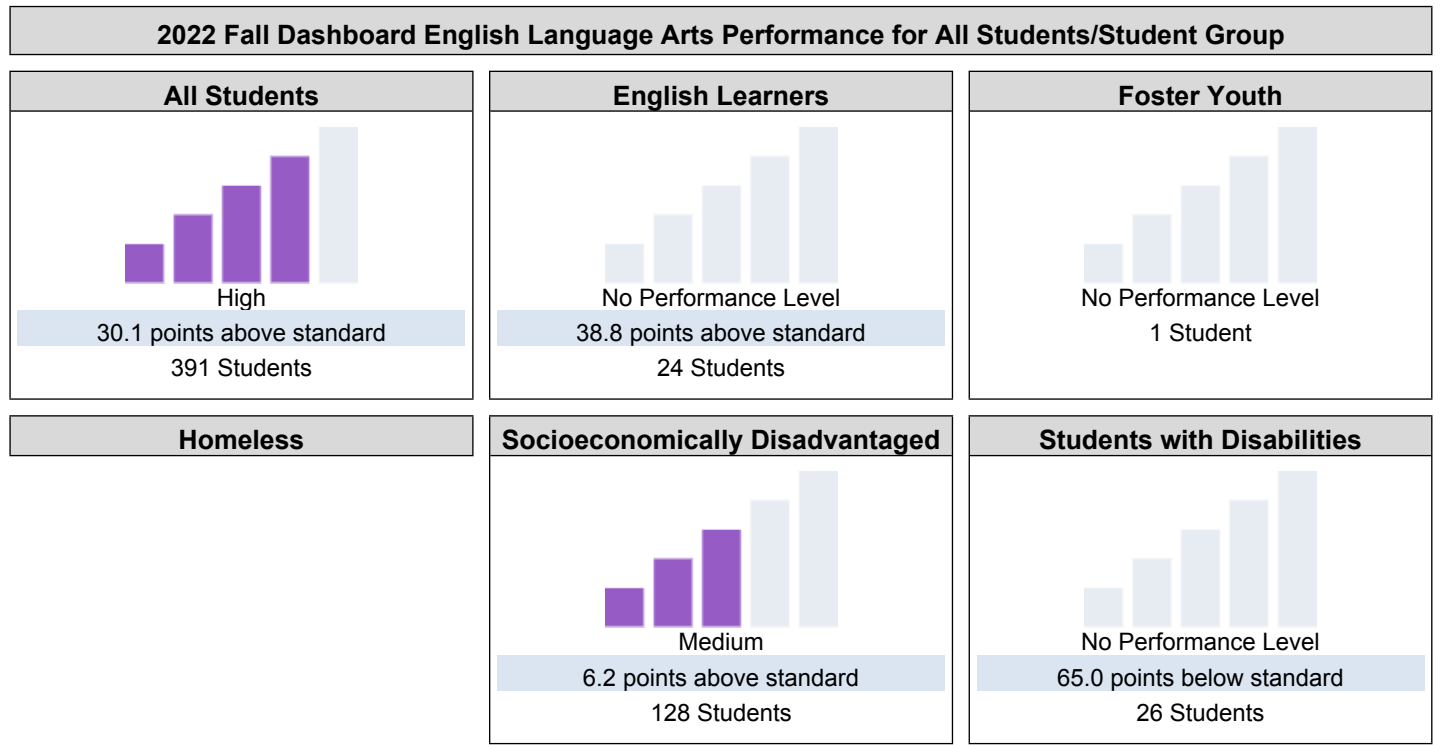
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



