School Plan for Student Achievement

YOUNG ELEMENTARY SCHOOL

JANET YOUNG ELEMENTARY

3140 n Locan Ave
Fresno, CA 93737

7/1/23-6/30/24

Contact:
KASEY GIBSON
Principal
(559) 327-0900
kaseygibson@cusd.com

School Year: **2023-24**

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
Janet L. Young Elementary School	10-62117-0139766	May 18, 2023	June 14, 2023

Purpose and Description

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

Additional Targeted Support and Improvement

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

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

Table of Contents

SPSA Title Page 1
Purpose and Description....1
Table of Contents....2
Comprehensive Needs Assessment Components 3
Data Analysis 3
Surveys 3
Classroom Observations....3
Analysis of Current Instructional Program....4
Educational Partner Involvement 9
Resource Inequities 9
School and Student Performance Data 10
Student Enrollment....10
CAASPP Results....12
ELPAC Results 16
Student Population....20
Overall Performance 21
Academic Performance....22
Academic Engagement 27
Conditions & Climate....29
Goals, Strategies, & Proposed Expenditures....31
Goal 1....31
Goal 2....35
Goal 3....39
Goal 4....41
Budget Summary 44
Budget Summary 44
Other Federal, State, and Local Funds 44
Budgeted Funds and Expenditures in this Plan 45
Funds Budgeted to the School by Funding Source....45
Expenditures by Funding Source 45
Expenditures by Budget Reference 45
Expenditures by Budget Reference and Funding Source 45
Expenditures by Goal....46
School Site Council Membership 47
Recommendations and Assurances 48

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

Our educational partners were also made aware of our status in ATSI for chronic absenteeism in our Two or more races subgroup. We had conversations with our educational partners around this and overall based on the above surveys and in-person conversations, the community requested an increase in the following:
1. Diversity and more multicultural events
2. Help with bullying
3. Increased communication with families whose students are struggling academically

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

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:
*IDAC
*SART
*ELAC
*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:

- Move from iReady data to SBAC data for grades 3-6
- Continue to focus on social emotional learning as one of the goals of the SPSA
- See year to year growth in both ELA and in Math and have one goal in each to reflect this growth

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 home, 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	1.4%	0.94%	1.22%	8	6	8
African American	3.7%	2.35%	3.97%	21	15	26
Asian	20.4%	20.81%	21.53%	117	133	141
Filipino	5.1%	4.69%	4.12%	29	30	27
Hispanic/Latino	35.0%	36.78%	37.25%	201	235	244
Pacific Islander	0.5%	0.47%	0.61%	3	3	4
White	30.1%	28.79%	27.02%	173	184	177
Multiple/No Response	3.8%	4.23%	3.66%	22	27	24
			Total Enrollment	574	639	655

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	97	97	107
Grade 1	82	85	78
Grade 2	86	83	84
Grade3	87	97	93
Grade 4	106	85	94
Grade 5	71	110	86
Grade 6	45	82	113
Total Enrollment	574	639	655

Conclusions based on this data:

1. Hispanic/Latino, White, and Asian students are in the majority of our student population.
2. We have gained over 80 kids from last year, and continue to grow.
3. We have had the most enrollment growth in our Hispanic subgroup.

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	38	42	46	6.6%	6.6%	7.0%
Fluent English Proficient (FEP)	39	50	41	6.8%	7.8%	6.3%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. Seven percent of our student population are English Language Learners.
2. The percentage of students who our English Language Learners has remained the same.
3. We saw an increase in the number of FEP students over the past few years.

