

# ***School Plan for Student Achievement***



## **BUD RANK ELEMENTARY**

3650 Powers  
Clovis 93619

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
Bud Rank Elementary School	10621170113563	May 15, 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)

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.

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.

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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 Parents
- \*SART- School Assessment Review Team Students
- \*CUSD School Climate Assessment Staff
- \*English Learner Needs Assessment Survey
- \*Native American Education Survey
- \*Parent LCAP input

Summary:

- \*Community believes our staff, clean campus, and administration are our strengths.
- \*Community would like to see improvement in Math, intervention access, and enrichment (GATE).
- \*Staff would like to see improvement with math standards and morale.

## 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 6211 Clovis 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
- \*Star Reading Diagnostic

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
- \*Weekly texts for school and subgroups
- \*Updated School Website
- \*Social Media Posts
- \*Referrals to outside resources as needed and based on 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

Emotional/Family Supports

- \*Collaboration with our school psychologists
- \*Area transition teams
- \*CSI groups
- \*All 4 Youth
- \*District parent academies

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 on May 15, 2023, 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:

- \*Continue Tier 2 & 3 intervention schedule
- \*Tier 1 differentiation in class
- \*ELD Intervention
- \*SST Process

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.30%	0.46%	2	2	3
African American	2.7%	3.55%	3.37%	20	24	22
Asian	12.6%	11.52%	11.04%	94	78	72
Filipino	3.0%	3.25%	3.22%	22	22	21
Hispanic/Latino	28.6%	27.18%	26.99%	213	184	176
Pacific Islander	%	%	0%		0	0
White	47.9%	49.19%	48.93%	357	333	319
Multiple/No Response	5.1%	5.02%	5.06%	38	34	33
Total Enrollment				746	677	652

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	103	90	99
Grade 1	92	92	75
Grade 2	95	80	99
Grade3	113	92	77
Grade 4	103	97	95
Grade 5	124	100	102
Grade 6	116	126	105
Total Enrollment	746	677	652

### Conclusions based on this data:

1. Our enrollment at school has lost 160 students in just 3 years, which means more space at school for programs and intervention, but it's also a loss of strong staff and team members to share responsibilities.
2. From 20-21 to 21-22, our Asian and Hispanic students were 69 of the "lost enrollment" numbers.
3. Student Group percentages have remained consistent despite the enrollment decline.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	14	23	24	1.9%	3.4%	3.7%
Fluent English Proficient (FEP)	65	53	39	8.7%	7.8%	6.0%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

### Conclusions based on this data:

1. Our English Learner populations have increased in 21-22 and again in 22-23.
2. Unfortunately, due to COVID testing restrictions student data to reclassify students was difficult to obtain, so we had zero students reclassify in 2020-2021.
3. More Kindergarten students are qualifying as English Learner than years past.

# 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	90		0	88		0	88		0.0	97.8	
Grade 4	106	100		0	99		0	99		0.0	99.0	
Grade 5	123	103		0	102		0	102		0.0	99.0	
Grade 6	113	129		0	128		0	128		0.0	99.2	
All Grades	445	422		0	417		0	417		0.0	98.8	

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.			46.59			23.86			14.77			14.77	
Grade 4		2525.			54.55			24.24			11.11			10.10	
Grade 5		2560.			46.08			29.41			10.78			13.73	
Grade 6		2583.			34.38			40.63			20.31			4.69	
All Grades	N/A	N/A	N/A		44.60			30.46			14.63			10.31	

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		31.82			54.55			13.64	
Grade 4		31.31			63.64			5.05	
Grade 5		43.14			49.02			7.84	
Grade 6		29.69			56.25			14.06	
All Grades		33.81			55.88			10.31	

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
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		44.32			36.36			19.32	
Grade 4		40.40			50.51			9.09	
Grade 5		37.25			52.94			9.80	
Grade 6		28.13			67.97			3.91	
All Grades		36.69			53.48			9.83	

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
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		17.05			71.59			11.36	
Grade 4		18.18			72.73			9.09	
Grade 5		26.47			64.71			8.82	
Grade 6		22.66			74.22			3.13	
All Grades		21.34			70.98			7.67	

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
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		25.00			62.50			12.50	
Grade 4		33.33			62.63			4.04	
Grade 5		28.43			56.86			14.71	
Grade 6		28.13			66.41			5.47	
All Grades		28.78			62.35			8.87	

**Conclusions based on this data:**

1. Writing: 3rd grade in 21-22 had 19.32% BELOW standard equaling 17 students. The other grade levels were 10+ percentage points better than that, though they had more exceed the writing standard than other grade levels.
2. Listening: 78% of all students scored at/near or below standard. The lowest standard domain for Bud Rank. More practice with listening, note-taking, answering, and relistening as needed.
3. Our most significant decrease was in exceeded standard 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			% 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	90		0	88		0	88		0.0	97.8	
Grade 4	106	100		0	100		0	100		0.0	100.0	
Grade 5	123	103		0	102		0	102		0.0	99.0	
Grade 6	113	129		0	129		0	129		0.0	100.0	
All Grades	445	422		0	419		0	419		0.0	99.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2475.			40.91			29.55			17.05			12.50	
Grade 4		2519.			40.00			23.00			31.00			6.00	
Grade 5		2537.			36.27			26.47			20.59			16.67	
Grade 6		2589.			38.76			27.91			23.26			10.08	
All Grades	N/A	N/A	N/A		38.90			26.73			23.15			11.22	

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		50.00			39.77			10.23	
Grade 4		49.00			40.00			11.00	
Grade 5		36.27			49.02			14.71	
Grade 6		41.86			47.29			10.85	
All Grades		43.91			44.39			11.69	

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
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		44.32			39.77			15.91	
Grade 4		31.00			59.00			10.00	
Grade 5		26.47			56.86			16.67	
Grade 6		29.46			58.14			12.40	
All Grades		32.22			54.18			13.60	