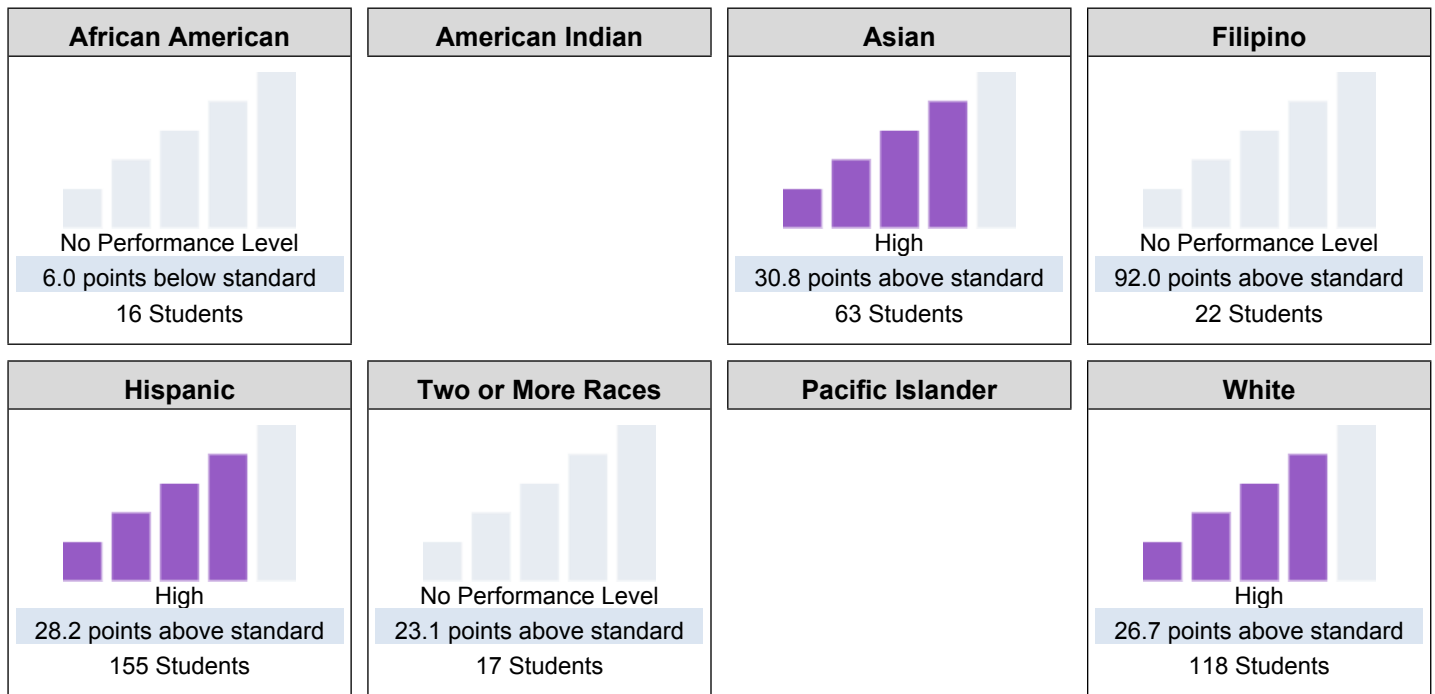
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
10 Students	58.8 points above standard 15 Students	28.2 points above standard 355 Students

Conclusions based on this data:

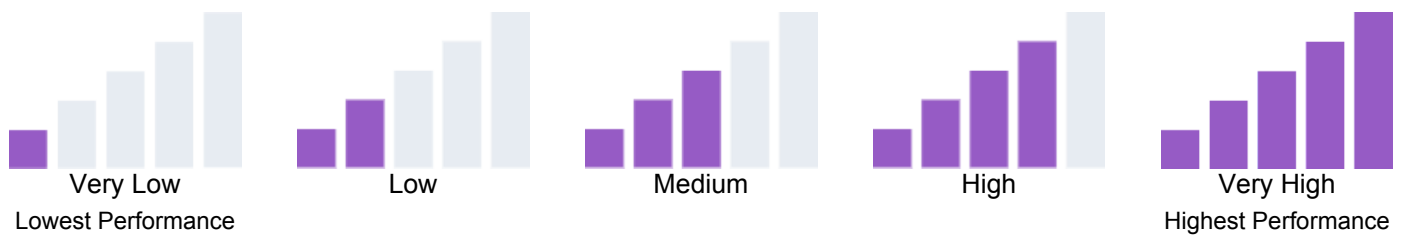
1. For ELA, a majority of our subgroups fell into the high range on the state status indicator
2. Our SWD subgroup has less than 30 students, so it does not have an indicator level; however, we can see that they didn't perform as well as the other subgroups
3. Our SED population fell in the medium range overall