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	85	94		0	94		0	94		0.0	100.0	
Grade 4	105	86		0	85		0	85		0.0	98.8	
Grade 5	73	108		0	108		0	108		0.0	100.0	
Grade 6	45	82		0	81		0	81		0.0	98.8	
All Grades	308	370		0	368		0	368		0.0	99.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2394.			11.70			22.34			31.91			34.04	
Grade 4		2469.			24.71			29.41			18.82			27.06	
Grade 5		2524.			31.48			32.41			16.67			19.44	
Grade 6		2563.			19.75			49.38			19.75			11.11	
All Grades	N/A	N/A	N/A		22.28			32.88			21.74			23.10	

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		10.64			63.83			25.53	
Grade 4		22.35			62.35			15.29	
Grade 5		31.48			61.11			7.41	
Grade 6		24.69			60.49			14.81	
All Grades		22.55			61.96			15.49	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.45			52.69			40.86	
Grade 4		18.82			61.18			20.00	
Grade 5		22.22			62.04			15.74	
Grade 6		16.05			69.14			14.81	
All Grades		16.08			61.04			22.89	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.83			71.28			14.89	
Grade 4		18.82			67.06			14.12	
Grade 5		14.81			75.00			10.19	
Grade 6		19.75			74.07			6.17	
All Grades		16.58			72.01			11.41	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.51			71.28			20.21	
Grade 4		16.47			71.76			11.76	
Grade 5		23.15			60.19			16.67	
Grade 6		30.86			64.20			4.94	
All Grades		19.57			66.58			13.86	

Conclusions based on this data:

1. 55% of students met or exceeded standard on the SBAC in 21-22 in ELA.
2. Writing was our lowest domain in ELA on the SBAC in 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	85	94		0	94		0	94		0.0	100.0	
Grade 4	105	85		0	84		0	84		0.0	98.8	
Grade 5	73	108		0	108		0	108		0.0	100.0	
Grade 6	45	82		0	80		0	80		0.0	97.6	
All Grades	308	369		0	366		0	366		0.0	99.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2436.			15.96			40.43			19.15			24.47	
Grade 4		2462.			10.71			32.14			32.14			25.00	
Grade 5		2503.			17.59			24.07			28.70			29.63	
Grade 6		2568.			26.25			36.25			26.25			11.25	
All Grades	N/A	N/A	N/A		17.49			32.79			26.50			23.22	

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		34.04			43.62			22.34	
Grade 4		17.86			52.38			29.76	
Grade 5		18.52			57.41			24.07	
Grade 6		26.25			61.25			12.50	
All Grades		24.04			53.55			22.40	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.21			58.51			21.28	
Grade 4		10.71			64.29			25.00	
Grade 5		18.52			58.33			23.15	
Grade 6		22.50			62.50			15.00	
All Grades		18.03			60.66			21.31	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.96			70.21			13.83	
Grade 4		22.62			58.33			19.05	
Grade 5		12.96			58.33			28.70	
Grade 6		22.50			68.75			8.75	
All Grades		18.03			63.66			18.31	

Conclusions based on this data:

1. 50% of the students at Young mastered or exceeded standard on the SBAC in 21-22 in mathematics.
2. Problem solving and modeling data was the lowest domain with 18% of students above 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	*	*	*	*	*	*	4	8
Grade 1	*	*	*	*	*	*	9	*
Grade 2	*	*	*	*	*	*	6	9
Grade 3	*	*	*	*	*	*	6	8
Grade 4	*	*	*	*	*	*	4	8
Grade 5	*	*	*	*	*	*	6	6
Grade 6	*	*	*	*	*	*	*	4
All Grades							37	45

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	16.22	22.22	40.54	42.22	37.84	24.44	5.41	11.11	37	45

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	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	21.62	40.00	56.76	33.33	8.11	17.78	13.51	8.89	37	45

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	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	13.51	8.89	24.32	26.67	54.05	51.11	8.11	13.33	37	45

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	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	32.43	35.56	56.76	55.56	10.81	8.89	37	45

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	18.92	46.67	67.57	35.56	13.51	17.78	37	45

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	18.92	11.11	54.05	60.00	27.03	28.89	37	45

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	8.33	20.45	83.33	70.45	8.33	9.09	36	44

Conclusions based on this data:

1. We had an increase in students who scored overall level 4 making more students eligible for reclassification
2. Our most concerning domain is the reading domain
3. We had a large increase in students who fell into the well developed range in the writing domain from 8% to 20%

