

# *School Plan for Student Achievement*



# RED BANK

## **RED BANK ELEMENTARY**

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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
Red Bank Elementary School	10-62117-6109243	5/23/23	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 SPSA we have created a plan that focuses on ELA, math, and our MTSS system. It is our ultimate goal to implement this plan and continue to increase our academic achievement. Our plan also includes actions and strategies around chronic absenteeism.

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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 LCAP survey
- \*CUSD school climate assessment
- \*English Learner needs assessment Survey
- \*Native American Education Survey
- \*Parent LCAP survey

Red Bank is on an Additional Targeted Support and Improvement (ATSI) plan due to chronic absenteeism in the ethnicity group of "two or more races." Red Bank's goal is to work to improve the absentee rate of this subgroup and this plan was presented at the SSC/ELAC quarter IV meeting.

## 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

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 needs

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

- \*Parent-Teacher Club (PTC)
- \*Intercultural Diversity Advisory Council (IDAC)
- \*School Assessment and Review Team (SART)
- \*English Learner Advisory Committee (ELAC)
- \*School Site Council (SSC)
- \*Back to school night
- \*Open House

Our site also offers social emotional supports 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 at the May 24th, 2023 SSC/ELAC meeting:

- Continue to hold Red Bank staff and students to high standards
- Strive to have students grow in their achievement levels on state assessments
- Continue to utilize available funds to hire staff that support all students, but especially any subgroups that require extra help

## Resource Inequities

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

Based on a review of quantitative data along with parent feedback and educational partner input, we found a resource inequity exists within our program in the area of chronic absences and our two or more races subgroup. Our analysis illustrated for us that our parents, specifically from our two or more races subgroup need support around attendance including but not limited to: training on the importance of attending school, getting past barriers that are keeping their students hom, and help in getting their students to school on time. We will address this inequity through parent training, increased communication regarding attendance in a variety of languages, meetings, and through the support of our attendance liaison.

# 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	1.0%	0.65%	0.63%	8	5	5
African American	3.1%	3.39%	3.27%	24	26	26
Asian	17.7%	18.36%	17.74%	137	141	141
Filipino	3.1%	1.95%	1.89%	24	15	15
Hispanic/Latino	31.8%	30.99%	32.08%	247	238	255
Pacific Islander	0.5%	0.13%	0.13%	4	1	1
White	39.1%	39.97%	38.49%	303	307	306
Multiple/No Response	3.7%	4.30%	5.28%	29	33	42
Total Enrollment				776	768	795

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	126	130	108
Grade 1	107	102	128
Grade 2	114	103	101
Grade3	108	111	118
Grade 4	105	113	113
Grade 5	107	109	117
Grade 6	109	100	110
Total Enrollment	776	768	795

### Conclusions based on this data:

1. The two largest demographic groups, white and Hispanic, have remained fairly static over the last three years.
2. The African American demographic group has increased over the last three years.
3. The smallest demographic groups, American Indian and Filipino, have declined over the last three years.

# 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	53	54	58	6.8%	7.0%	7.3%
Fluent English Proficient (FEP)	50	41	41	6.4%	5.3%	5.2%
Reclassified Fluent English Proficient (RFEP)	0	9		0.0%	16.0%	

### Conclusions based on this data:

1. Within the last 3 years, the number of EL students has increased slightly.
2. There was a gap of 0 reclassifications during the 20-21 school year.
3. The number of EL students has been climbing in conjunction with the climb in minority group numbers at the school.

# 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	105	115		0	115		0	115		0.0	100.0	
Grade 4	103	113		0	110		0	110		0.0	97.3	
Grade 5	107	108		0	108		0	108		0.0	100.0	
Grade 6	107	102		0	101		0	101		0.0	99.0	
All Grades	422	438		0	434		0	434		0.0	99.1	

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		2452.			38.26			24.35			17.39			20.00	
Grade 4		2506.			39.09			28.18			15.45			17.27	
Grade 5		2559.			47.22			27.78			11.11			13.89	
Grade 6		2560.			27.72			33.66			24.75			13.86	
All Grades	N/A	N/A	N/A		38.25			28.34			17.05			16.36	

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		22.61			65.22			12.17	
Grade 4		26.36			60.91			12.73	
Grade 5		36.11			56.48			7.41	
Grade 6		23.76			58.42			17.82	
All Grades		27.19			60.37			12.44	

<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		29.57			56.52			13.91	
Grade 4		34.55			52.73			12.73	
Grade 5		32.41			55.56			12.04	
Grade 6		25.74			60.40			13.86	
All Grades		30.65			56.22			13.13	

<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		13.91			76.52			9.57	
Grade 4		12.73			75.45			11.82	
Grade 5		21.30			69.44			9.26	
Grade 6		18.81			74.26			6.93	
All Grades		16.59			73.96			9.45	

<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		27.83			56.52			15.65	
Grade 4		26.36			64.55			9.09	
Grade 5		37.04			53.70			9.26	
Grade 6		35.64			60.40			3.96	
All Grades		31.57			58.76			9.68	

**Conclusions based on this data:**

1. There is a gap in SBAC ELA achievement data due to the COVID pandemic.
2. The 21-22 school year data is being considered baseline data for comparison with future years.
3. There is a general decline in overall performance band percentages for ELA between the year 18-19 and 21-22.

# 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	105	115		0	115		0	115		0.0	100.0	
Grade 4	103	113		0	110		0	110		0.0	97.3	
Grade 5	107	108		0	108		0	108		0.0	100.0	
Grade 6	107	102		0	101		0	101		0.0	99.0	
All Grades	422	438		0	434		0	434		0.0	99.1	

\* 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		2447.			20.87			37.39			24.35			17.39	
Grade 4		2496.			33.64			18.18			35.45			12.73	
Grade 5		2554.			42.59			25.00			21.30			11.11	
Grade 6		2562.			38.61			17.82			26.73			16.83	
All Grades	N/A	N/A	N/A		33.64			24.88			26.96			14.52	

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		30.43			57.39			12.17	
Grade 4		36.36			44.55			19.09	
Grade 5		45.37			40.74			13.89	
Grade 6		39.60			43.56			16.83	
All Grades		37.79			46.77			15.44	

<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		23.48			53.91			22.61	
Grade 4		30.91			47.27			21.82	
Grade 5		32.41			55.56			12.04	
Grade 6		23.76			59.41			16.83	
All Grades		27.65			53.92			18.43	

<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		26.09			66.09			7.83	
Grade 4		26.36			55.45			18.18	
Grade 5		29.63			60.19			10.19	
Grade 6		24.75			62.38			12.87	
All Grades		26.73			61.06			12.21	

**Conclusions based on this data:**

1. There is a gap in SBAC Math achievement data due to the COVID pandemic.
2. The 21-22 school year data is being considered baseline data for comparison with future years.
3. There is a general decline in overall performance band percentages for Math between the year 18-19 and 21-22.