School and Student Performance Data

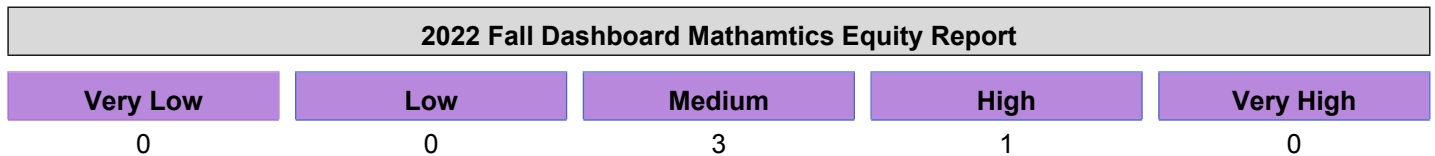
Academic Performance Mathematics

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

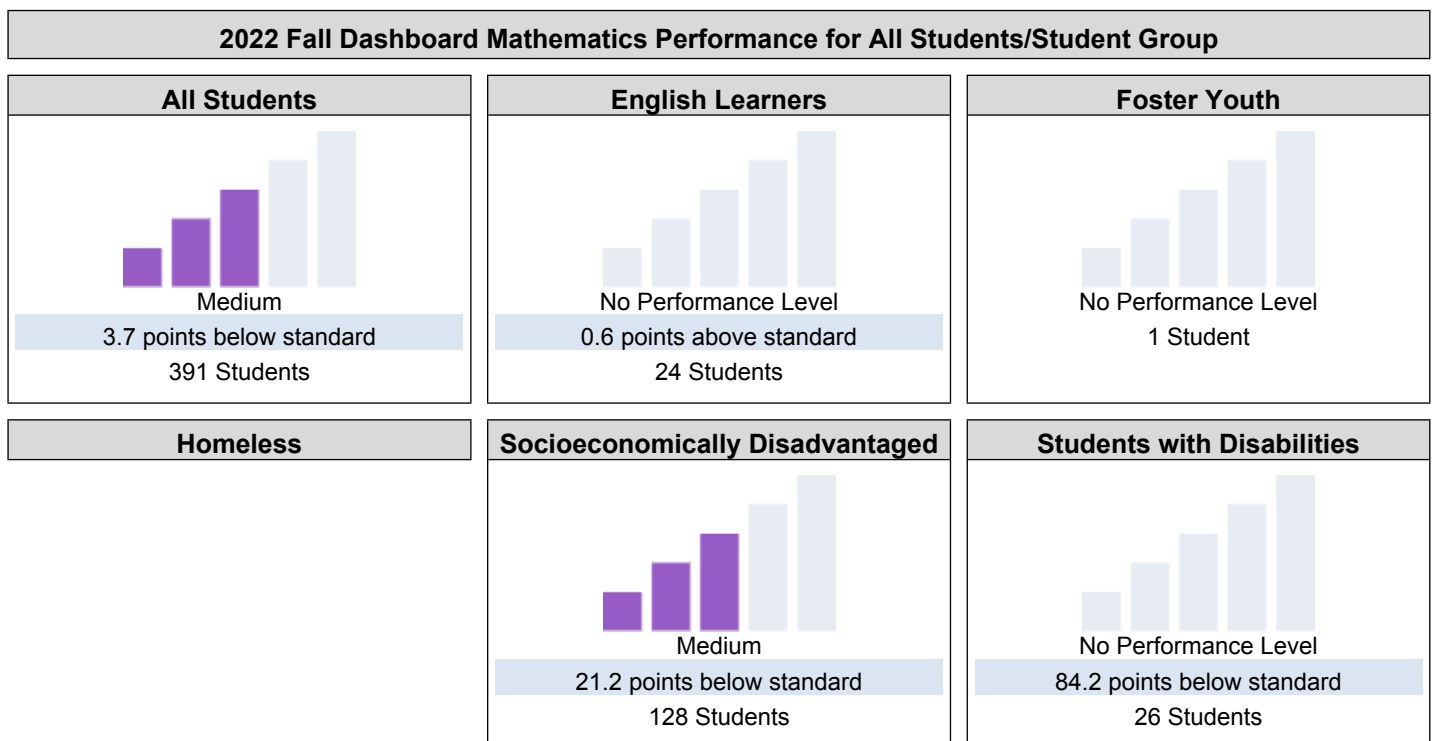
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



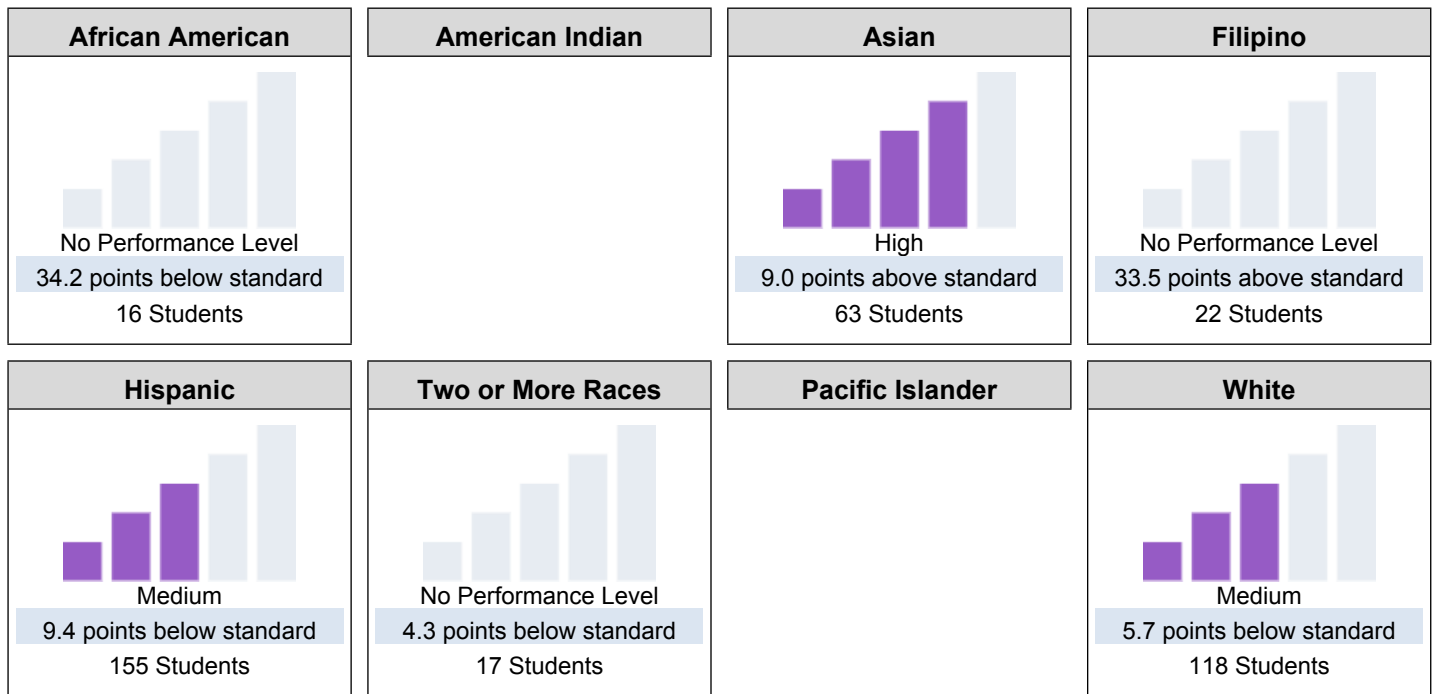
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
10 Students	12.5 points above standard 15 Students	4.4 points below standard 355 Students