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**
639	**39.7**	**6.6**	**0.8**
Total Number of Students enrolled in Janet L. Young 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	42	6.6
Foster Youth	5	0.8
Socioeconomically Disadvantaged	254	39.7
Students with Disabilities	57	8.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	15	2.3
American Indian	6	0.9
Asian	133	20.8
Filipino	30	4.7
Hispanic	235	36.8
Two or More Races	27	4.2
Pacific Islander	3	0.5
White	184	28.8

Conclusions based on this data:

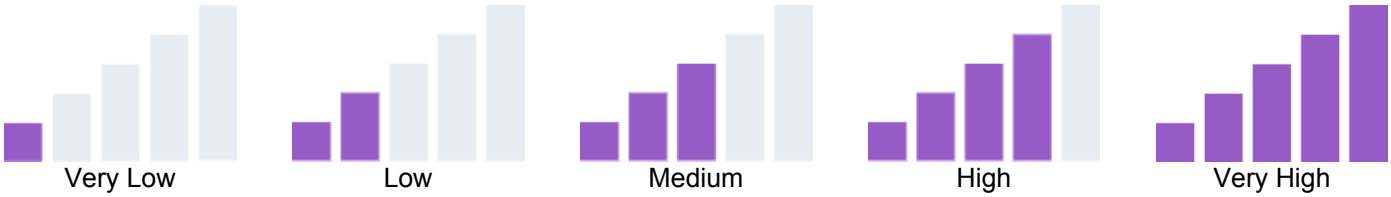
1. Our largest subgroup is our Hispanic subgroup at 36.8%
2. Our smallest subgroup is our Pacific Islander subgroup
3. Our SWD is at nearly 9% of our student body

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Overall, both our Math and ELA scores fell into the medium status indicator on the state assessments this year
2. Our Chronic Absentee rates fell in the very high status indicator range
3. Our English Learner progress also reflects a medium status 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.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	4	1	1	0

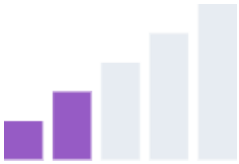
This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students

Medium
4.4 points above standard
351 Students

English Learners



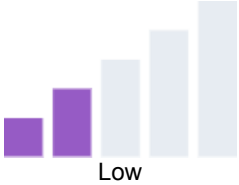
Low
31.3 points below standard
52 Students

Foster Youth

No Performance Level
2 Students

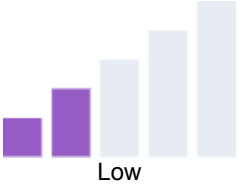
Homeless

Socioeconomically Disadvantaged

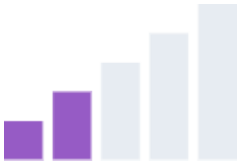


Low
14.5 points below standard
145 Students

Students with Disabilities



Low
69.1 points below standard
32 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 9 Students	No Performance Level 3 Students	Medium 8.7 points above standard 73 Students	No Performance Level 89.8 points above standard 16 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 12.9 points below standard 119 Students	No Performance Level 33.2 points above standard 11 Students	No Performance Level 2 Students	High 12.3 points above standard 113 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
83.3 points below standard 23 Students	9.9 points above standard 29 Students	6.9 points above standard 281 Students

Conclusions based on this data:

1. Looking at all students, the status indicator fell into the medium range
2. Our White subgroup fell into the high status indicator range
3. Our SWD subgroup fell into the low range with 69.1 points below standard

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.