# 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	8
Grade 1	*	*	*	*	*	*	8	8
Grade 2	*	*	*	*	*	*	10	8
Grade 3	*	1532.8	*	1535.8	*	1529.3	6	12
Grade 4	*	*	*	*	*	*	8	9
Grade 5	*	*	*	*	*	*	9	*
Grade 6	1569.5	*	1585.7	*	1552.9	*	11	7
All Grades							60	55

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	*	33.33	*	50.00	*	8.33	*	8.33	*	12
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	36.36	*	45.45	*	18.18	*	0.00	*	11	*
All Grades	28.33	32.73	41.67	41.82	23.33	16.36	6.67	9.09	60	55

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	*	50.00	*	33.33	*	8.33	*	8.33	*	12
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	72.73	*	27.27	*	0.00	*	0.00	*	11	*
All Grades	43.33	47.27	33.33	32.73	16.67	10.91	6.67	9.09	60	55

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	*	25.00	*	41.67	*	33.33	*	0.00	*	12
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	18.18	*	27.27	*	54.55	*	0.00	*	11	*
All Grades	18.33	16.36	36.67	40.00	38.33	36.36	6.67	7.27	60	55

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	*	66.67	*	33.33	*	0.00	*	12
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	45.45	*	54.55	*	0.00	*	11	*
All Grades	50.00	52.73	43.33	40.00	6.67	7.27	60	55

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
<b>K</b>	*	*	*	*	*	*	*	*
<b>1</b>	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*
<b>3</b>	*	66.67	*	25.00	*	8.33	*	12
<b>4</b>	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*
<b>6</b>	72.73	*	27.27	*	0.00	*	11	*
<b>All Grades</b>	40.00	45.45	48.33	45.45	11.67	9.09	60	55

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
<b>K</b>	*	*	*	*	*	*	*	*
<b>1</b>	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*
<b>3</b>	*	25.00	*	75.00	*	0.00	*	12
<b>4</b>	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*
<b>6</b>	36.36	*	36.36	*	27.27	*	11	*
<b>All Grades</b>	28.33	14.55	50.00	74.55	21.67	10.91	60	55

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>	*	25.00	*	75.00	*	0.00	*	12
<b>4</b>	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*
<b>6</b>	18.18	*	81.82	*	0.00	*	11	*
<b>All Grades</b>	25.42	24.53	66.10	75.47	8.47	0.00	59	53

**Conclusions based on this data:**

1. Majority of our students fall in the level 3 range
2. The oral language subdomain is the highest performing section for Red Bank's EL populatiuon.
3. The oral language domain mean scale score went up overall while the written language domain mean scale score went down overall.

# 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
768	32.3	7.0	0.4
Total Number of Students enrolled in Red Bank 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	54	7.0
Foster Youth	3	0.4
Socioeconomically Disadvantaged	248	32.3
Students with Disabilities	53	6.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	26	3.4
American Indian	5	0.7
Asian	141	18.4
Filipino	15	2.0
Hispanic	238	31.0
Two or More Races	33	4.3
Pacific Islander	1	0.1
White	307	40.0

### Conclusions based on this data:

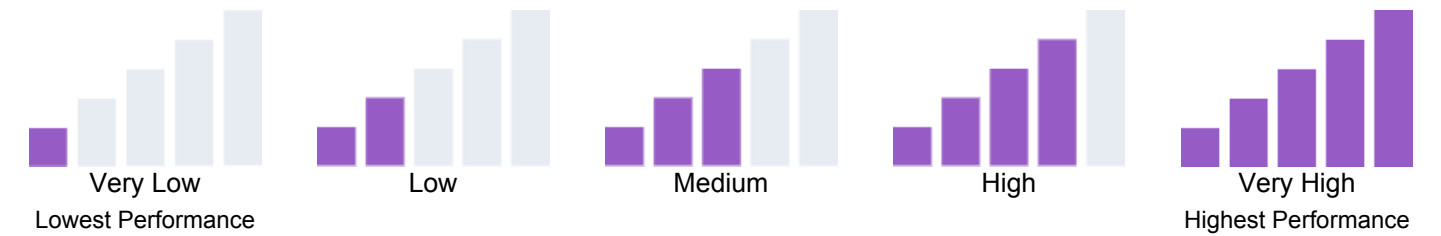
1. The socio-economically disadvantaged population percentage is 32.3% which is a little lower than last year.
2. The students with disabilities population has risen from the previous year.
3. Our largest subgroups are white and Hispanic.

# School and Student Performance Data

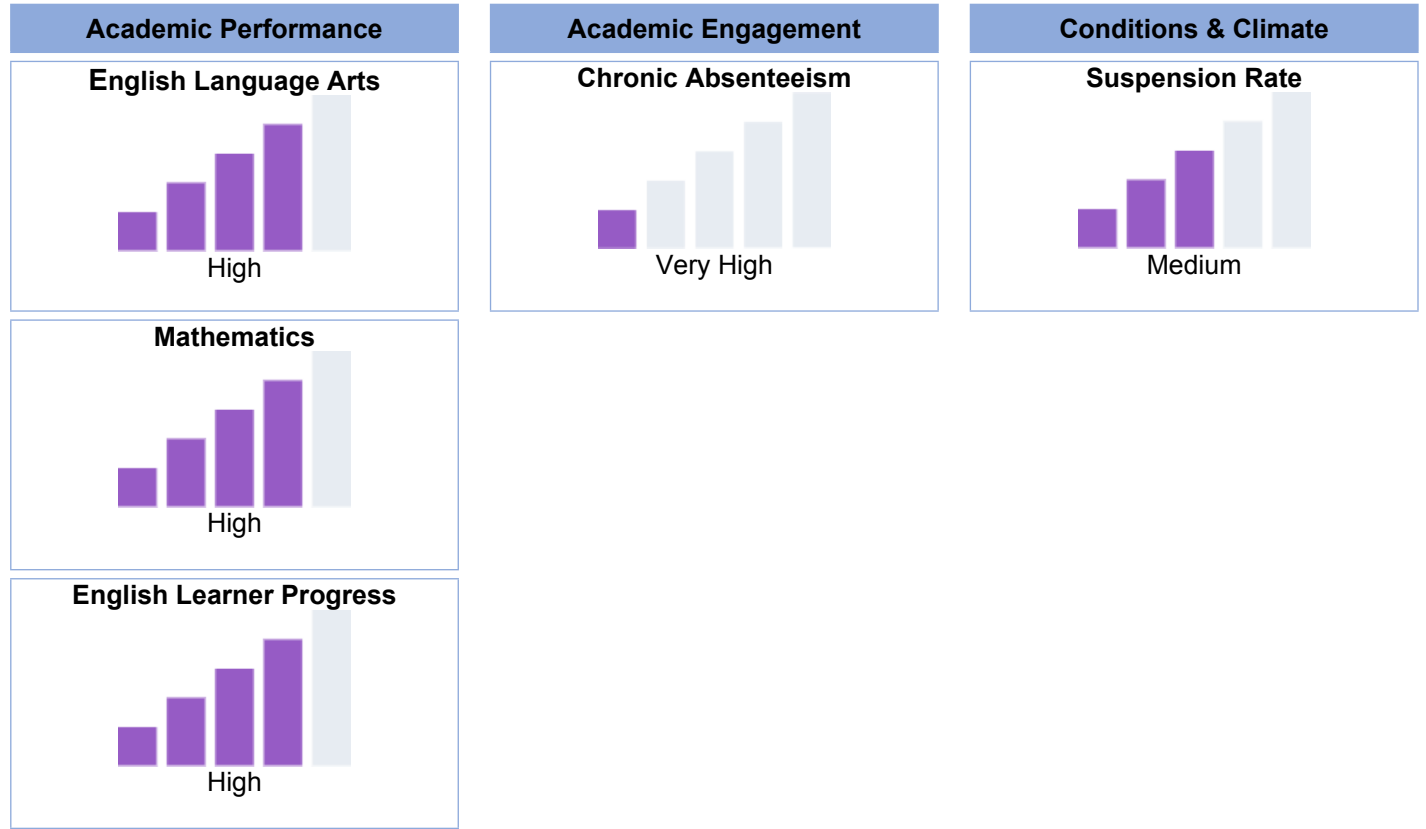
## Overall Performance

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:

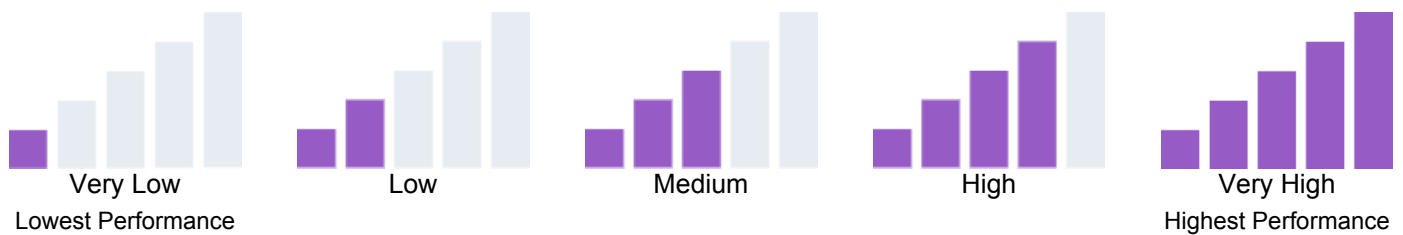
1. Our overall math and ELA has a high indicator
2. Our overall chronic absentee rates have a very high indicator
3. Our overall suspension rates received a medium indicator

# School and Student Performance Data

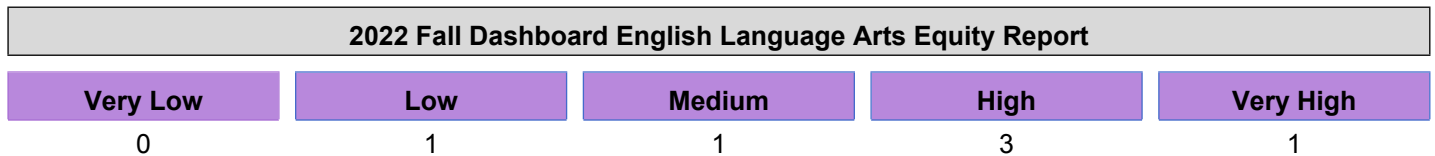
## Academic Performance English Language Arts

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](#).

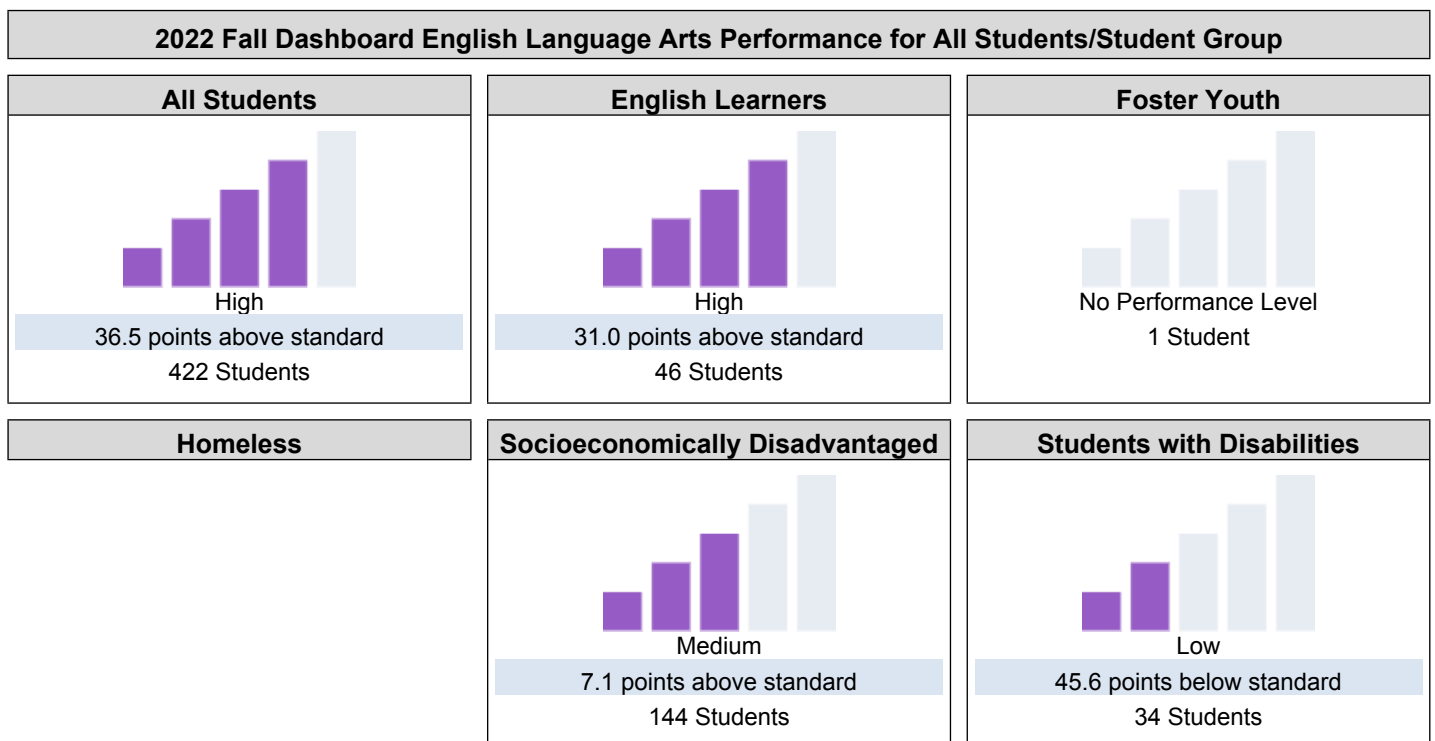
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



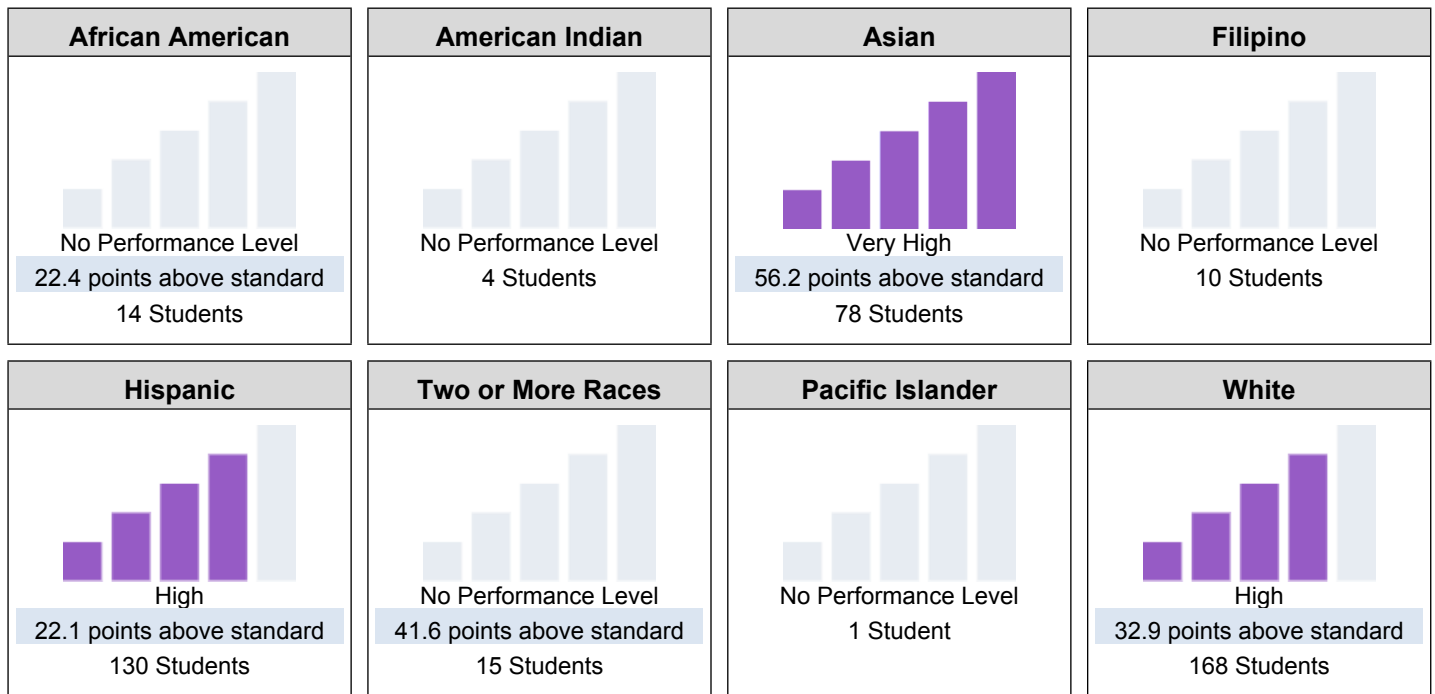
This section provides number of student groups in each level.



