

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
Mickey Cox Elementary School	10-62117-6101984	May 8, 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 focused on ELA, Math, and our MTSS system. It is our ultimate goal to implement this plan and continue to increase our academic

achievement. This plan also includes actions and strategies to decrease absentee rates which has put us into ATSI this year.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Surveys 4
 - Classroom Observations..... 4
 - Analysis of Current Instructional Program..... 5
- Educational Partner Involvement 10
- Resource Inequities 10
- School and Student Performance Data 11
 - Student Enrollment..... 11
 - CAASPP Results..... 13
 - ELPAC Results 17
 - Student Population 21
 - Overall Performance 22
 - Academic Performance 23
 - Academic Engagement 28
 - Conditions & Climate..... 30
- Goals, Strategies, & Proposed Expenditures..... 32
 - Goal 1..... 32
 - Goal 2..... 36
 - Goal 3..... 40
 - Goal 4..... 44
- Budget Summary 46
 - Budget Summary 46
 - Other Federal, State, and Local Funds 46
- Budgeted Funds and Expenditures in this Plan 47
 - Funds Budgeted to the School by Funding Source..... 47
 - Expenditures by Funding Source 47
 - Expenditures by Budget Reference 47
 - Expenditures by Budget Reference and Funding Source 47
 - Expenditures by Goal..... 48
- School Site Council Membership 49
- Recommendations and Assurances 50

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The following surveys are administered annually:

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

During the school year, teachers, students, and parents completed surveys that help the school acknowledge areas on campus that are going well, and areas that the school needs to improve on.

Below are the results of the following surveys:

SART survey completed by parents:

- *LIKES: 1) Supporting Kids 2) Bulling 3) Provide more in person activities
- *IMPROVEMENTS: 1) Supporting Kids 2) Bulling 3) Provide more in person activities

During the May 8, 2023 SSC/ELAC meetings, the purpose of placement in ATSI was discussed with the council to review chronic absenteeism of our EL and Asian student subgroups.

LCAP STUDENT SURVEY completed by students:

- *LIKES: 1) teachers 2) sports and co-curricular 3) fun activities
- *IMPROVEMENTS: 1) restrooms/ toilet paper 2) trash on campus 3) more equipment

CLIMATE ASSESSMENT completed by staff:

IMPROVEMENTS: Boost Staff Morale

Classroom Observations

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

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

Common findings for growth opportunities include:

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

- *SBAC
- *ELPAC
- *iReady
- *iCAL
- *iCAM
- *Aleks
- *Formative Assessments

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

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

- *Parent communication through weekly newsletters- Weekly Roundup
- *Updated School Website
- *Social Media Posts
- *Referrals to outside resources as needed and based on needs
- * Classroom news letters

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

- *IDAC
- *SART
- *ELAC
- *DELAC
- *SSC
- *DAC
- *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, 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 SSC reviewed the content of the School Plan on May 8, 2023 and believes that all content requirements have been met.

Our IDAC, SART, and SED parents also play a critical role in the creation and revisions of our SPSA. These stakeholder bodies review and provide input on our annual SPSA. SPSA goals are presented and reviewed at IDAC, SART, and Title 1 Night meetings. Parents are provided with opportunities to provide feedback and offer suggestions on our goals, student achievement results, and action plans during quarterly and annual meetings.

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 attendance 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 English Learner and Asian subgroups. Our analysis illustrated for us that our parents specifically from our English Learner and Asian students 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	1.1%	1.12%	1.09%	7	7	7
African American	4.2%	3.21%	2.66%	27	20	17
Asian	8.9%	8.99%	8.91%	57	56	57
Filipino	1.4%	0.80%	1.09%	9	5	7
Hispanic/Latino	39.3%	42.86%	44.06%	253	267	282
Pacific Islander	0.2%	0.48%	0.31%	1	3	2
White	41.8%	39.00%	37.34%	269	243	239
Multiple/No Response	3.3%	3.53%	3.91%	21	22	25
Total Enrollment				644	623	640

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	91	106	100
Grade 1	96	92	106
Grade 2	95	88	95
Grade 3	93	91	86
Grade 4	84	87	81
Grade 5	75	81	93
Grade 6	110	78	79
Total Enrollment	644	623	640

Conclusions based on this data:

1. Our Asian, Hispanic/Latino, and White population continue to grow.
2. Overall, enrollment numbers have decreased.
3. Our kindergarten numbers continue to grow each year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	24	29	39	3.7%	4.7%	6.1%
Fluent English Proficient (FEP)	18	20	13	2.8%	3.2%	2.0%
Reclassified Fluent English Proficient (RFEP)	0	1		0.0%		