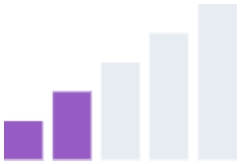
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	3	2	1	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Low	No Performance Level
6.9 points below standard	25.9 points below standard	2 Students
349 Students	52 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Medium	Low
	21.5 points below standard	83.9 points below standard
	144 Students	30 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 9 Students	No Performance Level 3 Students	Medium 6.2 points below standard 73 Students	No Performance Level 56.4 points above standard 16 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 26.0 points below standard 119 Students	No Performance Level 1.5 points below standard 11 Students	No Performance Level 1 Student	High 5.0 points above standard 112 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
58.1 points below standard 23 Students	0.4 points below standard 29 Students	6.3 points below standard 279 Students

Conclusions based on this data:

1. Our overall math status indicator for all students fell into the medium range
2. Our White Subgroup fell into the high range
3. Our lowest subgroup was 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

English Learner Progress

Medium

47.1 making progress towards English language proficiency

Number of EL Students: 34 Students

Performance Level: 3

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.6%	32.4%	2.9%	44.1%

Conclusions based on this data:

1. Overall, our English learner progress is in the medium status indicator range
2. We had 15 students who progressed at least one ELPI level
3. 47% of our EL students are making progress towards English Language proficiency

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.

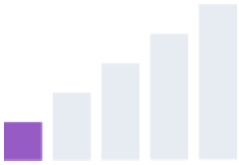
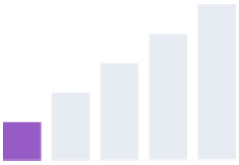
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
4	3	1	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	High	No Performance Level
22.9% Chronically Absent	14% Chronically Absent	Less than 11 Students
663 Students	50 Students	5 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Very High	Very High
	26.8% Chronically Absent	38.3% Chronically Absent
	280 Students	60 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	High	Medium
38.1% Chronically Absent	Less than 11 Students	18.5% Chronically Absent	10% Chronically Absent
21 Students	8 Students	135 Students	30 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	Very High	No Performance Level	High
30.3% Chronically Absent	23.5% Chronically Absent	Less than 11 Students	16.8% Chronically Absent
241 Students	34 Students	3 Students	191 Students

Conclusions based on this data:

1. Like many schools, our chronic absentee rates fell into the very high indicator most likely due to the quarantines that occurred due to COVID protocols
2. Our two or more Races subgroup is very high

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	2	3	0	3

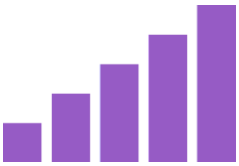
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

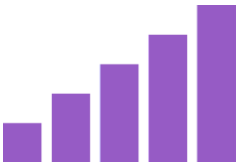
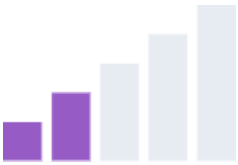
2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Very Low	No Performance Level
2.2% suspended at least one day	0% suspended at least one day	Less than 11 Students
684 Students	53 Students	5 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Medium	High
	1.7% suspended at least one day	3.2% suspended at least one day
	288 Students	63 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
No Performance Level	No Performance Level	Medium	Very Low
4.8% suspended at least one day	Less than 11 Students	2.8% suspended at least one day	0% suspended at least one day
21 Students	8 Students	143 Students	32 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Medium	Very Low	No Performance Level	High
1.2% suspended at least one day	0% suspended at least one day	Less than 11 Students	3.6% suspended at least one day
250 Students	34 Students	3 Students	193 Students

Conclusions based on this data:

1. Our overall suspension rates fell into the medium indicator with 2.2% suspended at least one day
2. Two of our subgroups had 0 suspensions last year--Filipino and Two or more races
3. Our White subgroup had the highest suspension rates

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

Young Elementary School will see a growth of 5% in ELA on the Smarter Balance Assessment Consortium from 55% met or exceeded standard to 60% met or exceeded standard in grades 3-6. Additionally, Young Elementary School will see 75% of kindergarten through second grade students on grade level for end of the year district assessments.