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
7.0 points below standard 29 Students	95.8 points above standard 17 Students	33.4 points above standard 357 Students

#### Conclusions based on this data:

1. Our overall indicator is high and three of our subgroups also received high indicators
2. Our Asian subgroup has the has the highest performance levels and receive a very high indicator
3. Our SWD performed the lowest

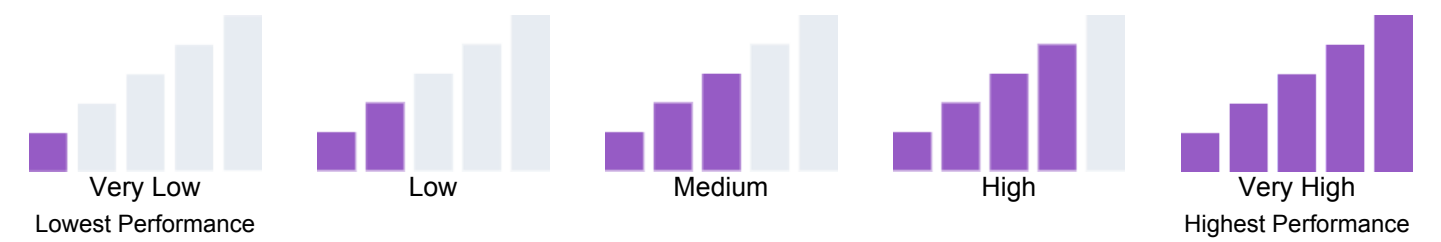


# School and Student Performance Data

## 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).



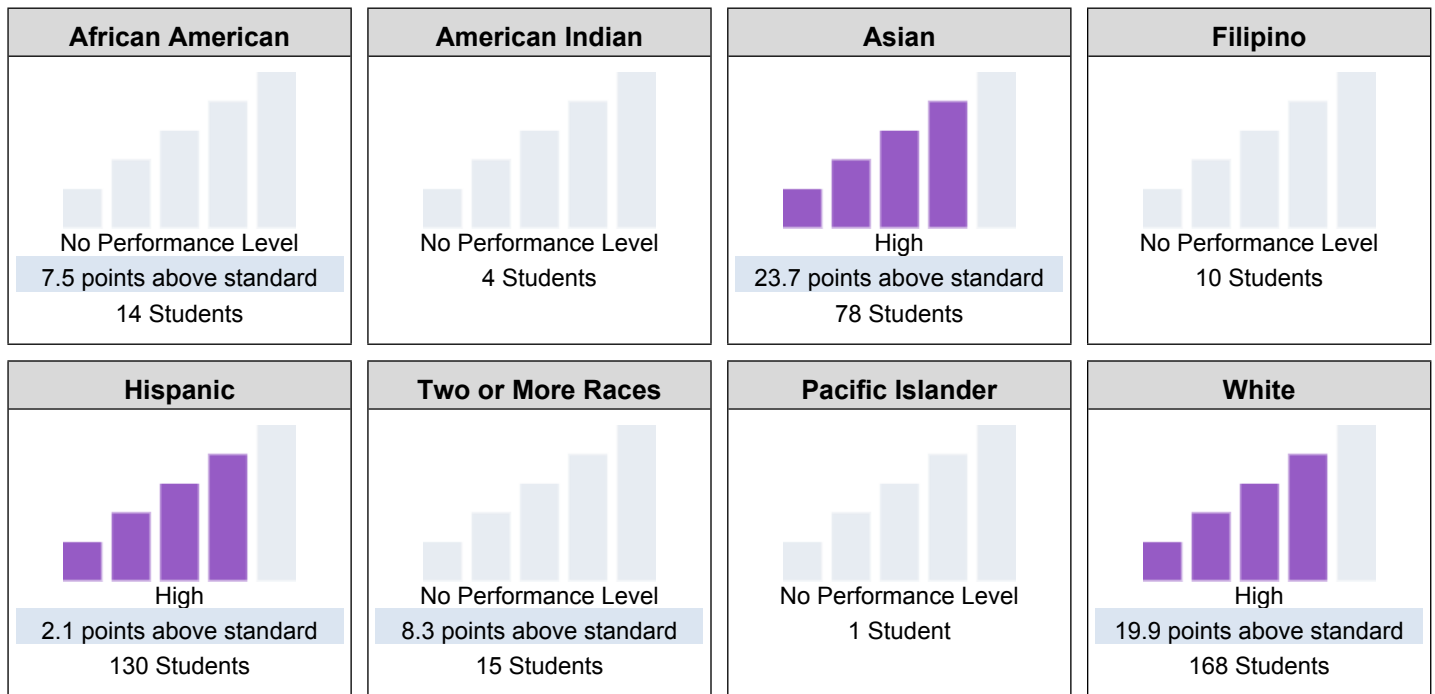
This section provides number of student groups in each level.