Conclusions based on this data:

1. Our BIA is a productive asset to our instructional teams.
2. Our percentage of students receiving reclassification has decreased.
3. We have had a steady increase of EL enrollment over the past several 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	91	94		0	94		0	94		0.0	100.0	
Grade 4	83	84		0	83		0	83		0.0	98.8	
Grade 5	71	80		0	80		0	80		0.0	100.0	
Grade 6	109	76		0	73		0	73		0.0	96.1	
All Grades	354	334		0	330		0	330		0.0	98.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2433.			29.79			18.09			27.66			24.47	
Grade 4		2459.			14.46			31.33			26.51			27.71	
Grade 5		2541.			27.50			45.00			16.25			11.25	
Grade 6		2563.			26.03			36.99			30.14			6.85	
All Grades	N/A	N/A	N/A		24.55			32.12			25.15			18.18	

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		23.40			58.51			18.09	
Grade 4		18.07			61.45			20.48	
Grade 5		20.00			70.00			10.00	
Grade 6		19.18			69.86			10.96	
All Grades		20.30			64.55			15.15	

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		21.28			57.45			21.28	
Grade 4		14.46			65.06			20.48	
Grade 5		26.25			60.00			13.75	
Grade 6		23.29			64.38			12.33	
All Grades		21.21			61.52			17.27	

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		14.89			77.66			7.45	
Grade 4		9.64			72.29			18.07	
Grade 5		13.75			76.25			10.00	
Grade 6		15.07			73.97			10.96	
All Grades		13.33			75.15			11.52	

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		14.89			70.21			14.89	
Grade 4		10.84			72.29			16.87	
Grade 5		27.50			61.25			11.25	
Grade 6		28.77			64.38			6.85	
All Grades		20.00			67.27			12.73	

Conclusions based on this data:

1. SBAC ELA data for the 2021-22 school year show that our highest percentage of students were at or near standard.
2. Percentage of students performing above standard on the ELA SBAC decreased from previous testing years.
3. ELA continues to be an area of focus for our site.

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	91	94		0	94		0	94		0.0	100.0	
Grade 4	83	84		0	83		0	83		0.0	98.8	
Grade 5	71	80		0	80		0	80		0.0	100.0	
Grade 6	109	76		0	73		0	73		0.0	96.1	
All Grades	354	334		0	330		0	330		0.0	98.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2442.			22.34			31.91			25.53			20.21	
Grade 4		2454.			12.05			24.10			37.35			26.51	
Grade 5		2526.			23.75			31.25			27.50			17.50	
Grade 6		2556.			26.03			21.92			36.99			15.07	
All Grades	N/A	N/A	N/A		20.91			27.58			31.52			20.00	

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		35.11			44.68			20.21	
Grade 4		18.07			54.22			27.71	
Grade 5		30.00			57.50			12.50	
Grade 6		32.88			53.42			13.70	
All Grades		29.09			52.12			18.79	

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		26.60			47.87			25.53	
Grade 4		13.25			51.81			34.94	
Grade 5		18.75			55.00			26.25	
Grade 6		15.07			68.49			16.44	
All Grades		18.79			55.15			26.06	

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		24.47			57.45			18.09	
Grade 4		13.25			53.01			33.73	
Grade 5		11.25			72.50			16.25	
Grade 6		19.18			69.86			10.96	
All Grades		17.27			62.73			20.00	

Conclusions based on this data:

1. SBAC Math data for the 2021-22 school year show that our highest percentage of students were at or near standard.
2. Our math scores have decreased overall in comparison to previous years testing data.
3. Math is a typically an area of strength for our school, however the current SBAC data does not demonstrate this.

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
Grade 1	*	*	*	*	*	*	5	*
Grade 2	*	*	*	*	*	*	8	9
Grade 3	*	*	*	*	*	*	5	4
Grade 4	*	*	*	*	*	*	*	7
Grade 5	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	4
All Grades							25	33

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	20.00	6.06	20.00	48.48	40.00	33.33	20.00	12.12	25	33

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	28.00	33.33	32.00	30.30	24.00	27.27	16.00	9.09	25	33

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	8.00	3.03	20.00	18.18	36.00	54.55	36.00	24.24	25	33

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	40.00	21.21	44.00	63.64	16.00	15.15	25	33	

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	40.00	39.39	44.00	54.55	16.00	6.06	25	33

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	8.00	6.06	40.00	63.64	52.00	30.30	25	33

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	12.00	9.09	60.00	69.70	28.00	21.21	25	33

Conclusions based on this data:

1. ELA is an area of school wide focus.
2. BIA continuing to work with EL students to build foundational skills.
3. Increase of targeted interventions for this subgroup.