Conclusions based on this data:

1. Our overall math indicator fell into the medium range
2. Our Asian subgroup is the only subgroup who fell in the high range for math
3. Our SWD subgroup performed 84.2 points below standard

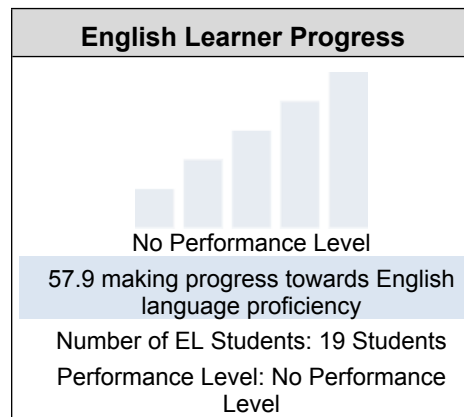
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10.5%	31.6%	10.5%	47.4%

Conclusions based on this data:

1. Due to having less than 30 EL students, we do not have a state status indicator
2. However, our data does show that nearly 60% of our EL students are making progress towards English language proficiency
3. 9 of our students progressed at least one ELPI level

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).



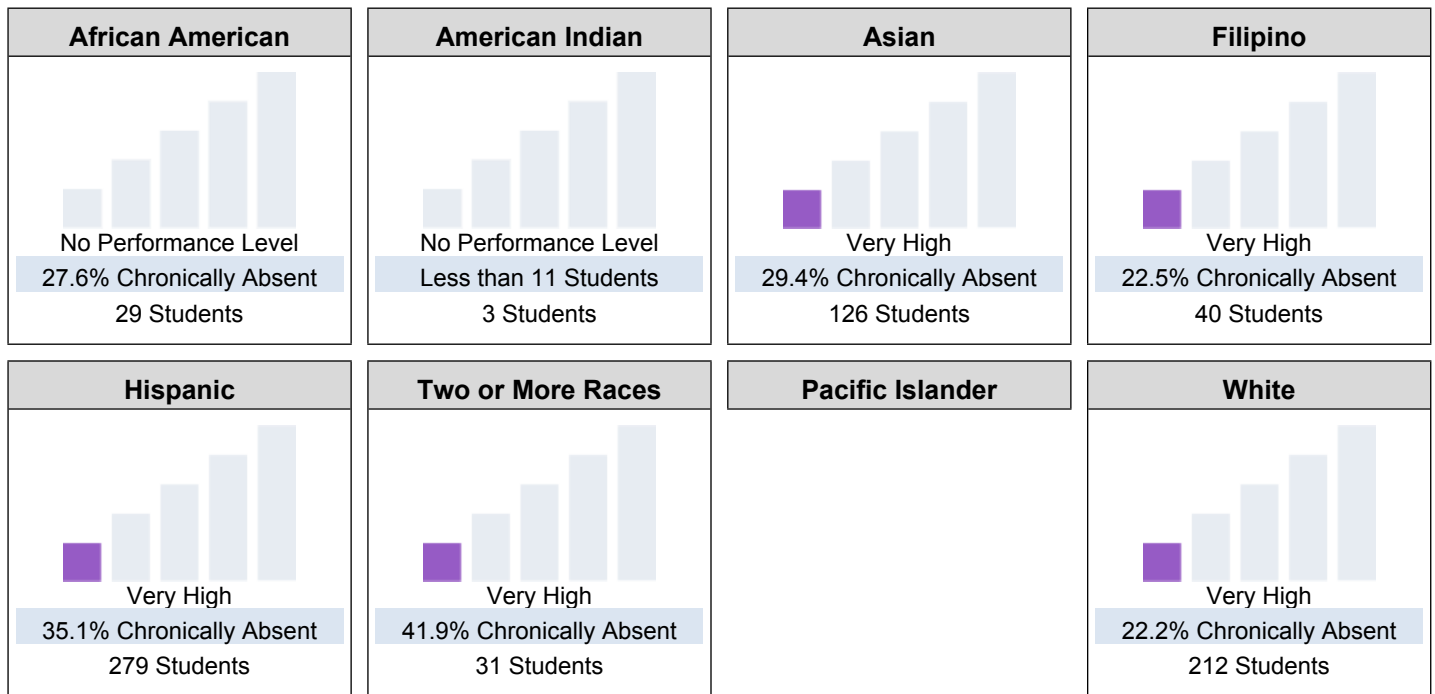
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
8	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	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
<p>Very High</p> <p>29.4% Chronically Absent</p> <p>720 Students</p>	<p>Very High</p> <p>33.3% Chronically Absent</p> <p>33 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>3 Students</p>		
Students with Disabilities				
<p>Very High</p> <p>41.4% Chronically Absent</p> <p>58 Students</p>				