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

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div><b>All Students</b></div> <div><p>High</p><p>15.5 points above standard</p><p>422 Students</p></div>	<div><b>English Learners</b></div> <div><p>High</p><p>0.1 points above standard</p><p>46 Students</p></div>	<div><b>Foster Youth</b></div> <div><p>No Performance Level</p><p>1 Student</p></div>
<div><b>Homeless</b></div> <div><p>No Performance Level</p><p>1 Student</p></div>	<div><b>Socioeconomically Disadvantaged</b></div> <div><p>Medium</p><p>21.6 points below standard</p><p>144 Students</p></div>	<div><b>Students with Disabilities</b></div> <div><p>Low</p><p>47.0 points below standard</p><p>34 Students</p></div>

### 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
45.5 points below standard 29 Students	77.8 points above standard 17 Students	15.1 points above standard 357 Students

#### Conclusions based on this data:

1. Majority of our indicators received high indicators
2. Our lowest performing subgroup is our SWD which received a low status indicator
3. Our Asian subgroup performed the best

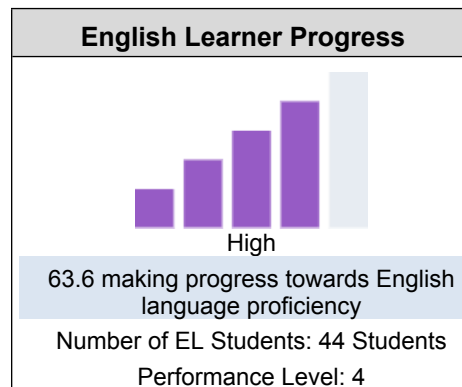
# School and Student Performance Data

## 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
13.6%	22.7%	13.6%	50.0%

#### Conclusions based on this data:

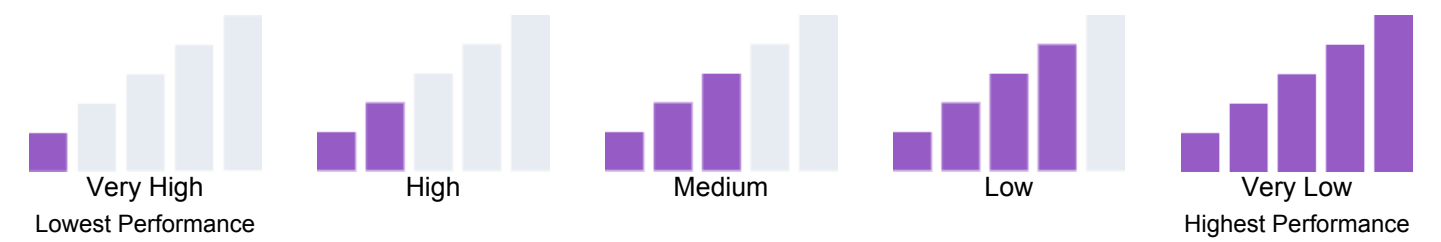
1. Our overall EL progress received a high indicator
2. About 63% of our EL students are making progress towards English proficiency
3. Majority of our EL students maintained or made progress on their ELPI level

# 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).



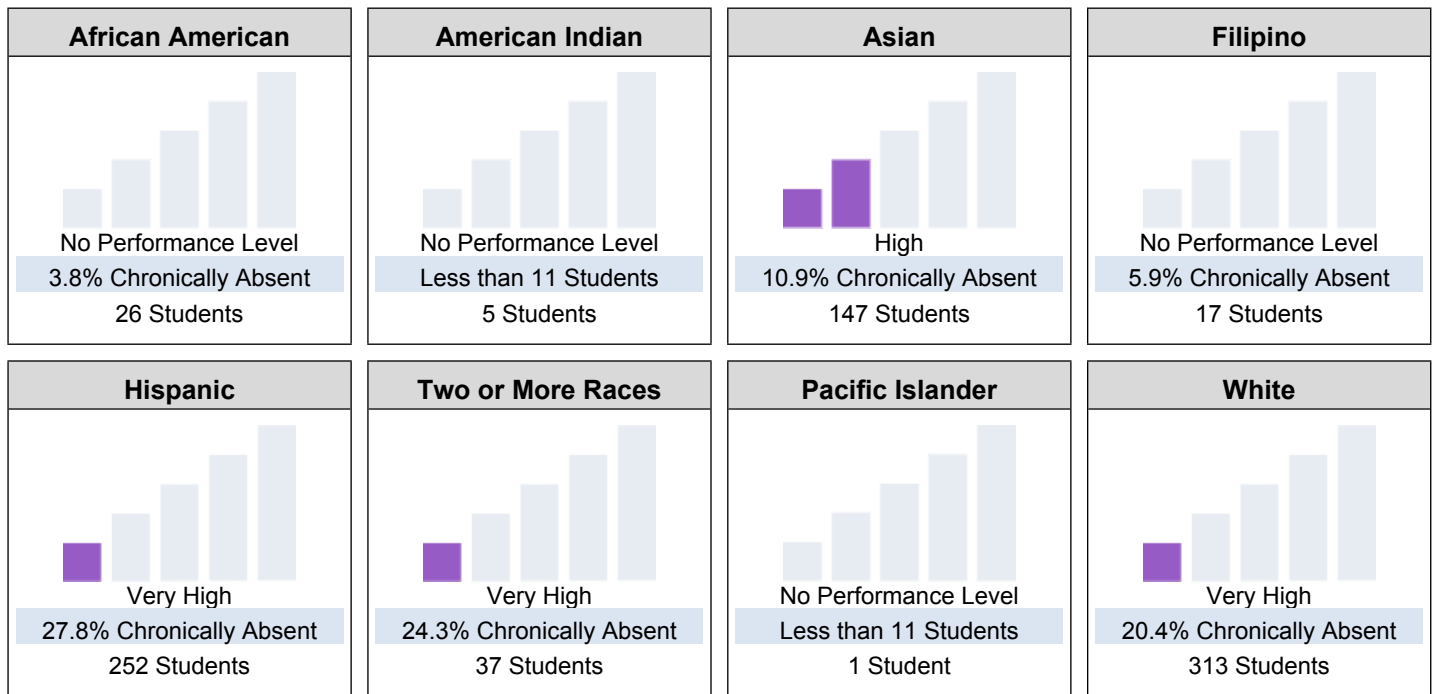
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	2	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		
<div><b>All Students</b></div> <div><p>Very High</p><p>20.2% Chronically Absent</p><p>798 Students</p></div>	<div><b>English Learners</b></div> <div><p>High</p><p>17.2% Chronically Absent</p><p>64 Students</p></div>	<div><b>Foster Youth</b></div> <div><p>No Performance Level</p><p>Less than 11 Students</p><p>2 Students</p></div>
<div><b>Homeless</b></div> <div><p>Very High</p><p>27.2% Chronically Absent</p><p>265 Students</p></div>	<div><b>Socioeconomically Disadvantaged</b></div> <div><p>Very High</p><p>38.2% Chronically Absent</p><p>68 Students</p></div>	<div><b>Students with Disabilities</b></div> <div><p>Very High</p><p>38.2% Chronically Absent</p><p>68 Students</p></div>

## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

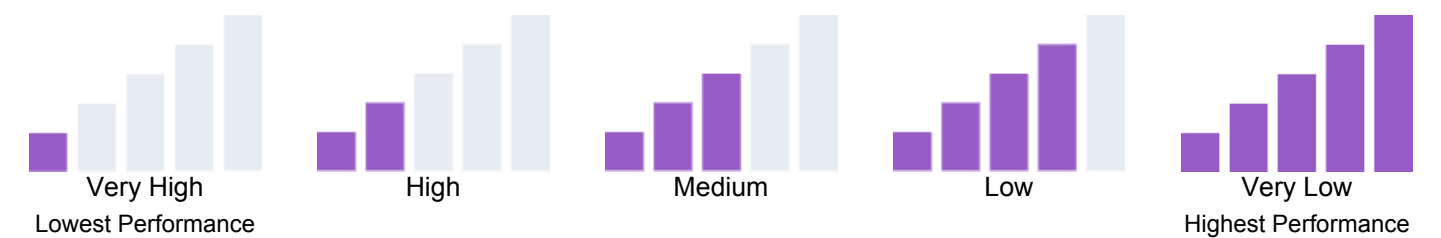
1. Our overall chronic absentee rates received a very high indicator
2. Majority of our subgroups received a very high indicator
3. Our African American subgroup had the least amount of chronically absent students