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
623	59.4	4.7	0.8
Total Number of Students enrolled in Mickey Cox 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	29	4.7
Foster Youth	5	0.8
Socioeconomically Disadvantaged	370	59.4
Students with Disabilities	64	10.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	3.2
American Indian	7	1.1
Asian	56	9.0
Filipino	5	0.8
Hispanic	267	42.9
Two or More Races	22	3.5
Pacific Islander	3	0.5
White	243	39.0

Conclusions based on this data:

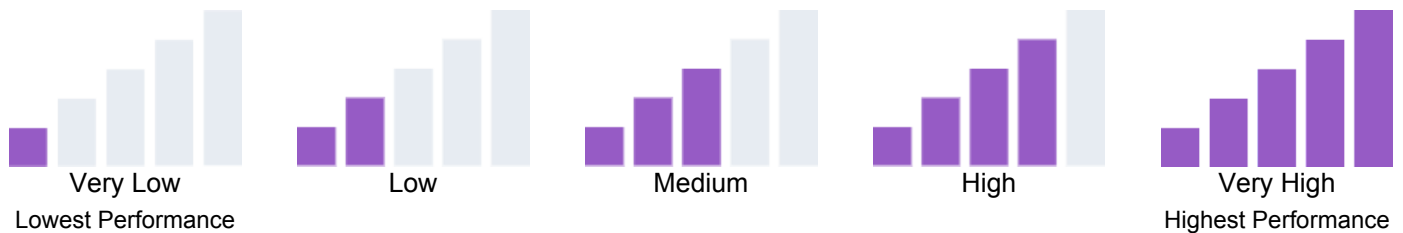
1. Our SPED population is increasing every year.
2. Our Hispanic and and Asian populations continue to increase.
3. Our SED population has increased.