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

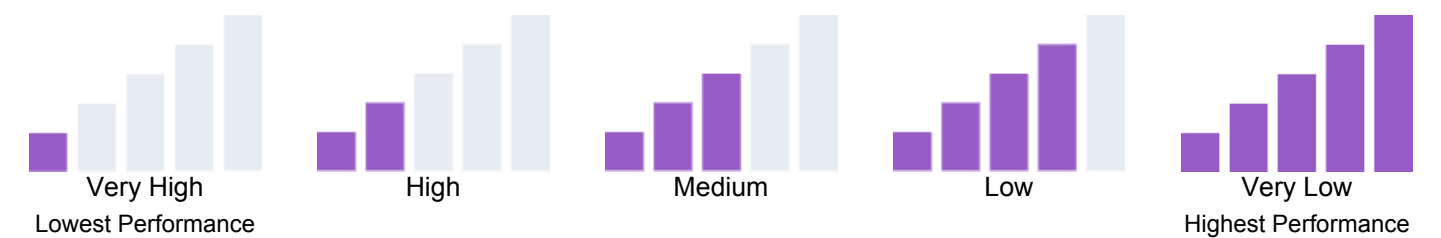
1. Our chronic absentee rates fell in the very high status range
2. All of our subgroups also fell into the very high range
3. While still in the very high range, our White subgroup had the least chronically absent students

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).



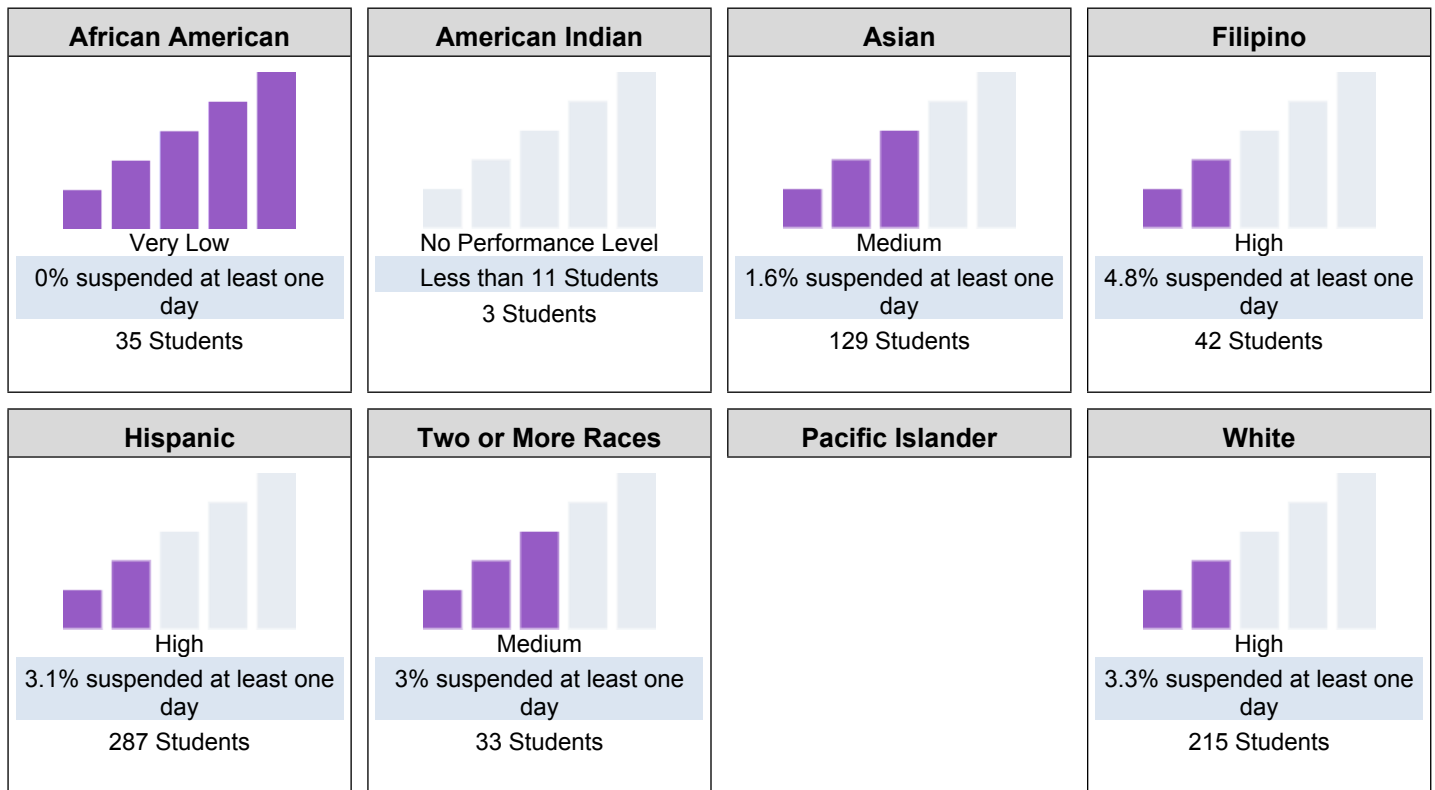
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
1	4	2	0	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	English Learners	Foster Youth
<p>Medium</p> <p>2.8% suspended at least one day</p> <p>744 Students</p>	<p>Very Low</p> <p>0% suspended at least one day</p> <p>34 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>4 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>High</p> <p>3.1% suspended at least one day</p> <p>261 Students</p>	<p>Very High</p> <p>8.2% suspended at least one day</p> <p>61 Students</p>	