# 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).



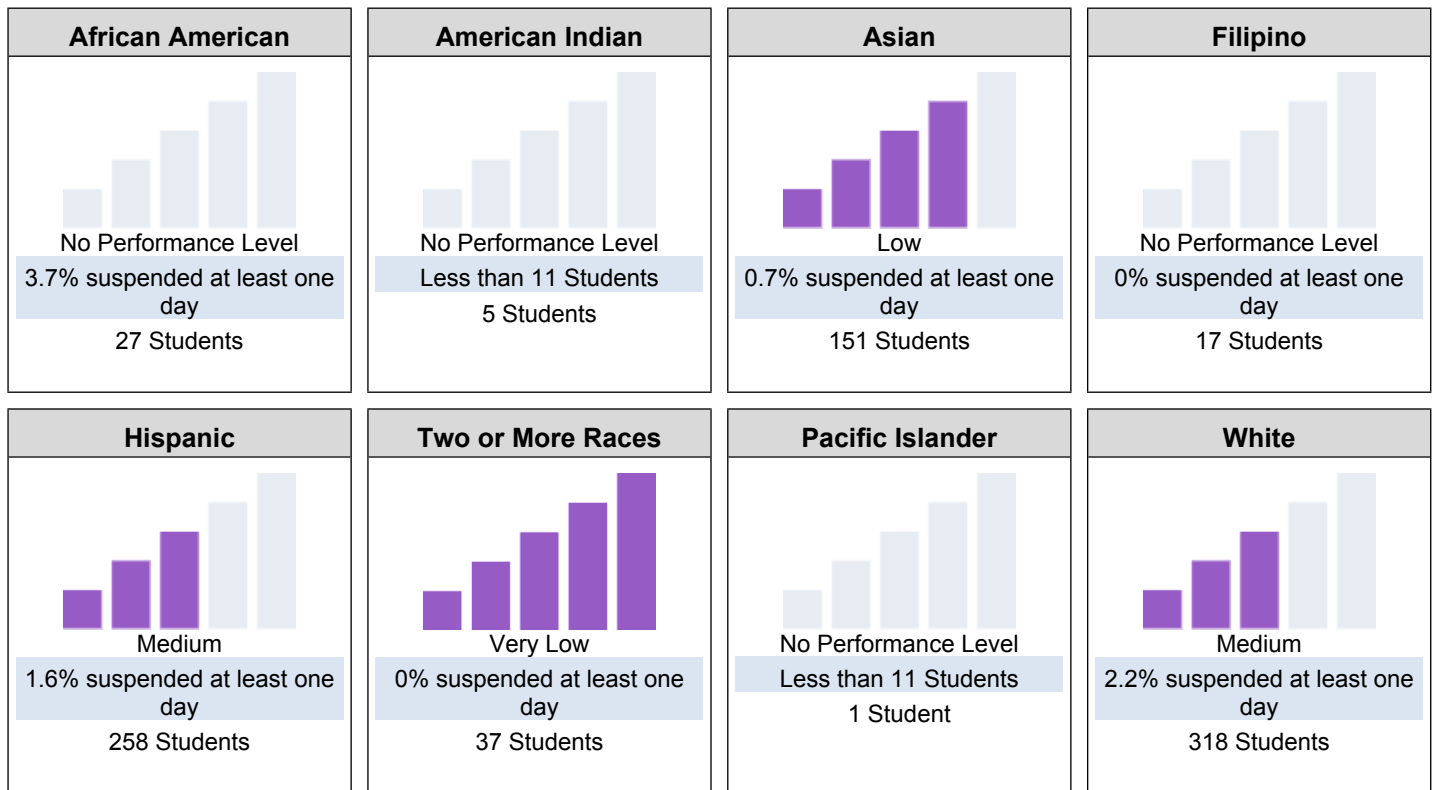
This section provides number of student groups in each level.

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

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Medium</p> <p>1.7% suspended at least one day</p> <p>814 Students</p>	<p>Very Low</p> <p>0% suspended at least one day</p> <p>65 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>4 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Medium</p> <p>1.8% suspended at least one day</p> <p>276 Students</p>	<p>High</p> <p>5.6% suspended at least one day</p> <p>71 Students</p>	

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. Our overall suspension data received a medium indicator
2. Our highest suspension rates came from our SWD subgroup
3. We had two subgroups with 0 suspensions

# 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

It is expected that students demonstrate progress toward their expected growth in 2022-2023 on year-end local and/or state assessments in mathematics. 59% of Red Bank students met or exceeded the standard for mathematics in 2021-2022. In the 2022-2023 school year, it is expected that Red Bank students grow at least 5% points from the baseline of 59% met or exceeded the standard for mathematics.

Red Bank's SPSA Goal #1 addresses the Clovis Unified School District Local Accountability Plan (LCAP): Eight State Priorities: Credentials/Materials/Facilities, Student Engagement, Student Outcomes, School Climate, Adopt Standards, Course of Study, Parent Involvement, Student Achievement.

## Identified Need

ISSUE STATEMENT  
Our schoolwide mathematics percentage of students who met their expected growth, as measured on the most recent SBAC math assessment, is at 52%. Due to the COVID-19 pandemic, the last two school years did not have SBAC data, and as a result, the measurement of growth was impossible. Red Bank's intention is to reestablish a baseline of data with mathematics and moving forward, to be able to measure growth from that point.

GOAL OBJECTIVE  
To establish a baseline of data for mathematics achievement to measure growth in subsequent years.

Red Bank's SPSA Goal #1 addresses the Clovis Unified School District Local Accountability Plan (LCAP): Eight State Priorities: Credentials/Materials/Facilities, Student Engagement, Student Outcomes, School Climate, Adopt Standards, Course of Study, Parent Involvement, Student Achievement.

STUDENT GROUPS PARTICIPATING IN THIS GOAL  
This goal will be schoolwide, with specific strategies and actions focused on focus subgroups, such as English Learners, Students with Disabilities and significant subgroups Socioeconomically Disadvantaged and Hispanic students.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL  
Principal, GIS, and other appropriate staff will evaluate program effectiveness of the following:



- \* Tri-Annual iReady math Assessments
- \* Unit Pre and Post Assessment
- \* Annual K-2 Assessment
- \* Annual State Math results
- \* Walk Through Observations

#### GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Ongoing progress toward goal objective for student groups will be measured by:

- \* Tri- Annual iReady Math assessments - EL, SED, SWD, and IDAC
- \* Unit Pre and Post Assessments - EL, SED, SWD, and IDAC
- \* State assessments - EL, SED, SWD, and IDAC
- \* Teacher made tests - EL, SED, SWD, and IDAC
- \* K-2 Assessments - EL, SED, SWD, and IDAC

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC MATH	59% from the last SBAC data.	Achieve a growth of at least 5% of students who met or exceeded the standard for mathematics.

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)

Monitoring student growth for all students through their SBAC scores between the last school year and the upcoming SBAC assessment.

#### Strategy/Activity

##### Strategies

##### Math Instructional Strategy to Increase Academic Achievement

It is the goal of Red Bank Elementary to have all students achieve mastery at their specific grade levels. We will monitor all groups, specifically the subgroups, to ensure all students make adequate growth. Specific strategies will include small group instruction, school intervention, summer school intervention, targeted, direct, scientifically based instruction on specific math standards to produce significant improvement for all students using state adopted core-curriculum, supplemental curriculum and technology. Provide staff development opportunities for teachers and support staff to increase knowledge of instructional strategies and practices.