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
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		43.18			48.86			7.95	
Grade 4		36.00			55.00			9.00	
Grade 5		23.53			63.73			12.75	
Grade 6		28.68			62.02			9.30	
All Grades		32.22			58.00			9.79	

**Conclusions based on this data:**

1. 63% of last year's 5th graders (this year's 6th graders) were at/near or below concepts and procedures standard. Their learning was affected in 3rd grade, when multiplication is explicitly taught.
2. Our percentage of students exceeding standard has dropped significantly, perhaps due to population change or interrupted learning.
3. The at/near standard group has grown, which means they could improve or slip under circumstances to 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	*	*	*	*	*	*	*	8
Grade 1	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	4	4
Grade 5	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*
All Grades							18	22

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	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	27.78	27.27	55.56	40.91	16.67	22.73	0.00	9.09	18	22

<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
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	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	27.78	45.45	50.00	31.82	22.22	18.18	0.00	4.55	18	22

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
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	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	22.22	18.18	50.00	31.82	16.67	36.36	11.11	13.64	18	22

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>								
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	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	16.67	45.45	83.33	50.00	0.00	4.55	18	22

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	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	50.00	54.55	44.44	22.73	5.56	22.73	18	22

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	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	27.78	22.73	66.67	59.09	5.56	18.18	18	22

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
<b>K</b>	*	*	*	*	*	*	*	*
<b>1</b>	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*
<b>All Grades</b>	11.11	31.82	83.33	63.64	5.56	4.55	18	22

**Conclusions based on this data:**

1. 27.27% of EL are scoring an overall 4, which is the requirement for Reclassification.
2. 31% are scoring a Level 2 or 1 which is approximately 7 students. They require significant language development.
3. The Speaking Domain requires more attention for improvement than other domains. Ability to describe, recall, state opinions, use details and vocabulary.

# 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
677	21.0	3.4	0.1
Total Number of Students enrolled in Bud Rank 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	23	3.4
Foster Youth	1	0.1
Socioeconomically Disadvantaged	142	21.0
Students with Disabilities	49	7.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	3.5
American Indian	2	0.3
Asian	78	11.5
Filipino	22	3.2
Hispanic	184	27.2
Two or More Races	34	5.0
Pacific Islander		
White	333	49.2

**Conclusions based on this data:**

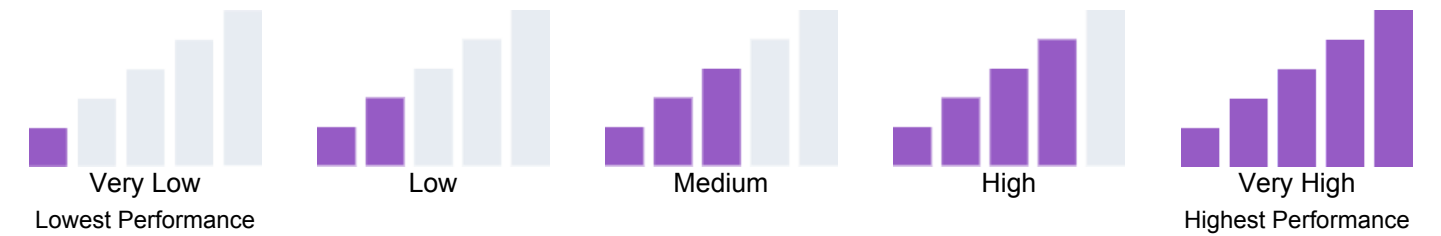
1. Our subgroups are a small part of our population, but when we are 9 and 17 students away from previous goals, subgroups matter.
2. More than half of our population identifies one or more races/ethnicities other than white.
3. 211 students at Socioeconomically Disadvantaged sounds much greater than 28.3%. That's 2 full grades levels of students.

# School and Student Performance Data

## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

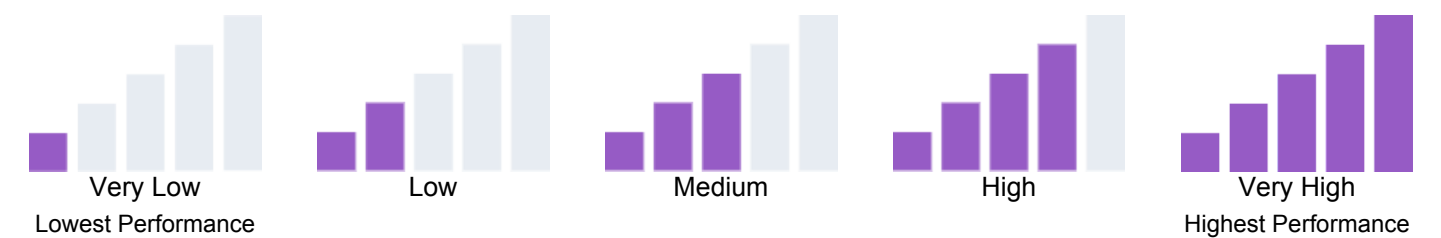
1. Our overall performance in ELA fell in the very high status range
2. Mathematics was slightly behind ELA in the high status range
3. Our most concerning status indicator is in chronic absenteeism which fell in the high status range

# School and Student Performance Data

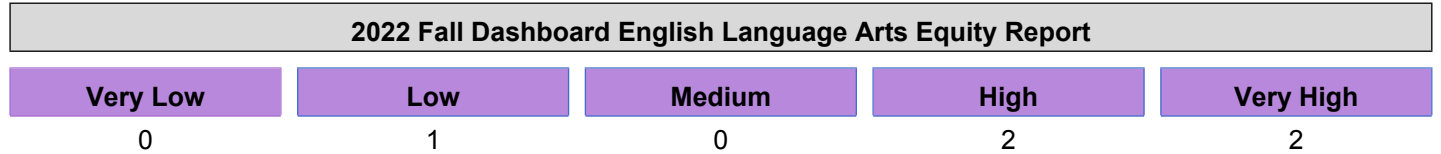
## Academic Performance English Language Arts

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](#).