School and Student Performance Data

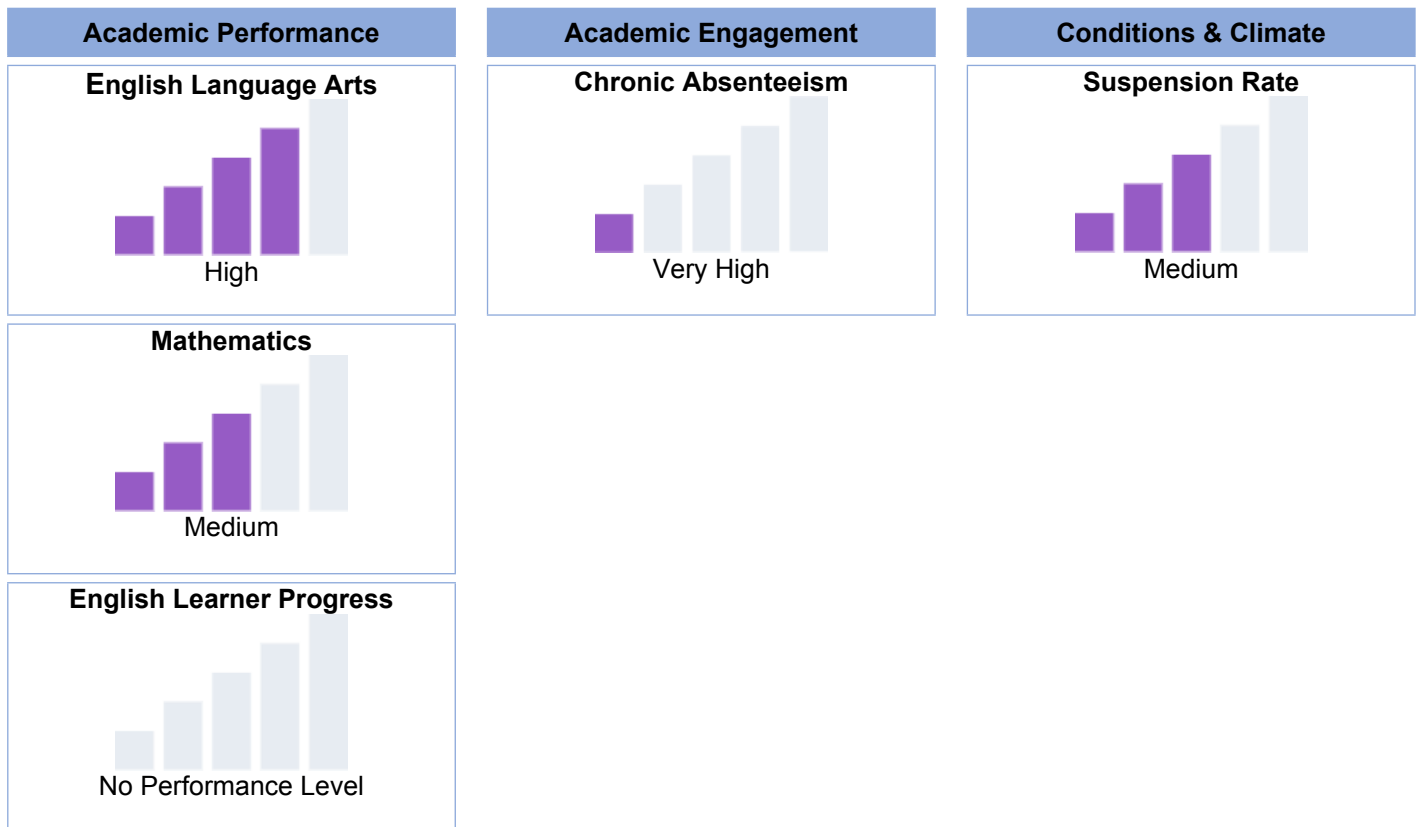
Overall Performance

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:

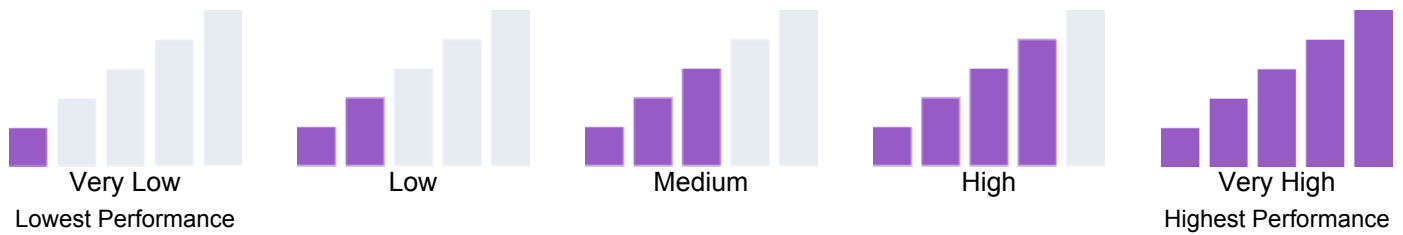
1. Our overall ELA scores fell into the high status indicator range
2. We continue to work with families on attendance concerns as that fell into the very high range
3. Our math status indicator fell into the medium range

School and Student Performance Data

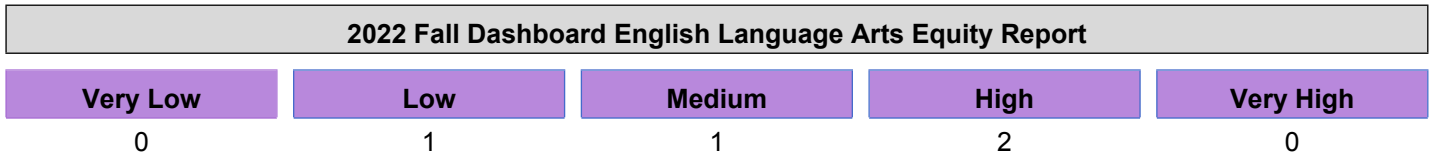
Academic Performance English Language Arts