##### Actions

##### Math Action

##### Tasks

Supplemental Instructional Materials, Supplies, and Graphic Arts - such as but not limited to Standards Plus and blacklined math masters designed for a variety of modalities and instructional strategies.

Staff Development - Teacher Substitutes: to release teachers for collaborative planning and review student achievement; to attend in-services, workshops or conferences; and to attend school-site meetings and observe classrooms; to attend trainings and workshops related to the CCSS, school climate, student achievement, student engagement, and other student outcomes.

Intervention Teachers - provide instructional services to below grade level students and monitor and reteach students in core curricular areas.

Intervention Personnel - provide training for intervention teachers and/or intervention instructional assistants to implement supplemental instruction in math and mathematics standards to help improve academic achievement.

Technology Equipment - software, licenses, computers, LCD Projectors, document cameras, Promethean Interactive devices, iPads, printers, switches, cables, access points, and monitors.

#### Measures

Student Attendance

Teacher made assessments

Ready Math assessments

State Assessments

K-2 Assessments

Purchase Orders/Requisitions

Tri-Annual iready Math Assessment

Unit Pre and Post assessments

### 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)
21365.35	LCAP Intervention
21985.81	LCAP Supplemental
4019.25	Title III English Learner

## 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.

During the school year 2021-2022, the SBAC was taken after a three year hiatus due to COVID. Also, during the year students scores on the iReady diagnostic were monitored to identify students who needed intervention and were provided tier 2 and tier 3 interventions from classroom and intervention teachers.

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

COVID-19 disrupted the growth goals for the last 3 school years, however progress monitoring through iReady allows for some data to measure progress monitoring. This school year we will be able to measure growth in subsequent years.

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.

Now that SBAC is available, the student data can be analyzed for growth. iReady diagnostics and assessments will be used to measure growth and progress in the interim.

# 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

It is expected that students demonstrate progress toward their expected growth in 2022 on year-end local and/or state assessments in English language arts. In the year 2021-2022, 68% of Red Bank students met or exceeded the standard for English language arts. In the 2022-2023 school year, it is expected that Red Bank students grow at least 5% points from the baseline of 68% met or exceeded the standard for English language arts.

Red Bank's SPSA Goal #2 addresses the Clovis Unified School District Local Accountability Plan (LCAP): Eight State Priorities: Credentials/Materials/Facilities, Student Engagement, Student Outcomes, School Climate, Adopt Standards, Course of Study, Parent Involvement, Student Achievement.

## Identified Need

ISSUE STATEMENT  
Our schoolwide mathematics percentage of students who met their expected growth, as measured on the most recent SBAC ELA assessment, is at 68%. Due to the COVID-19 pandemic, the last two school years did not have SBAC data, but now the school has baseline data by which to measure growth in future school years.

GOAL OBJECTIVE  
To show growth in the number of students who met or exceeded the standard in English Language Arts.

Red Bank's SPSA Goal #2 addresses the Clovis Unified School District Local Accountability Plan (LCAP): Eight State Priorities: Credentials/Materials/Facilities, Student Engagement, Student Outcomes, School Climate, Adopt Standards, Course of Study, Parent Involvement, Student Achievement.

STUDENT GROUPS PARTICIPATING IN THIS GOAL  
This goal will be schoolwide, with specific strategies and actions focused on focus subgroups, such as English Learners, Students with Disabilities and significant subgroups Socioeconomically Disadvantaged and Hispanic students.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL  
Principal, GIS, and other appropriate staff will evaluate program effectiveness of the following:  
\* Tri-Annual iReady reading Assessments  
\* Unit Pre and Post Assessment

- \* Annual K-2 Assessment
- \* Annual State Math results
- \* Walk Through Observations

#### GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Ongoing progress toward goal objective for student groups will be measured by:

- \* Tri- Annual iReady reading assessments - EL, SED, SWD, and IDAC
- \* Unit Pre and Post Assessments - EL, SED, SWD, and IDAC
- \* State assessments - EL, SED, SWD, and IDAC
- \* Teacher made tests - EL, SED, SWD, and IDAC
- \* K-2 Assessments - EL, SED, SWD, and IDAC

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA	68% of the students met their ELA expected growth on the last SBAC.	Achieve a growth of at least 5% of students who met or exceeded the standard for ELA.

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)

Monitoring student growth for all students through their SBAC scores between the last school year and the upcoming SBAC assessment.

#### Strategy/Activity

##### Strategies

##### ELA Instructional Strategy to Increase Academic Achievement

Red Bank's ELA program will consist of multiple strands. ELA instruction will comprise of core curriculum in the classroom, supplemental intervention groups within the classroom, ELD/SDAIE designed for EL students, Response to intervention, and summer school intervention for students at-risk of retention.

The goal is for all students to be proficient or advanced on state and district assessments. We will monitor all groups, specifically the subgroups to ensure they make adequate growth. Core curriculum will be supplied through the use of Houghton Mifflin/McGraw Hill Treasures Series and ELD will be taught by the classroom teacher using Clovis Unified School District's ELA Units of instruction, Houghton Mifflin/McGraw Hill Treasures Series, McDougal Littell reading series, Hampton Brown's Avenues, and other core curriculum supplementary materials. Writing for Excellence and California Common Core Writing trainings, will support the application of writing and the performance of many writing strategies found in the overall subskills of ELA.

##### Actions

##### ELA Action

## Tasks

Supplemental instructional materials, supplies, and graphic arts - such as but not limited to Standards Plus, Accessing Complex Text, Avenues and Treasures materials, leveled readers, literature books, phonics workbooks, SRA kits, manipulatives, spelling games, blacklined ELA masters, Accelerated Reader, Curriculum Associates, and various reading materials designed for a variety of modalities and instructional strategies.

Staff Development - Teacher Substitutes: to release teachers for collaborative planning and review student achievement; to attend inservices, workshops or conferences; to attend school-site meetings and observe classrooms; to attend trainings and workshops related to the CCSS, school climate, student achievement, student engagement, and other student outcomes.

Intervention Teachers - provide instructional services to below grade level students and monitor and reteach students in core curricular areas.

Intervention Personnel - provide training for intervention teachers and/or intervention instructional assistants to implement supplemental instruction in English Language Arts and English Language Development standards to help improve academic achievement.

Technology Equipment - software, licenses, computers, iPads, LCD Projectors, document cameras, Promethean devices, printers, switches, cables, access points, voting devices, and monitors.

## Measures

Student Attendance

Teacher made assessments

Houghton Mifflin assessments

McGraw Hill/Treasures assessments

ELD progress profile

Avenues Assessments

Bi-Annual iCAL and iCAM

Tri-Annual iready ELA diagnostics

Annual ELPAC

State Generated Assessments

K-2 Assessments

Accelerated Reader reports

Purchase Orders/Requisitions

State Generated Assessments

Response to Intervention Universal Screening

Response to Intervention Progress Monitoring

## 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)

21365.36

LCAP Intervention

21985.82	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.

During they school year 2021-2022, the SBAC was taken for the first time in 3 years. Also during the year students scores on the iReady diagnostic were monitored to identify students who need intervention and were provided tier 2 and tier 3 interventions from classroom and intervention teachers.

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

Now that there is an established baseline of SBAC data and comparable iReady data, students who need further intervention can be more readily identified and provided with the appropriate interventions.

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.

Now that SBAC is available, the student data can be analyzed for growth in subsequent years. iReady diagnostics and assessments will be used to measure growth and progress in the interim.

# 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

It is expected that English Learner students at Red Bank will grow at least one performance band from the previous year with the stretch goal of reaching level four in order to be reconsidered for reclassification.