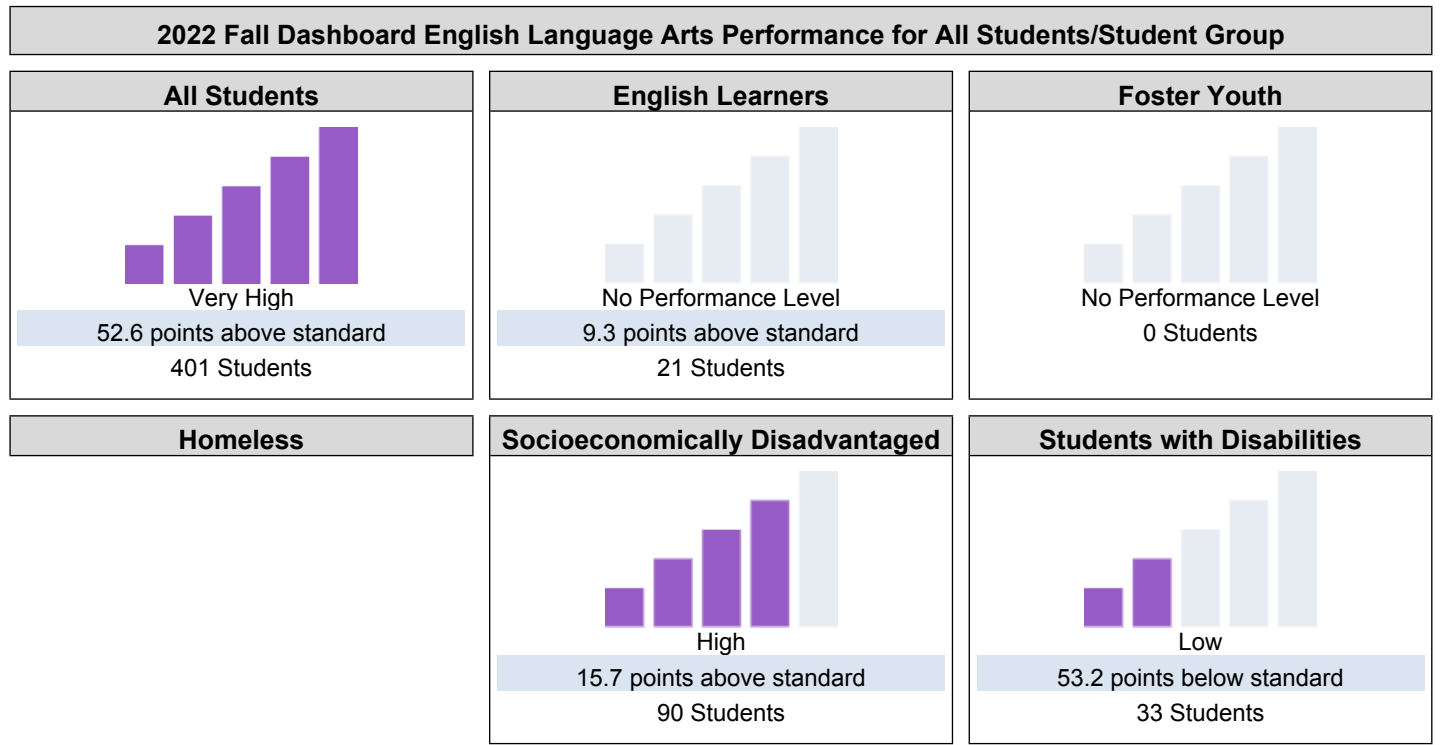
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