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Our suspension status indicator fell in the medium range with 2.8% suspended at least one day
2. Our African American and English Learner subgroups both fell in the very low range with no students suspended in either of those subgroups
3. Our highest suspensions were in our Filipino subgroup at 4.8%

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

ELA

LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students

The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

Goal 1

Reagan's school wide ELA proficiency is measured on the 2021-2022 CAASPP. 65% of the overall student population were proficient in ELA, therefore, the goal for 2022-2023 is 80%, for a gain of 15%.

Additionally, we are striving to have 90% of our kindergarten students passing their required and mandated district summative assessments and striving towards 85% of first grade students passing their required mandated district summative assessments. We are also striving towards 90% of second grade students passing their required mandated district summative assessments.

Reagan's ELA program will consist of multiple strands. ELA instruction will comprise of using Reagan's Direct Instruction model of core curriculum in the classroom, lessons and instruction where students are asked to critically think and prove their thought process, supplemental intervention groups within the classroom, small group or individual instruction, ELD/SDAIE lessons designed for EL students, and other interventions as needed.

Our latest CAASPP scores show that our largest decrease from the 18-19 school year to now is in the area of Listening as noted on the state assessments (18% decrease in 'above standard'). This information illustrates that we have resource inequities in the area of listening and that this should be an area of focus for our students. The Reagan administration team is working in supporting teachers with implementing tier 2 interventions within the classroom to support struggling students in this area.

Identified Need

All student groups are identified as needing additional support in ELA as measured on the CAASPP assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022-2023 CAASPP Data District Summative Assessments	65% of our students met or exceeded standards on the ELA CAASPP.	Increase of 15% from 65% to 80% of students meeting or exceeding standards on the CAASPP ELA test.

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

Strategy: Professional Development

Actions:

*Teachers will be provided with continuous professional development on ELA standards, enrichment, and intervention strategies

*Substitutes will be utilized to allow teachers to attend PD and conferences

*Provide PD on strategies that will support listening skills to help our students grow in that domain

*Reagan Administration will support the needs of curriculum and instruction for teaching staff and will support PD efforts

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)

4204.75

Source(s)

LCAP Supplemental

Professional Development days are being provided by the school district for teachers and administration this school year. The goal is to make sure that the best instruction and practices are being used; however funds are needed to pay for subs for teachers to attend PD

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

Strategy: Intervention

Activities:

*Teachers will implement Reagan's Direct Instruction model to guide their lessons in English Language Arts.

*Teachers will move towards using "Proving It" in the classroom where questions are presented in a way to help students critically think about their thought process.

- *Reagan staff will use assessments to guide instruction for the students
- *Teachers must utilize the strength of Professional Learning Communities by meeting regularly to analyze student data
- * Teachers will form intervention plans immediately for students below grade level on assessments
- *Teachers will use supplemental research based instructional materials and supplies including but not limited to: leveled readers, literature books, Imagine Learning, phonics workbooks, DRA kits, manipulatives, blacklined ELA masters, SRI, and various reading materials designed for a variety of modalities and instructional strategies
- * A Bilingual Instructional Aide to provide primary language support to EL students if needed
- *Intervention Assistants to assist teachers in the core curricular subject areas with students performing below grade level or within our significant subgroups
- *Teachers will utilize the SST team to help intervene with low-achieving students and students with disabilities
- *Teachers will provide time for students to work on their iReady My Path so that all students are receiving learning at their current level
- *Teachers will give the iReady Diagnostics throughout the year in order to monitor progress towards instructional goals and provide interventions based on the data
- *Reagan's Technology TOSA is providing additional resources that can be used to teach and assess students' progress in their grade level listening standards
- *Teachers will use technology to aid in their instruction; use of Smartboards, document cameras, LCD projectors, Illuminate, and the use of laptops, ipads, and ipod touches in their classrooms.