Red Bank's SPSA Goal #3 addresses the Clovis Unified School District Local Accountability Plan (LCAP): Eight State Priorities: Credentials/Materials/Facilities, Student Engagement, Student Outcomes, School Climate, Adopt Standards, Course of Study, Parent Involvement, Student Achievement.

## Identified Need

ISSUE STATEMENT  
Red Bank's English learners

GOAL OBJECTIVE  
To have Red Bank's English Learners achieve the criteria for reclassification from the English Learner program.

Red Bank's SPSA Goal #3 addresses the Clovis Unified School District Local Accountability Plan (LCAP): Eight State Priorities: Credentials/Materials/Facilities, Student Engagement, Student Outcomes, School Climate, Adopt Standards, Course of Study, Parent Involvement, Student Achievement.

STUDENT GROUPS PARTICIPATING IN THIS GOAL  
This goal will be focused on English Learners, with specific strategies and actions developing English language skills such as: listening, speaking, reading, and writing.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL  
Principal, GIS, and other appropriate staff will evaluate program effectiveness of the following:

- \* Tri-Annual iReady reading Assessments
- \* Unit Pre and Post Assessment
- \* Annual K-2 Assessment
- \* Initial ELPAC Assessments
- \* Summative ELPAC Assessments

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS  
Ongoing progress toward goal objective for student groups will be measured by:



- \* Tri- Annual iReady reading assessments - EL, SED, SWD, and IDAC
- \* Unit Pre and Post Assessments - EL, SED, SWD, and IDAC
- \* State assessments - EL, SED, SWD, and IDAC
- \* Teacher made tests - EL, SED, SWD, and IDAC
- \* K-2 Assessments - EL, SED, SWD, and IDAC

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Assessment	Students earned anywhere between a level one or a level four proficiency band on the ELPAC.	Students are expected to grow at least one proficiency band over the course of the year.

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)

Monitoring student growth for English learners through their ELPAC scores between the last school year and the upcoming summative ELPAC assessment.

#### Strategy/Activity

##### Strategies

##### ELD Instructional Strategy to Increase Academic Achievement

Red Bank's ELD program will consist of multiple strands. ELD instruction will comprise of core curriculum in the classroom, supplemental intervention groups within the classroom, ELD/SDAIE designed for EL students, Response to intervention, and summer school intervention for students at-risk of retention.

The goal is for EL students to be proficient or advanced on state and district assessments. We will monitor EL students to ensure they make adequate growth. Core curriculum will be supplied through the use of Houghton Mifflin/McGraw Hill Treasures Series and ELD will be taught by the classroom teacher using Clovis Unified School District's ELA Units of instruction, Houghton Mifflin/McGraw Hill Treasures Series, McDougal Littell reading series, Hampton Brown's Avenues, and other core curriculum supplementary materials. Writing for Excellence and California Common Core Writing trainings, will support the application of writing and the performance of many writing strategies found in the overall subskills of ELA.

##### Actions

##### ELD Action

##### Tasks

Supplemental instructional materials, supplies, and graphic arts - such as but not limited to Standards Plus, Accessing Complex Text, Avenues and Treasures materials, leveled readers, literature books, phonics workbooks, SRA kits, manipulatives, spelling games, blacklined ELA masters, Accelerated Reader, Curriculum Associates, and various reading materials designed for a variety of modalities and instructional strategies.

Staff Development - Teacher Substitutes: to release teachers for collaborative planning and review student achievement; to attend in-services, workshops or conferences; to attend school-site meetings and observe classrooms; to attend trainings and workshops related to the CCSS, school climate, student achievement, student engagement, and other student outcomes.

Intervention Teachers - provide instructional services to below grade level students and monitor and reteach students in core curricular areas.

Intervention Personnel - provide training for intervention teachers and/or intervention instructional assistants to implement supplemental instruction in English Language Arts and English Language Development standards to help improve academic achievement.

Technology Equipment - software, licenses, computers, iPads, LCD Projectors, document cameras, Promethean devices, printers, switches, cables, access points, voting devices, and monitors.

#### Measures

Student Attendance

Teacher made assessments

Houghton Mifflin assessments

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ELD progress profile

Avenues Assessments

Bi-Annual iCAL and iCAM

Tri-Annual iready ELA diagnostics

Annual ELPAC

State Generated Assessments

K-2 Assessments

Accelerated Reader reports

Purchase Orders/Requisitions

State Generated Assessments

Response to Intervention Universal Screening

Response to Intervention Progress Monitoring

#### 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)

4019.24

Source(s)

Title III English Learner

## 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

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.

# 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

Chronic Absenteeism

## LEA/LCAP Goal

Maximize Achievement for All Students

## Goal 4

Decrease the number of students who are chronically absent across our campus, including in our Two or More Races student subgroup.

## Identified Need

Due to COVID 19 and the mandated quarantines that were put into place by the state, a large number of students fell into the chronic absentee rates across the district and state. At our site, our Two or More Races subgroup had a high percentage of students who were considered chronically absent.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Data Dashboard Chronic Absentee Rates	In 21-22, 20.2% of our students were considered chronically absent	In 22-23, we expect there to be a decline of the overall number of students who are chronically absent by 5%.
California Data Dashboard Chronic Absentee Rates	In 21-22, 24.7% of our two or more races subgroup were considered chronically absent	In 22-23, we expect there to be a decline of the two or more races who are chronically absent by 5%.

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

## Strategy/Activity 1

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

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

All Students including our two or more races student subgroup

### Strategy/Activity

#1 Professional Development:

\*Site Administrators will be provided with PD around foundational research-based practices to prevent absenteeism for all students.

\*Appropriate staff will be trained on pulling and analyzing absentee data.

### **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)

### **Strategy/Activity 2**

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

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

Increase communication and awareness to families.

#### **Strategy/Activity**

We will send out proactive communication to families that provide information including the importance of attendance, the repercussions of lack of attendance, and supports available to families.

We will provide communication to our two or more races subgroup families, either through written or oral mediums, regarding their student's attendance to ensure more effective and efficient communication.

### **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)

## **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	\$6,554.29
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	\$94,740.83

## 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	\$42,730.71
LCAP Supplemental	\$43,971.63
Title III English Learner	\$8,038.49

Subtotal of state or local funds included for this school: \$94,740.83

Total of federal, state, and/or local funds for this school: \$94,740.83

# 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	43,971.63	0.00
LCAP Intervention	42,730.71	0.00
Title III English Learner	8,038.49	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCAP Intervention	42,730.71
LCAP Supplemental	43,971.63
Title III English Learner	8,038.49

## Expenditures by Budget Reference

Budget Reference	Amount
	21,365.35

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP Intervention	21,365.36
	LCAP Intervention	21,365.35
	LCAP Supplemental	43,971.63
	Title III English Learner	8,038.49

## Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1	47,370.41
Goal 2	43,351.18
Goal 3	4,019.24

# 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
Mary Kay Wolfe	Classroom Teacher
Tarren Waer	Classroom Teacher
Anahy Escalera	Parent or Community Member
Amanda Torres	Principal
Sharon Lamb	Classroom Teacher
Heather Faret	Parent or Community Member
Taylor Hillman	Parent or Community Member
Allen Arguello	Parent or Community Member
Harpreet Khakh	Parent or Community Member
April Lencioni	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

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 5/23/2023.

Attested:



Principal, Amanda Torres on 5/23/2023



SSC Chairperson, Allen Arguello on 5/23/2023