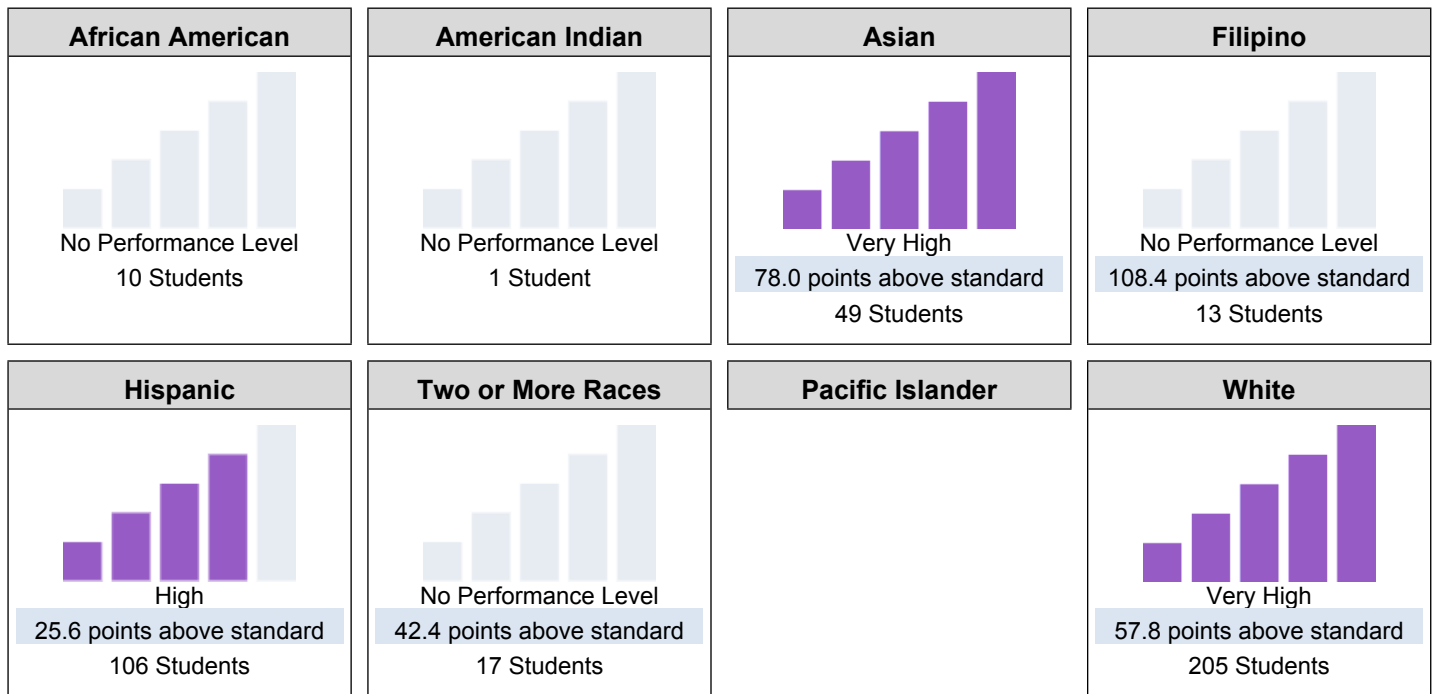


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in 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
8 Students	42.2 points above standard 13 Students	50.0 points above standard 348 Students

#### Conclusions based on this data:

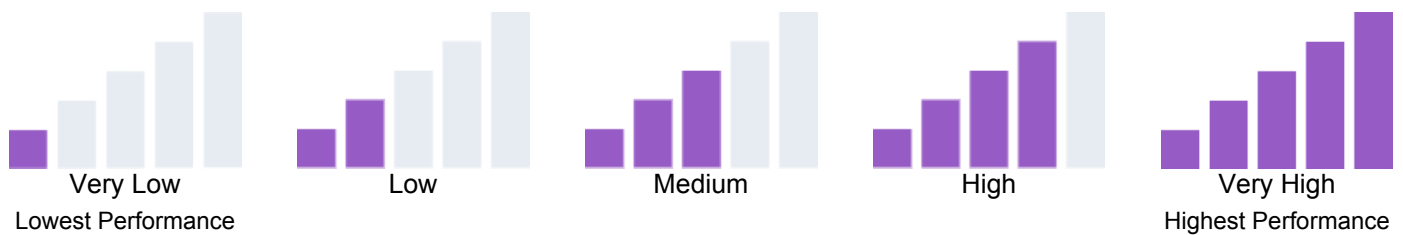
1. Our overall ELA scores are in the very high status range
2. Our highest performing subgroup according to the status indicator is our Asian subgroup
3. Our lowest performing subgroup according to the status indicator is our SWD

# School and Student Performance Data

## Academic Performance Mathematics

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

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



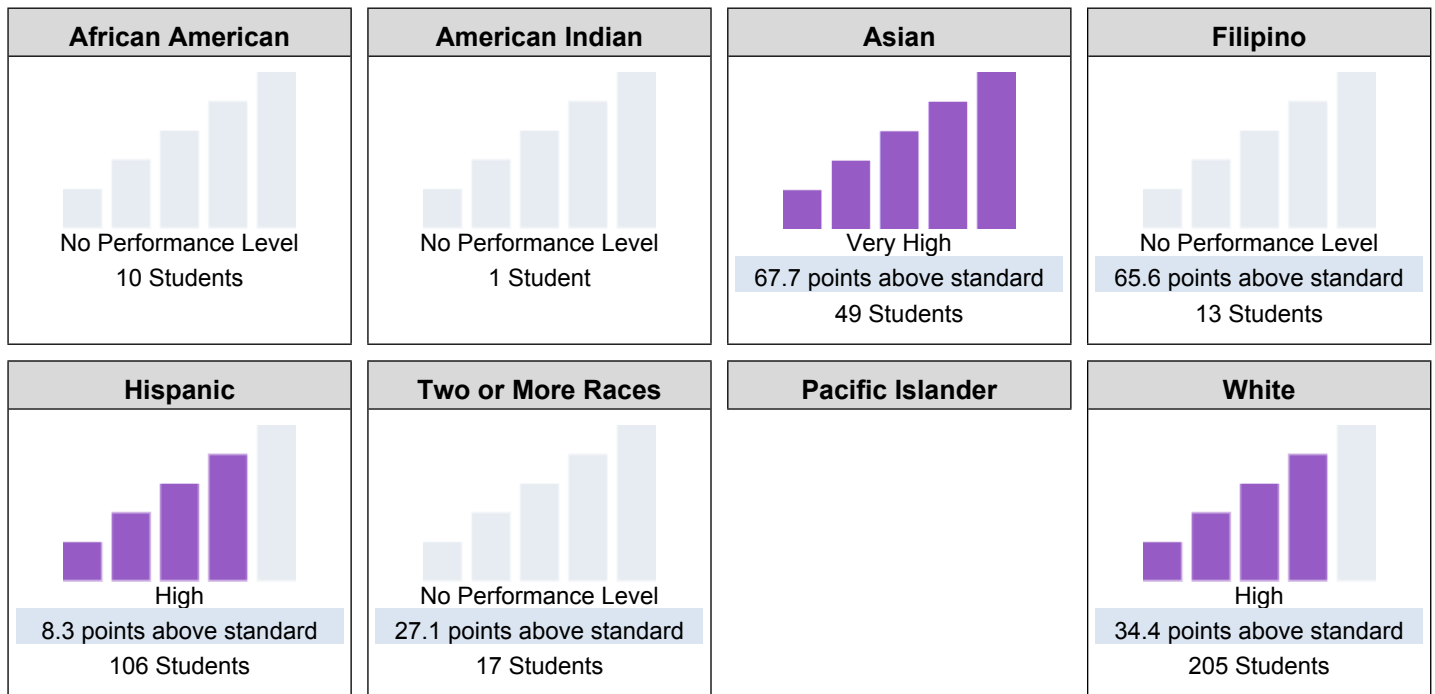
This section provides number of student groups in each level.