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

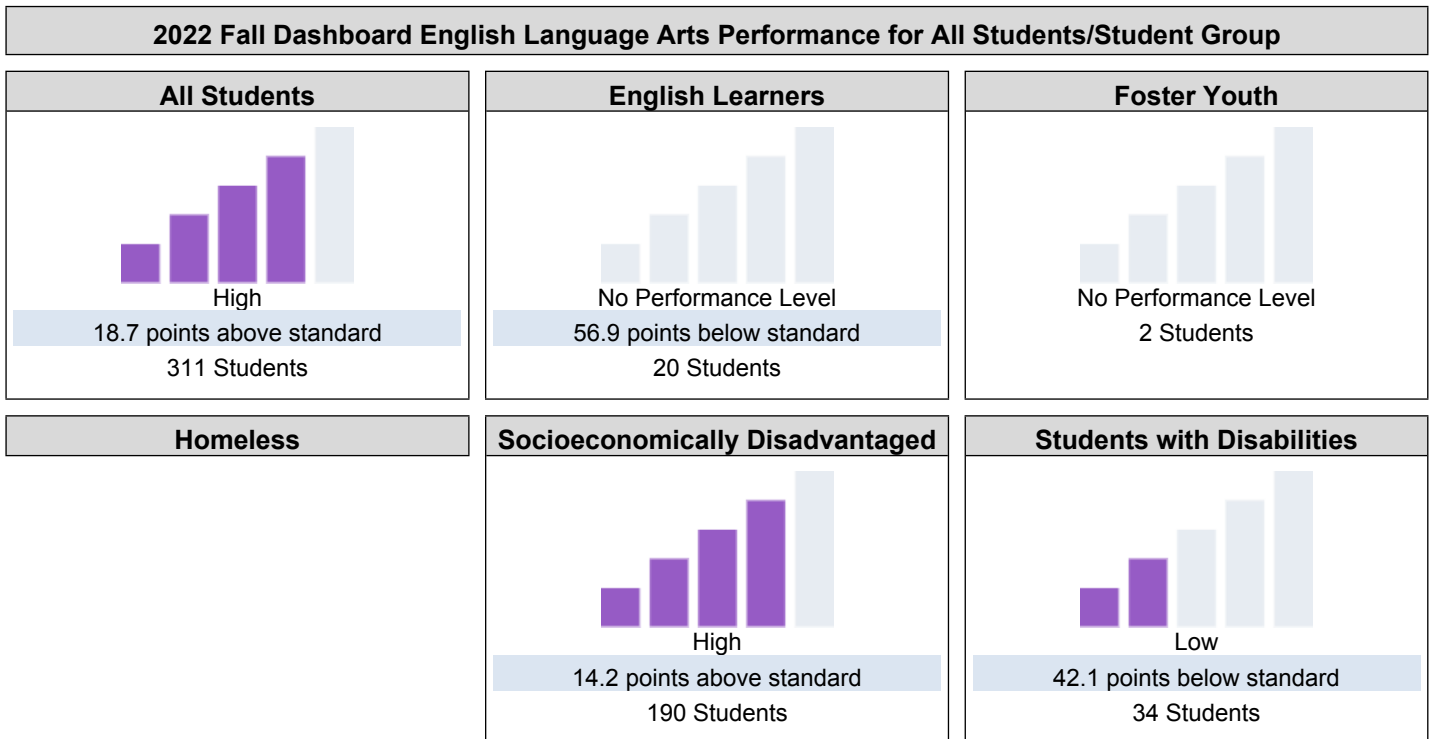
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



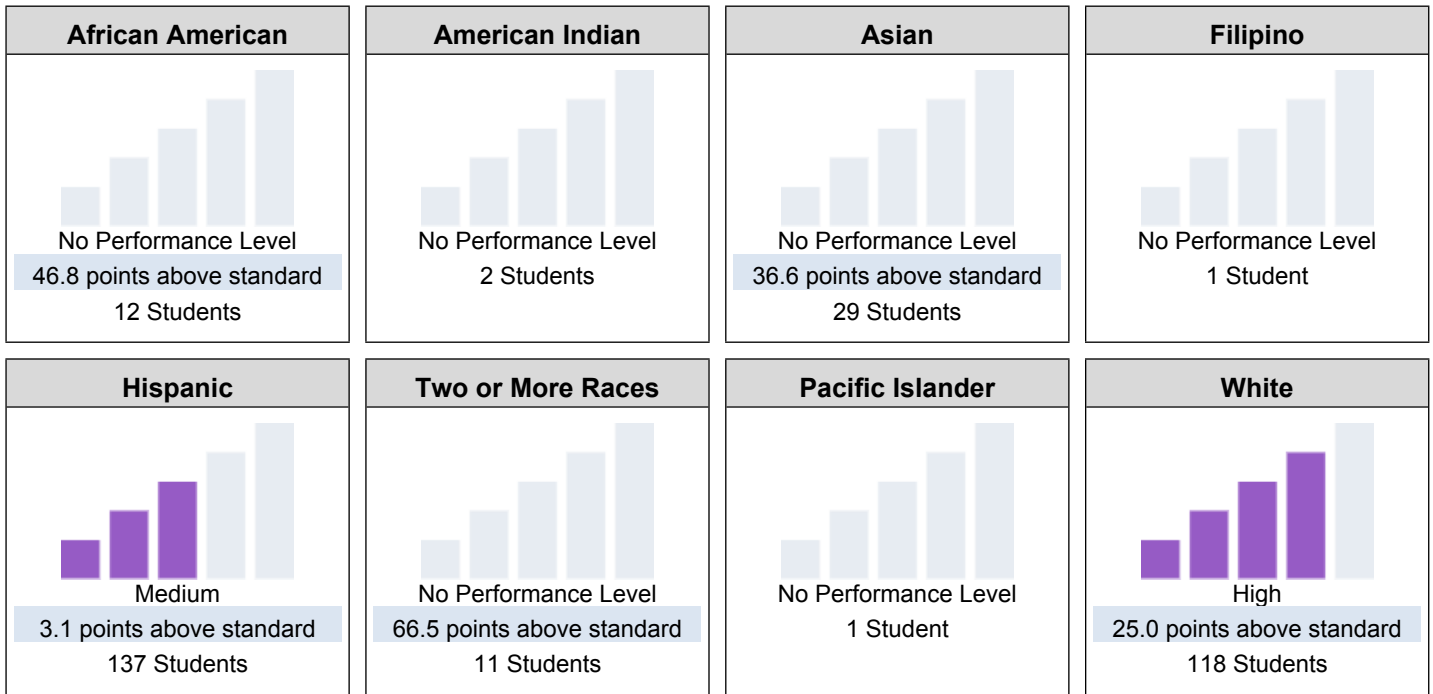
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
82.8 points below standard 12 Students	8 Students	21.5 points above standard 280 Students