Identified Need

Our ELA goal is to be school-wide, with specific strategies and actions focused on the following subgroups: English Learners, Socioeconomically Disadvantaged Students, Hispanic Students, Kindergarten Students, students performing below grade level on assessments, as well as non-subgroup students to see that all students show academic gains and meet or exceed standard on the SBAC, the Developmental Reading Assessment (DRA) in kindergarten, and district ELA assessments in grades 1-2.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (Grades 3-6)	Young Elementary school currently has 55% of students meeting or exceeding standard in ELA.	60% of third through sixth grade students will meet or exceed standard as measured by the Smarter Balanced Assessment Consortium.
End of Year District Assessments (Grades K-2)	Young Elementary school currently has 69% of students mastering standard on the end of the year district assessment.	75% of kindergarten, first, and second grade students will be on grade level according to the end of the year district assessment in 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)

All kindergarten through sixth grade students at Young Elementary School are the target of this goal, with a focus on English Learners, Socioeconomically Disadvantaged Students, Hispanic Students, and Kindergarten Students, and students performing below grade level on assessments.

Strategy/Activity

In order to reach our ELA goal, we must implement:

EFFECTIVE PROFESSIONAL DEVELOPMENT

1. Provide teachers with continuous professional development on ELA Common Core State Standards, as well as how to provide the appropriate intervention and enrichment.
2. Use substitutes to release teachers for collaborative planning, for the review of student achievement, to attend in-services, workshops, or conferences, to attend school-site meetings, and to conduct site classroom observations.
3. Administrators will conduct informal (walk-throughs) and formal observations of classroom instruction to ensure high-quality instruction for all students; Technology will be used during walk-throughs to provide teachers immediate feedback.

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)
451.37	LCAP Supplemental
1500	LCAP Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All kindergarten through sixth grade students at Young Elementary School are the target of this goal, with a focus on English Learners, Socioeconomically Disadvantaged Students, Hispanic Students, and Kindergarten Students, and students performing below grade level on assessments.

Strategy/Activity

In order to reach our ELA goal, we must implement:

EFFECTIVE INTERVENTION PLANS AND IMPLEMENTATION

1. Teacher teams must utilize the strength of Professional Learning Communities (PLCs) by meeting regularly to analyze student data and conduct problem solving and effective planning responses to the data.
2. Form intensive intervention plans immediately for students who are two or more years below grade level, as demonstrated through assessment.

3. Hire intervention teacher(s) to assist teachers in the core curricular subject areas with students performing below grade level or within our significant subgroups.
4. Form intervention plans for students who require additional time and support with grade level standards.
5. Hire instructional assistants to assist teachers in the core curricular subject areas with students performing below grade level or within our significant subgroups.
6. Utilize supplemental instructional materials and supplies, such as leveled readers, literature books, phonics workbooks, manipulatives, and various other reading materials designed for a variety of modalities and instructional strategies.
7. Teachers will utilize the site's Multi-Tiered Systems of Support to align the appropriate instructional plan, interventions, and resources to students struggling to meet grade level academic or behavioral expectations.
8. Teachers will utilize the site's Student Study Team process to intervene with low-achieving students and students with disabilities.

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)
5046.86	LCAP Intervention Intervention Teachers and Instructional Support
11,691.13	LCAP Supplemental Instructional Supplies and Supplemental Curriculum to Support Students Hiring for intervention and Instructional Support
2519.22	Title III English Learner

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All kindergarten through sixth grade students at Young Elementary School are the target of this goal, with a focus on English Learners, Socioeconomically Disadvantaged Students, Hispanic Students, and Kindergarten Students, and students performing below grade level on assessments.

Strategy/Activity

In order to reach our ELA goal, we must implement:

EFFECTIVE SCHOOL-TO-HOME COMMUNICATION

Teachers will continually communicate with parents and families about student progress toward typical growth target to ensure the students are constantly improving their skills and corresponding scores.

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 goal was implemented in January of 2023 and we are still collecting data on its effectiveness. We are excited to see what our SBAC scores will be and how just this short implementation will affect those.

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

No discrepancy in budgeted expenditures to implement strategies.

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.

Changes to this goal will be made as necessary.

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

Young Elementary School will see a growth of 5% in math on the Smarter Balance Assessment Consortium from 50% met or exceeded standard to 55% met or exceeded standard in grades 3-6. Additionally, Young Elementary School will see 75% of kindergarten through second grade students on grade level for end of the year district assessments in math.