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

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  High 32.0 points above standard 401 Students	<b>English Learners</b>  No Performance Level 6.3 points below standard 21 Students	<b>Foster Youth</b>  No Performance Level 0 Students
<b>Homeless</b>  High 0.8 points above standard 90 Students	<b>Socioeconomically Disadvantaged</b>  High 0.8 points above standard 90 Students	<b>Students with Disabilities</b>  Low 54.5 points below standard 33 Students

### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
8 Students	11.7 points above standard 13 Students	29.9 points above standard 348 Students

#### Conclusions based on this data:

1. Our overall math indicator fell into the high range
2. Our highest performing subgroup according to this indicator is our Asian subgroup who performed 67.7 points above average
3. Our lowest-performing subgroup according to this indicator is our SWD

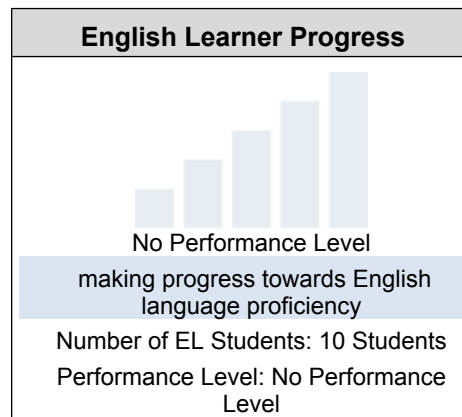
# School and Student Performance Data

## 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
0.0%	0.0%	0.0%	0.0%

#### Conclusions based on this data:

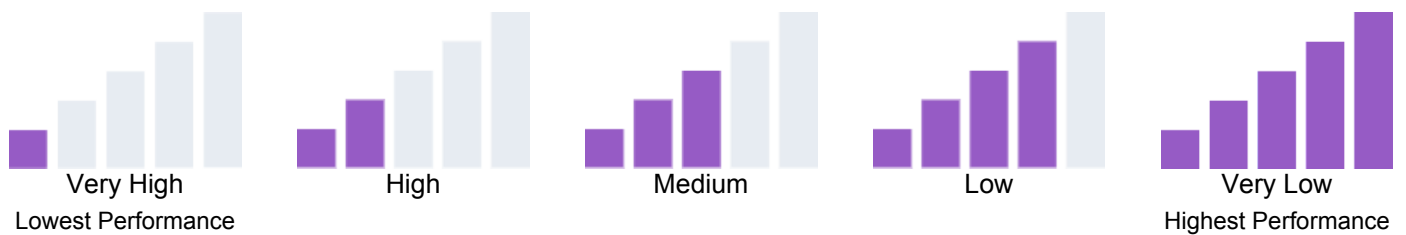
1. No status indicator is provided because we have less than 30 EL students

# School and Student Performance Data

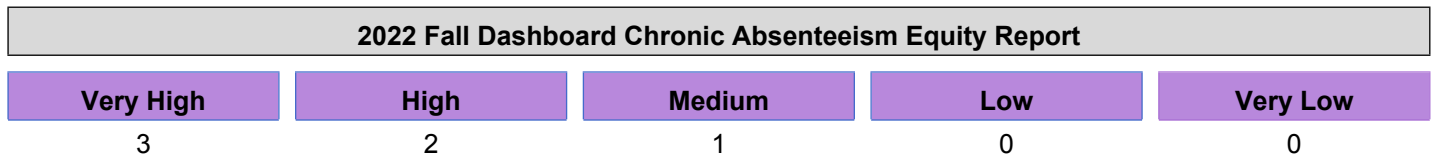
## Academic Engagement Chronic Absenteeism

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

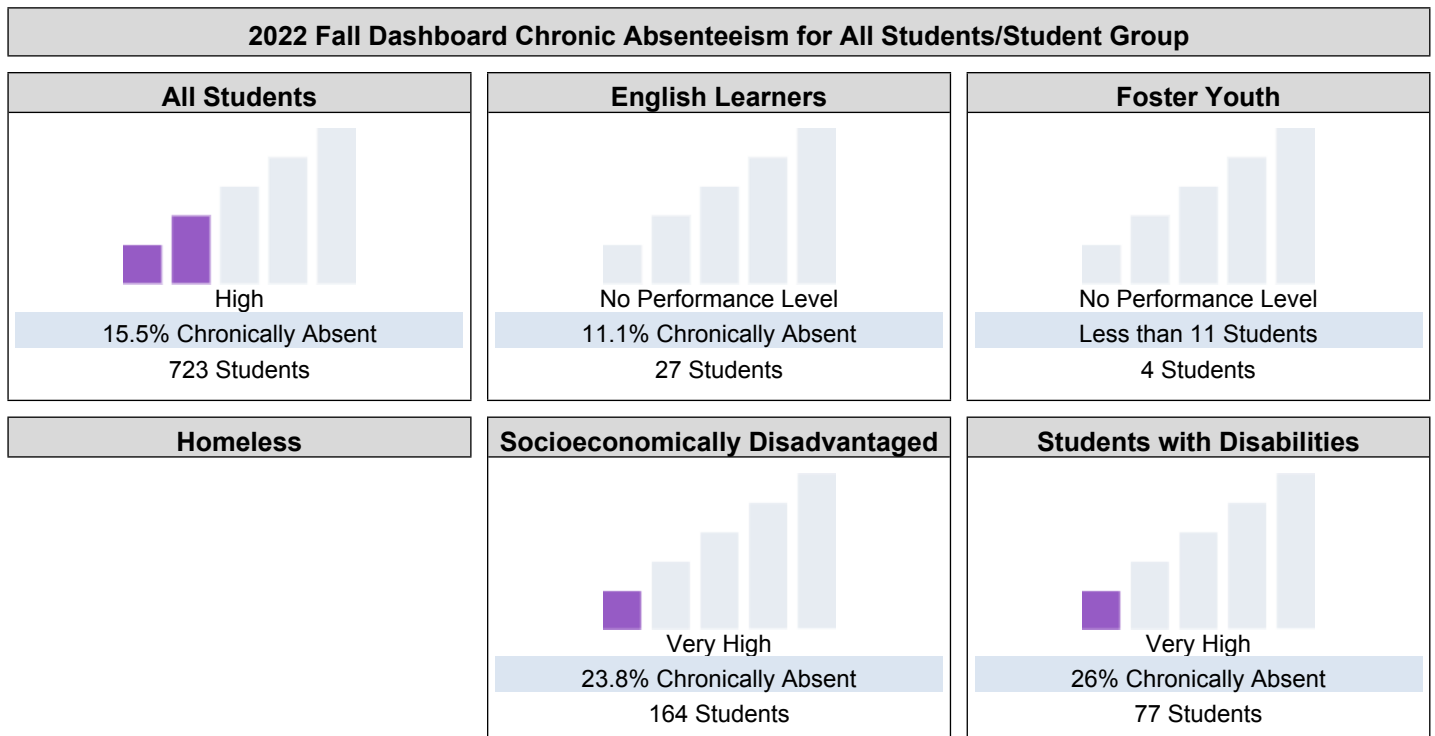
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