Conclusions based on this data:

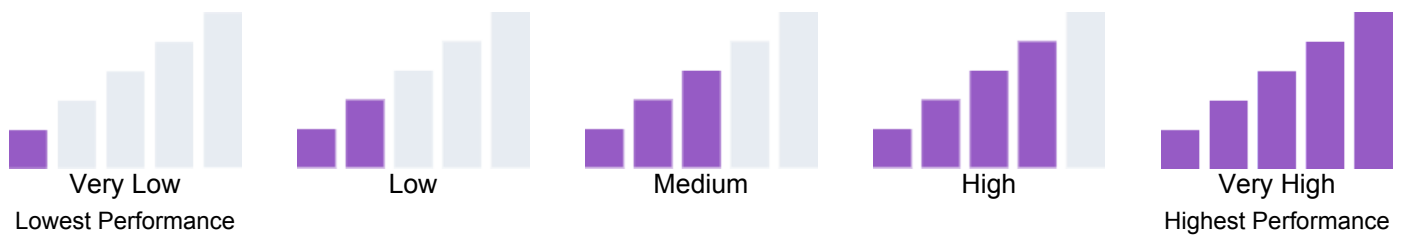
1. Our overall ELA scores fell into the high status indicator
2. Our most struggling subgroup is our SWD who performed 42.1 points below standard
3. Both our SED and White subgroups fell into the high status indicator range