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)
4546	LCAP Intervention Reading intervention will occur in a separate classroom with an intervention teacher. Intervention will be provided at students' instructional and independent reading level.
3616.16	Title III English Learner To support EL intervention
12811	LCAP Supplemental

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Professional Development was offered to ensure best instruction and best practices. Throughout the school year, professional development opportunities were made available to classified, certificated, and administrative staff. Extended learning opportunities through an Intervention Program for at-risk students and students struggling academically were also held throughout the year.

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

There were no budget discrepancies

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

- *Continue to provide intervention
- *Focus on supporting teachers in their tier 2 interventions
- *Focus on ensuring that we are using our data to guide instruction and support intervention
- *Continue to provide PD opportunities

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Math

LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students

The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

Goal 2

Reagan's school wide Math proficiency is measured on the 2021-2022 CAASPP. 49% of the overall student population were proficient in Math, therefore, the goal for 2022-2023 is 65%, for a gain of 16%. Additionally, we are striving to have 90% of our kindergarten students passing their required and mandated district summative assessments and striving towards 80% of first grade students passing their required mandated district summative assessments. We are also striving towards 90% of second grade students passing their required mandated district summative assessments.

Identified Need

All student groups are identified as needing additional support in math as measured on the CAASPP and district assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022-2023 CAASPP Data District Math Assessments	49% of our students met or exceeded standards on the Math CAASPP.	Increase of 16% from 49% to 65% of students meeting or exceeding standards on the CAASPP Math test.

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 Student Groups

Strategy/Activity

Strategy: Professional Development

Actions:

*Teachers will be provided with continuous professional development on ELA standards, enrichment, and intervention strategies

*Substitutes will be utilized to allow teachers to attend PD and conferences
 *Reagan Administration will support the needs of curriculum and instruction for teaching staff and will support PD efforts

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)
2000	LCAP Supplemental Professional Development days are being provided by the school district for teachers and administration this school year. The goal is to make sure that best instruction and practices are being used. Subs will be needed to provide PD release time for teachers

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

Strategy: Intervention

Activities:

- *Teachers will implement Reagan's Direct Instruction model to guide their lessons in English Language Arts.
- *Teachers will move towards using "Proving It" in the classroom where questions are presented in a way to help students critically think about their thought process.
- *Reagan staff will use assessments to guide instruction for the students
- *Teachers must utilize the strength of Professional Learning Communities by meeting regularly to analyze student data
- * Teachers will form intervention plans immediately for students below grade level on assessments
- *Teachers will use supplemental research based instructional materials and supplies including but not limited to: leveled readers, literature books, Imagine Learning, phonics workbooks, DRA kits, manipulatives, blacklined ELA masters, SRI, and various reading materials designed for a variety of modalities and instructional strategies
- *Intervention Assistants to assist teachers in the core curricular subject areas with students performing below grade level or within our significant subgroups
- *Teachers will utilize the SST team to help intervene with low-achieving students and students with disabilities
- *Teachers will provide time for students to work on their iReady My Path so that all students are receiving learning at their current level
- *Teachers will give the iReady Diagnostics throughout the year in order to monitor progress towards instructional goals and provide interventions based on the data

*Reagan's Technology TOSA is providing additional resources that can be used to teach and assess students' progress in their grade level listening standards

*Teachers will use technology to aid in their instruction; use of Smartboards, document cameras, LCD projectors, Illuminate, and the use of laptops, ipads, and ipod touches in their classrooms.

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)
7047.73	LCAP Intervention
8000.25	LCAP Supplemental

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The school district is utilizing the Ready math Curriculum and the iReady online component that provides students with instructions at their on level. Teachers analyze the data provided from multiple diagnostics in order to plan interventions and additional supports to ensure student success.

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

There were no budget discrepancies

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

*Continue to provide intervention

*Focus on supporting teachers in their tier 2 interventions

*Focus on ensuring that we are using our data to guide instruction and support intervention

*Continue to provide PD opportunities

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Science

LEA/LCAP Goal

Aim 1: Maximize Student Achievement

The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

Goal 3

To increase fifth-grade science proficiency as measured on the 2021-2022 CAST from 33% to 55%.

Reagan's Science program will consist of multiple strands. Science instruction will comprise of using Reagan's Direct Instruction model of core curriculum in the classroom, lessons and instruction where students are asked to critically think and prove their thought process, supplemental intervention groups within the classroom, small group or individual instruction, ELD/SDAIE lessons designed for EL students, the use of technology, first-hand exposure with experiments, and other interventions as needed. Teachers will also integrate STEM activities throughout their science lessons.