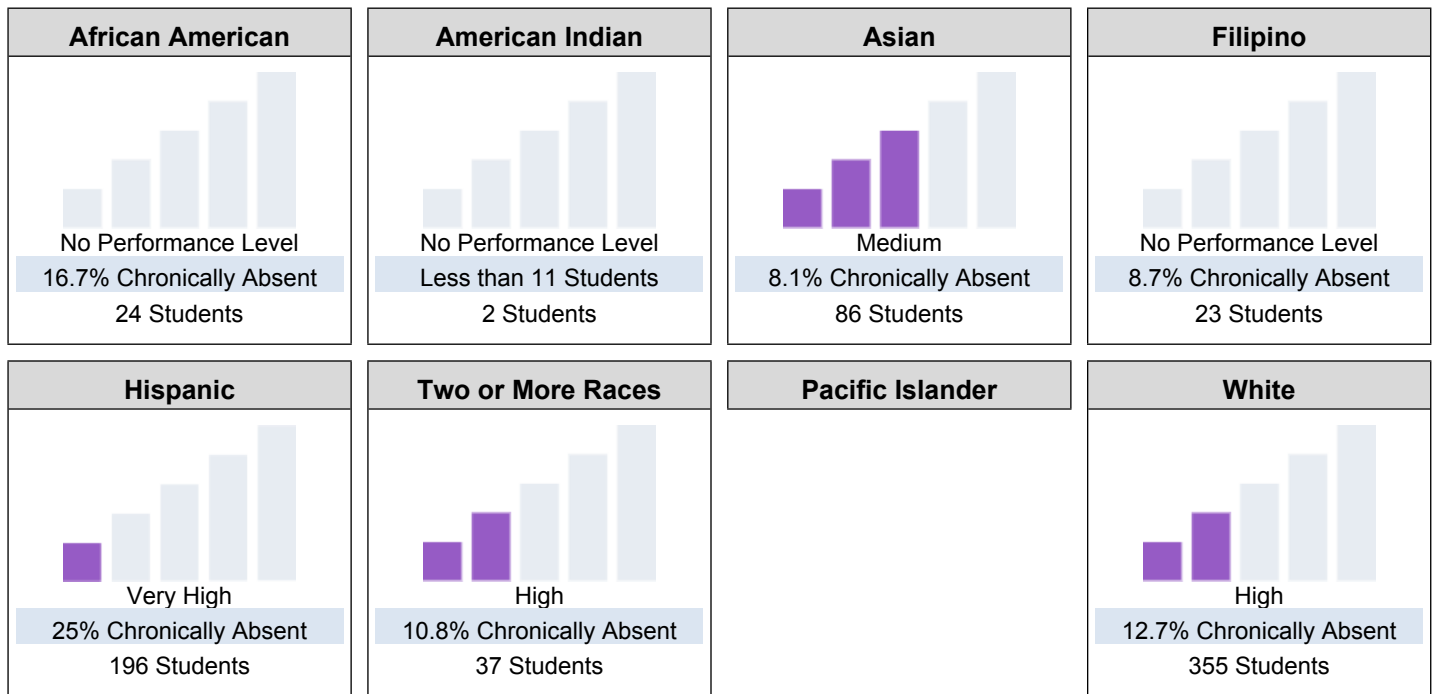
This section provides number of student groups in each level.



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



## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

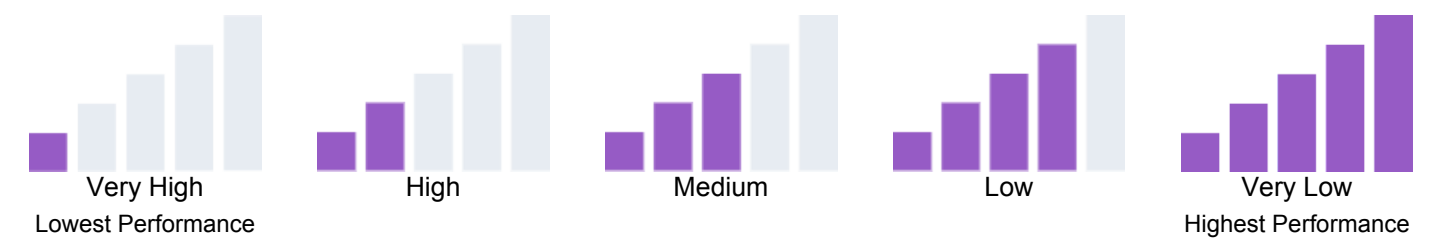
1. Our chronic absentee indicator fell into the high range due to having 112 or 15% students at the Chronically Absent level.
2. There were 39 SED students and 20 SWD students chronically absent. These two subgroups had the largest impact on our rates.
3. Kindergarten students (22 of them) had more students at chronically absent than all other grade levels. The other grade levels were 12-17 students each.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