Identified Need

Our Mathematics goal is to be school-wide, with specific strategies and actions focused on the following subgroups: English Learners, Socioeconomically Disadvantaged Students, Hispanic Students, students performing below grade level on assessments, as well as non-subgroup students to see that all students show academic gains.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (Grades 3-6)	Young Elementary school currently has 50% of students meeting or exceeding standard in math.	55% of third through sixth grade students will meet or exceed standard on SBAC in mathematics.
End of Year Assessments (Grades k-2)	Young Elementary school currently has 71% of students mastering standard on the end of the year district assessment.	75% of kindergarten through second grade students will be on grade level according to the end of the year assessments.

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 kindergarten through sixth grade students at Young Elementary School are the target of this goal, with a focus on English Learners, Socioeconomically Disadvantaged Students, and Hispanic Students, and students performing below grade level on assessments.

Strategy/Activity

In order to reach our Mathematics goal, we must implement:

EFFECTIVE PROFESSIONAL DEVELOPMENT

1. Provide teachers with continuous professional development on Mathematics Common Core State Standards, as well as how to provide the appropriate intervention and enrichment.
2. Use substitutes to release teachers for collaborative planning, for the review of student achievement, to attend in-services, workshops, or conferences, to attend school-site meetings, and to conduct site classroom observations.
3. Administrators will conduct informal (walk-throughs) and formal observations of classroom instruction to ensure high-quality instruction for all students; Technology will be used during walk-throughs to provide teachers immediate feedback.

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)
451.37	LCAP Supplemental
1500	LCAP Intervention

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Kinder through sixth grade students at Young Elementary School are the target of this goal, with a focus on English Learners, Socioeconomically Disadvantaged Students, and Hispanic Students, and students performing below grade level on assessments.

Strategy/Activity

In order to reach our Mathematics goal, we must implement:

EFFECTIVE INTERVENTION PLANS AND IMPLEMENTATION

1. Teacher teams must utilize the strength of Professional Learning Communities (PLCs) by meeting regularly to analyze student data and conduct problem solving and effective planning responses to the data.
2. Form intensive intervention plans immediately for students who are two or more years below grade level, as demonstrated through assessment.
3. Hire intervention teacher(s) to assist teachers in the core curricular subject areas with students performing below grade level or within our significant subgroups.
4. Form intervention plans for students who require additional time and support with grade level standards.

5. Hire instructional assistants to assist teachers in the core curricular subject areas with students performing below grade level or within our significant subgroups.
6. Utilize supplemental instructional materials and supplies, such as leveled readers, literature books, phonics workbooks, manipulatives, and various other reading materials designed for a variety of modalities and instructional strategies.
7. Teachers will utilize the site's Multi-Tiered Systems of Support to align the appropriate instructional plan, interventions, and resources to students struggling to meet grade level academic or behavioral expectations.
8. Teachers will utilize the site's Student Study Team process to intervene with low-achieving students and students with disabilities.

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)
5046.87	LCAP Intervention
12,691.13	LCAP Supplemental
2679.01	Title III English Learner

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Kinder through sixth grade students at Young Elementary School are the target of this goal, with a focus on English Learners, Socioeconomically Disadvantaged Students, and Hispanic Students, and students performing below grade level on assessments.

Strategy/Activity

In order to reach our Mathematics goal, we must implement:

EFFECTIVE SCHOOL-TO-HOME COMMUNICATION

1. Hold parent meetings/trainings during the daytime and evenings for parents and the community to help students progress at home as well as at school (may require food, drinks, and materials to parents); Parent meetings/trainings held on the basis of student needs where research-based materials can be shared related to standards-based expectations and the use of technology.
2. Teachers will continually communicate with parents and families about student progress toward typical growth target to ensure the students are constantly improving their skills and corresponding scores.

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 goal was implemented in January of 2023 and data is still being collected.

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

No discrepancy in budgeted expenditures to implement strategies.

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.

Changes to this goal will be made as necessary.