Identified Need

All fifth-grade students at Reagan

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022-2023 CAST Data	33% Proficient or Advanced	55% Proficient or Advanced

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

Strategy: Professional Development

Activities:

- *Provide teachers with continuous professional development on Science state standards, enrichment, intervention, and technology.
- *Teachers must utilize the strength of Professional Learning Communities by meeting regularly to analyze student data.
- *Through our professional development we are going to focus on student engagement strategies that will decrease attendance and behavior issues.
- *The district will be providing additional supports to implement alternatives for behavior through professional development and increased time in which an elementary counselor is present on campus.

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)

0

Source(s)

District Funded

The district will be providing PD around NGSS and the new science curriculum that was adopted. They will also pay for subs for these PD days.

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

Strategy: FBI for Science

Activities:

- *Use of new district adopted curriculum, as well as supplemental instructional materials and supplies.
- *Reagan Administration will support the needs of curriculum and instruction for teaching staff.
- *Teachers will implement Reagan's Direct Instruction model to guide their lessons in Science.
- *Reagan staff will use assessments to guide instruction for the students.
- *Teachers will communicate with parents and families to ensure the students are improving their scores.
- *Teachers will use technology to aid in their instruction; use of Point Write, document cameras, LCD projectors, Illuminate, and the use of laptops in their classrooms.
- *Reagan Administration will conduct informal (walk-throughs) and formal observations of teachers to ensure quality instruction for all students; technology will be used during walk-throughs to provide teachers feedback immediately.
- *Invest in programs to help assist our significant subgroups, such as Brain Pop.
- *Bring in Science support through assemblies and mobile learning carts to support student mastery.

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)

2000

Source(s)

LCAP Supplemental

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The school district is utilizing the STEM Science Curriculum to teach the Next Generation Science Standards. Teachers analyze the data provided from multiple assessments in order to plan interventions and additional supports to ensure student success.

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

There were no budget discrepancies

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

*Since we have new curriculum, it is critical that we support our teachers as they learn the new curriculum

*Ensure that we are providing the time for teachers to attend the PD that the district is providing

*Provide additional resources to support our teachers and/or planning time as they learn the new curriculum

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Attendance and Suspension

LEA/LCAP Goal

AIM I: Maximize Achievement for all students.

Goal 4

Regan will decrease suspension and attendance rates for all students with a specific focus on our SWD, FI, and EL subgroups

Identified Need

During the 2021-2022 school year, we saw an increase in the number of students absent at school and simultaneously we saw an increase in suspension rates within specific subgroups. These increases have placed our site into ATSI for this school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Data Dashboard	Chronic Absenteeism -Very High in all subgroups	Decrease chronic absentee rates and move from very high to high on the dashboard
California Data Dashboard	Suspensions-Very High in our SWD subgroup & High in our FI subgroup	Decrease suspension rates from very high or high to medium

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

Strategy: Professional Development around attendance and suspension

Activities around attendance:

*Provide PD around proactive strategies surrounding attendance

*Increase communication around the importance of attendance and the effects of negative attendance

Activities around suspension:

- *Specific staff will be trained in alternatives to behavior
- *Increased behavior supports on campus provided through district actions
- *Student engagement PD for teachers

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)

0

Source(s)

District Funded

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This is a new goal to be implemented in the 23-24 school year.

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

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

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	\$3,616.16
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$44,225.89

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 (\$)
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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 (\$)
District Funded	\$0.00
LCAP Intervention	\$11,593.73
LCAP Supplemental	\$29,016.00
Title III English Learner	\$3,616.16

Subtotal of state or local funds included for this school: \$44,225.89

Total of federal, state, and/or local funds for this school: \$44,225.89

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP Supplemental	\$29,016.00	0.00
LCAP Intervention	\$11,593.73	0.00
Title III English Learner	\$3,616.16	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCAP Intervention	11,593.73
LCAP Supplemental	29,016.00
Title III English Learner	3,616.16

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	LCAP Intervention	11,593.73
	LCAP Supplemental	29,016.00
	Title III English Learner	3,616.16

Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1	25,177.91
Goal 2	17,047.98
Goal 3	2,000.00
Goal 4	0.00

School Site Council Membership

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

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

Name of Members	Role
Amber Herman	Parent or Community Member
Chanell Martuana	Parent or Community Member
Melissa Papendorf	Other School Staff
Francisco Bernal	Parent or Community Member
Pamela Hoffhous	Principal
Ada Martinez	Parent or Community Member
Steve Gold	Classroom Teacher
Abby Arie	Parent or Community Member
Pamela Mantle	Classroom Teacher
Megan Long	Classroom Teacher

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



Other: Guidance Instructional Specialist

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 5/18/23.

Attested:



Principal, Pamela Hoffhous on 5/18/23



SSC Chairperson, Meghan Alanis on 5/25/23