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

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



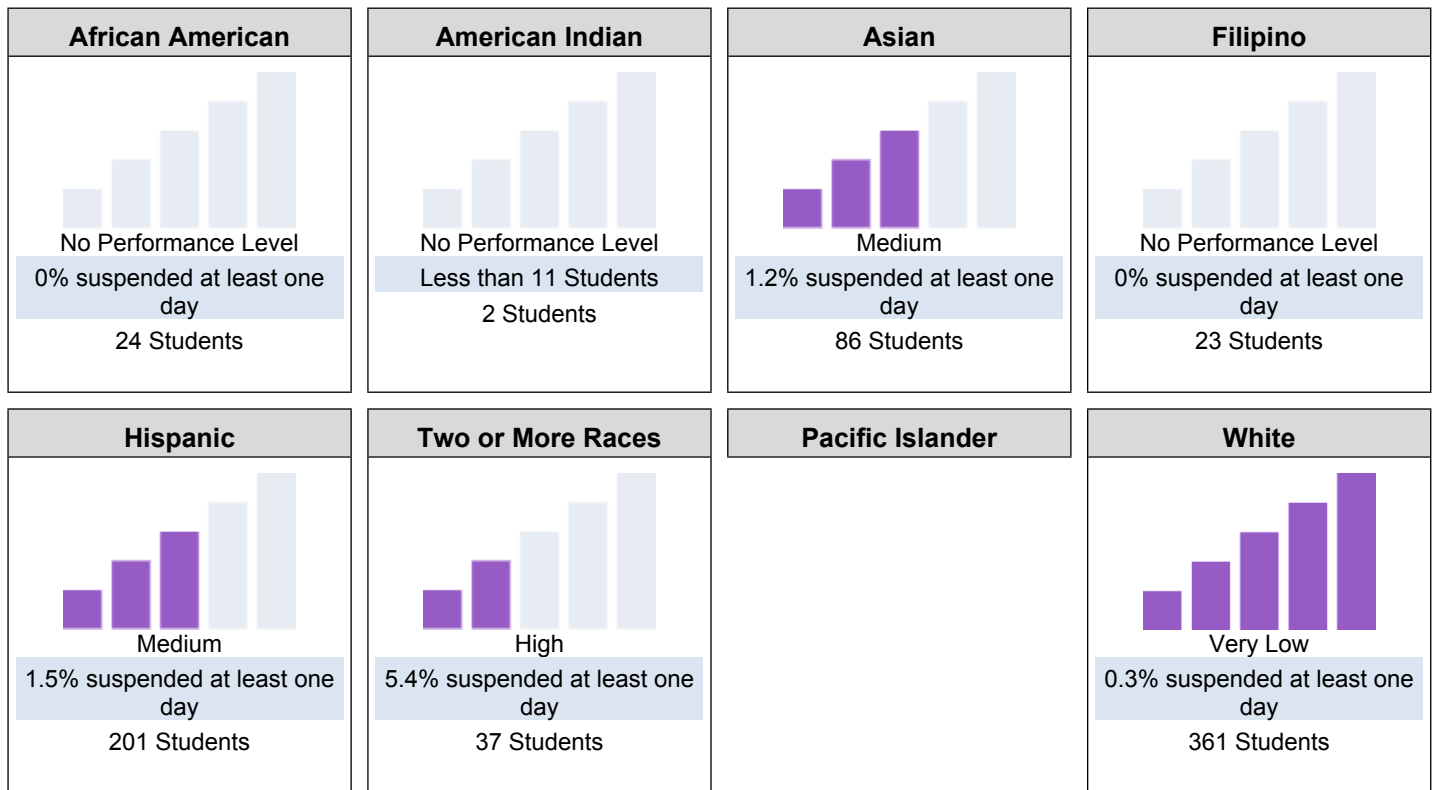
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	1	4	0	1

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		
<div><b>All Students</b></div> <div><p>Low</p><p>1% suspended at least one day</p><p>734 Students</p></div>	<div><b>English Learners</b></div> <div><p>No Performance Level</p><p>3.6% suspended at least one day</p><p>28 Students</p></div>	<div><b>Foster Youth</b></div> <div><p>No Performance Level</p><p>Less than 11 Students</p><p>4 Students</p></div>
<div><b>Homeless</b></div> <div><p>Medium</p><p>2.4% suspended at least one day</p><p>170 Students</p></div>	<div><b>Socioeconomically Disadvantaged</b></div> <div><p>Medium</p><p>2.4% suspended at least one day</p><p>170 Students</p></div>	<div><b>Students with Disabilities</b></div> <div><p>Medium</p><p>1.3% suspended at least one day</p><p>78 Students</p></div>

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. Our overall suspension rates fell into the low status indicator with only 1% of our students being suspended at least one day
2. The subgroup with the most suspensions was Two or More races
3. The subgroup with the least suspensions was our White subgroup



# 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

\*high-quality educational system for ALL students focusing on mind, body, and spirit

\*use engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

## Goal 1

3rd-6th Grade CAASPP ELA Meet or Exceed Standard

## Identified Need

Our students meeting or exceeding standard for ELA CAASPP is not at the level pre-COVID or what we expect. Last year, 75.06% met or exceeded. We would like this number to improve 2% for all 3rd-6th graders.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Reports, District Assessments, iReady Progress Monitoring	ELA baseline is 75.06% met or exceeded.	ELA greater than or equal to 77.06% met or exceeded standard.