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

Social Emotional Learning

LEA/LCAP Goal

Aim 2: Operate with Increasing Efficiency and Effectiveness.
The District will actively seek innovative solutions to operate with efficiency and effectiveness in all areas of operation.

Aim 3: Hire, Develop, Sustain, and Value a High-Quality and Diverse Workforce.
The District will provide a collaborative learning and working environment that effectively recruits, trains, and retains an exceptional workforce reflecting the diversity of our community and fostering the culture and traditions of the Clovis Unified School District.

Goal 3

Young Elementary School will see 90% of its students remain in tier 1 behavior supports, as measured by PBIS data.

Identified Need

As a site, Young Elementary, has seen an increase in the need for students to have consistent social/emotional support. The increase in behavior lessons, office visits, and suspensions since school began in August has been significant. The effects of the Covid-19 pandemic have accelerated the need for social emotional learning and support for all grade levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PBIS data	2021-2022 will be the baseline data used to determine outcome	90% of Young students will remain in Tier 1 systems of support

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 at Young Elementary

Strategy/Activity

1. PBIS
2. MTSS
3. Positivity project
4. Second Step

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)
4000	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.

Young Elementary is a PBIS (Positive Behavior Intervention System) school. The goal of PBIS is to have 90% of students remain in tier 1 (school-wide and classroom systems of support), less than 15% will need tier 2 support, and 1-5% of students will need tier 3 support.
PBIS systems of support along with social-emotional learning strategies from the Positivity Project, Second Step and Mind Up Curriculum have been implemented to support students schoolwide.

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

No discrepancy in budgeted expenditures to implement strategies.

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.

This goal will continue based on new strategies implemented.

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 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, 22.9% of our students were considered chronically absent	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, 23.5% of our two or more races student subgroup were considered chronically absent	We expect there to be a decline of students in our two or more races subgroup 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 subgroup

Strategy/Activity

Professional Development
Activity 1: Site Administrators will be provided with PD around foundational research-based practices to prevent absenteeism for all students.
Activity 2: 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)

All Students including our two or more races subgroups

Strategy/Activity

Increase communication and awareness to families.
Activity 1: 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.
Activity 2: We will provide communication to our two or more races subgroup families, either through written or oral translation, 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 that will be implemented in the 2023-2024 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	$5,198.23
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	$47,576.96

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
LCAP Intervention	$11,593.73
LCAP Supplemental	$30,785.00
Title III English Learner	$5,198.23

Subtotal of state or local funds included for this school: $47,576.96

Total of federal, state, and/or local funds for this school: $47,576.96

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	$30,785.00	0.00
LCAP Intervention	$11,593.73	0.00
Title III English Learner	$5,198.23	0.00

Expenditures by Funding Source

Funding Source	Amount
LCAP Intervention	11,593.73
LCAP Supplemental	30,785.00
Title III English Learner	5,198.23

Expenditures by Budget Reference

Budget Reference	Amount
	23,708.58

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP Intervention	6,546.87
	LCAP Intervention	5,046.86
	LCAP Supplemental	14,642.50
	LCAP Supplemental	16,142.50
	Title III English Learner	2,679.01
	Title III English Learner	2,519.22

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	21,208.58
Goal 2	22,368.38
Goal 3	4,000.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

6 Parent or Community Members

0 Secondary Students

Name of Members	Role
Kacey Gibson	Principal
Tara Prieto	Parent or Community Member
Jasmeen Kaur	Parent or Community Member
Morgan Bennett	Parent or Community Member
Chamae Caracas	Parent or Community Member
Cynthia Purves	Parent or Community Member
Adam Kim	Parent or Community Member
Cindy Anderson	Classroom Teacher
Christine Getz	Classroom Teacher
Tracie Soares	Classroom Teacher
Caitlyn Hemman	Classroom Teacher
Joseph Donat	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
	Other: GIS

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

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

This SPSA was adopted by the SSC at a public meeting on 5/18/23.

Attested:

	Principal, Kacey Gibson on 5/18/23
	SSC Chairperson, Adam Kim on 5/18/23