School and Student Performance Data

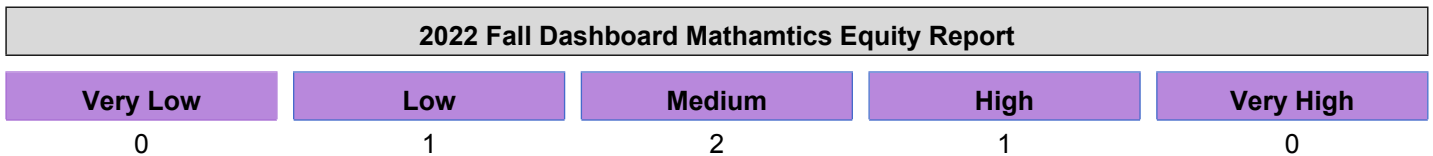
Academic Performance Mathematics

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

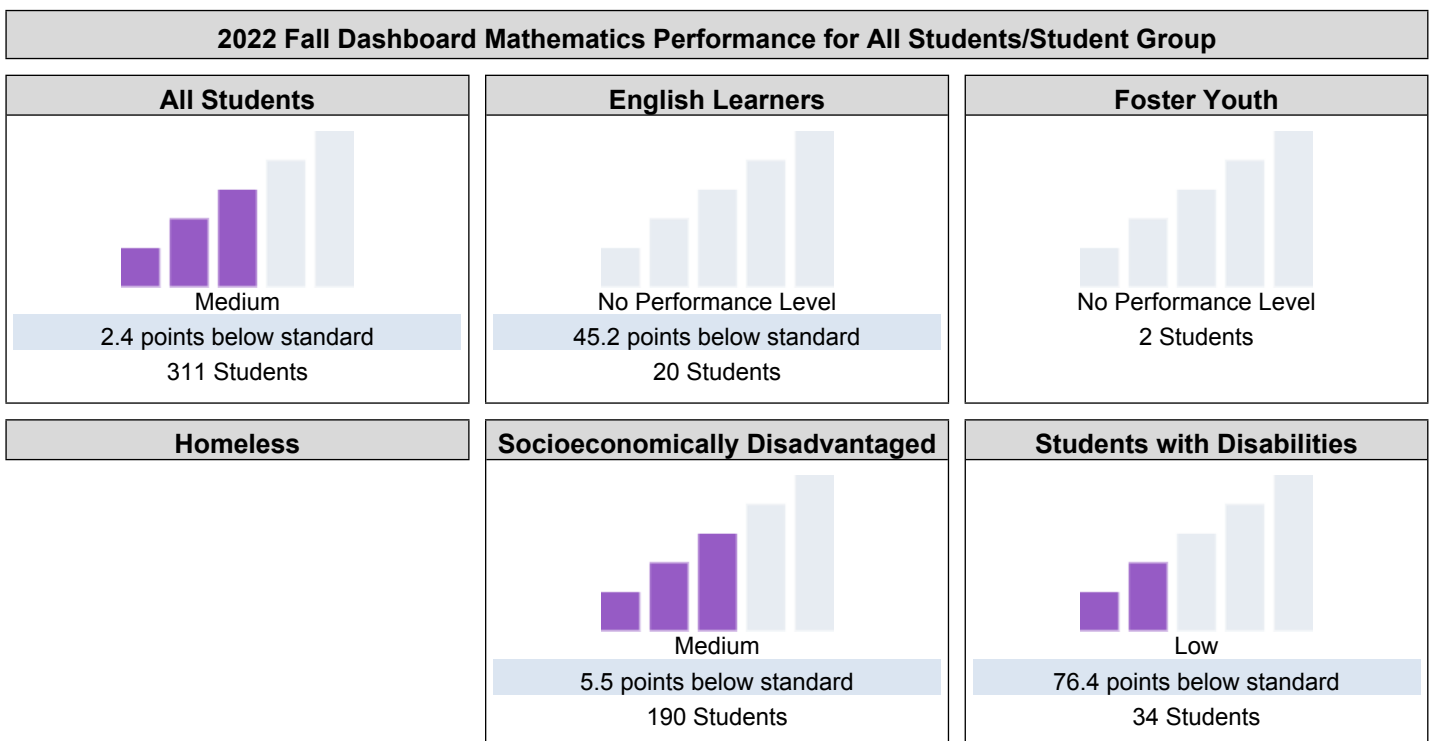
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



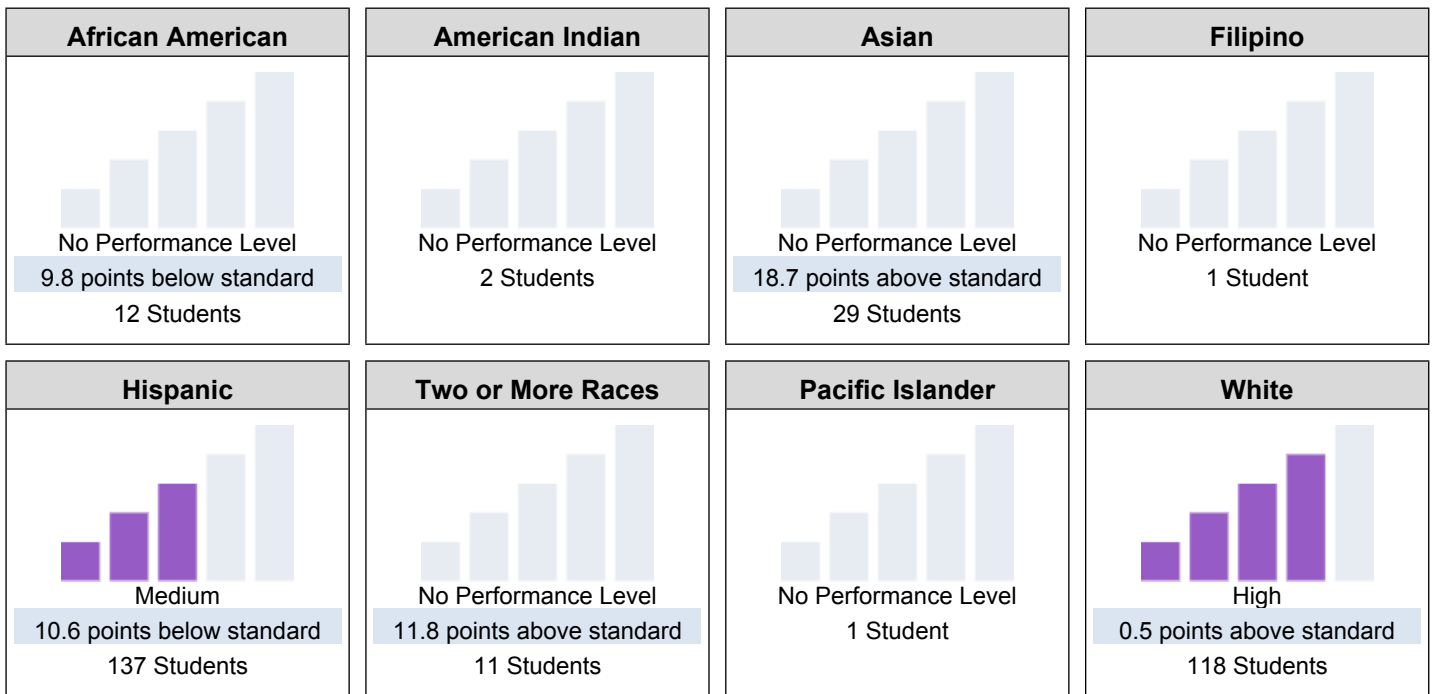
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>83.8 points below standard 12 Students</p>	<p>8 Students</p>	<p>1.8 points below standard 280 Students</p>