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 in Tier 2 & Tier 3 Interventions, Students in Targeted Subgroups

### Strategy/Activity

To gain growth above expected levels, Bud Rank will continue with:  
PLC  
TGLE  
Data Teams  
MTSS/Intervention  
Clovis North Transition Team  
Categorical Funding in 0600, 0601, and 4203  
The Technology lab  
Combo-support teachers

## ELD Intervention

### 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)

23,272.84

Source(s)

LCAP Intervention

Intervention & Combo Support Teachers

## 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.

While we wait the CAASPP results for 22-23, we found 71.8% of our 3rd-6th graders met or exceeded on the iReady Spring Diagnostic. Studies show the iReady test is a strong indicator of the results on CAASPP, therefore Bud Rank did not meet this goal. Our 5th and 6th grade levels struggled to attain grade level more than 3rd and 4th grade. Both of these grade levels have exhibited frequent behavior and reluctance to learn. Despite detentions, academic probations, parent conferences, Tier 2 and Tier 3 intervention, Special Education assessments, and other alternative consequences and incentives, 69 students did not meet grade level reading expectations. 3rd and 4th grade have 37 students not meeting grade level standards.

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

Intervention is implemented, but the budget is less this year, because funding was decreased. Funding does not give us dual support for math and reading. A student can only get 1 subject at a time for intervention.

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

We set our goal to reflect our achievements prior to COVID and online learning. Perhaps, since our baseline is different we need to lower our expectation and focus on ANY growth in reading scores. It would be helpful to target 5th and 6th grade levels and address the academic slide that occurs with our students.

# 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

3rd-6th Grade CAASPP Math Meet or Exceed Standard

## Identified Need

Our students meeting or exceeding standard for ELA CAASPP is not at the level pre-COVID or what we expect. Last year, 65.63% met or exceeded.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Achievement Reports for Math	65.63% Math CAASPP Students Met or Exceeded Standards	70% Students meet or exceed standards in Math CAASPP

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)

TGLE Students Identified as needing Tier 2 or Tier 3 Intervention, or students in targeted subgroups (SED, EL, SPED)

### Strategy/Activity

To gain growth above expected levels, Bud Rank will continue with:  
PLC  
TGLE  
Data Teams  
MTSS/Intervention  
Math Fact Competition  
Clovis North Transition Team  
Categorical Funding in 0600, 0601, and 4203 The  
Technology lab  
Combo-support 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)

22,384.62

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.

Our Math goal was met! Bud Rank success! Our iReady Spring Diagnostic scores in 3rd-6th grade show 72.8% met or exceeded their grade level standards. This is a growth from where we were last year AND it meets our pre-COVID and online learning levels. Unlike ELA, there is no pattern to WHY students didn't meet the level. 103 students out of 379 are not meeting grade level standards. That still seems like a lot of students missing out. 16 are 3 or more grade levels behind, 8 are just 2 years behind, but 79 students are within 1 year behind. Our 3rd and 4th grade teachers modified some intervention time and had the intervention teacher give direct instruction to a smaller class size of Tier 2 students. Perhaps, that's why those two grade levels only have 6 students 2 or more years behind. Bud Rank implemented a monthly math fact challenge- must be working!

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

Ongoing math intervention with a smaller budget is a challenge, but adding a schoolwide math fact initiative and working with our Tier 2 in 3rd and 4th grade may have helped us meet our 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.

We will consider using the new math intervention model in all testing grade levels to support the student not meeting grade level. Continue with math fact challenge.

# 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

English Learners

## 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 3

More English Learner Students will meet or exceed standards on CAASPP ELA and Level 4 on ELPAC

## Identified Need

With more English Learners joining our population, the need to reclassify students will arise. Reclassifying before 3rd grade is the golden spot, because the CAASPP can be a hurdle for some students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

English Learner

### Strategy/Activity

Daily English Language Instruction  
English Learner Intervention  
ELA Intervention as needed from teacher assessments  
Discussions with parents at conferences  
Long-Term ELL meetings  
ELPAC preparation  
Communicate reclassification criteria clearly  
ELAC

## 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)

3,831.64

Source(s)

Title III English Learner

English Learner Intervention Program

## 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.

While we wait upon the CAASPP and ELPAC results, we can use the iReady Spring reading diagnostic to predict that just 2 of our 11 3rd-6th grade English Learners have met grade level on the state ELA standards. Nine of our students are below grade level. Two third graders are close to reclassification status.

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

We have time and an intervention teacher to support English Learners, but the times are not convenient for most students, so many miss. The funding we have gives so little time for these students.

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.

Schedule English Learner support early in the year and work with schedules and teachers. Give teachers material and strategies to support the ELPAC tasks in the classroom. Give the ELPAC assessments sooner next year, to hopefully have data to use on analysis of 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	\$2,712.12
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	\$49,489.10

## 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 (\$)
LCAP Intervention	\$23,272.84
LCAP Supplemental	\$22,384.62
Title III English Learner	\$3,831.64

Subtotal of state or local funds included for this school: \$49,489.10

Total of federal, state, and/or local funds for this school: \$49,489.10

# 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	22,384.62	0.00
LCAP Intervention	23,272.84	0.00
Title III English Learner	3831.64	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCAP Intervention	23,272.84
LCAP Supplemental	22,384.62
Title III English Learner	3,831.64

## Expenditures by Budget Reference

Budget Reference	Amount
	49,489.10

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP Intervention	23,272.84
	LCAP Supplemental	22,384.62
	Title III English Learner	3,831.64

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	23,272.84
Goal 2	22,384.62



Goal 3

3,831.64

# 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
- 0 Secondary Students

Name of Members	Role
Zulma Gonzales	Parent or Community Member
Wendie Jager	Classroom Teacher
Ryan Gettman	Principal
Staci Bletscher	Classroom Teacher
Jaymee McCall	Classroom Teacher
Dominique Chamberlain	Parent or Community Member
Randy Dhindsa	Parent or Community Member
Michael Brescione	Parent or Community Member
Mandy Everson	Parent or Community Member
Jessica Sanchez	Other School Staff

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
	English Learner Advisory Committee
	Gifted and Talented Education Program Advisory Committee
	Departmental Advisory Committee

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 May 15, 2023.

Attested:	
	Principal, Ryan Gettman on May 15, 2023
	SSC Chairperson, Michael Brescione on May 15, 2023