Conclusions based on this data:

1. For math, we fell into the medium indicator range when looking at all students
2. Our White subgroup performed the highest and fell into the high status indicator
3. Our most struggling subgroup is our SWD

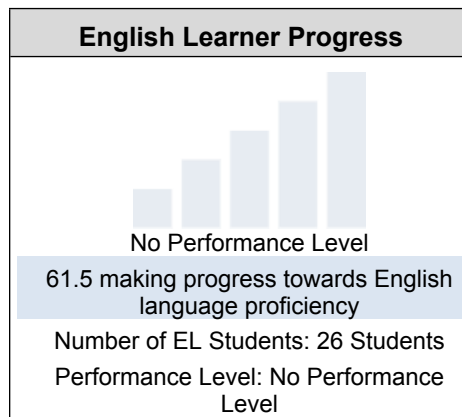
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7.7%	30.8%	0.0%	61.5%

Conclusions based on this data:

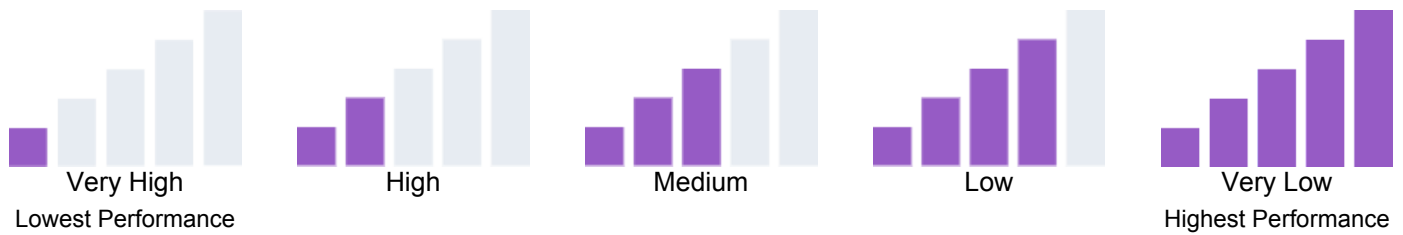
1. Due to having less than 30 EL students, we did not receive a status indicator for this subgroup
2. However, 16 of our EL students did progress at least one ELPI level
3. 61.5% of our EL students are making progress towards English language proficiency

School and Student Performance Data

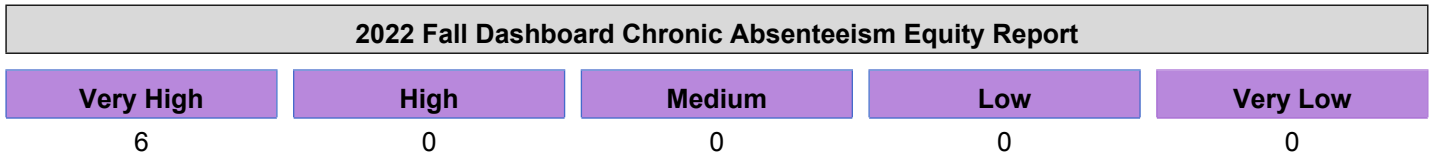
Academic Engagement Chronic Absenteeism

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](#).

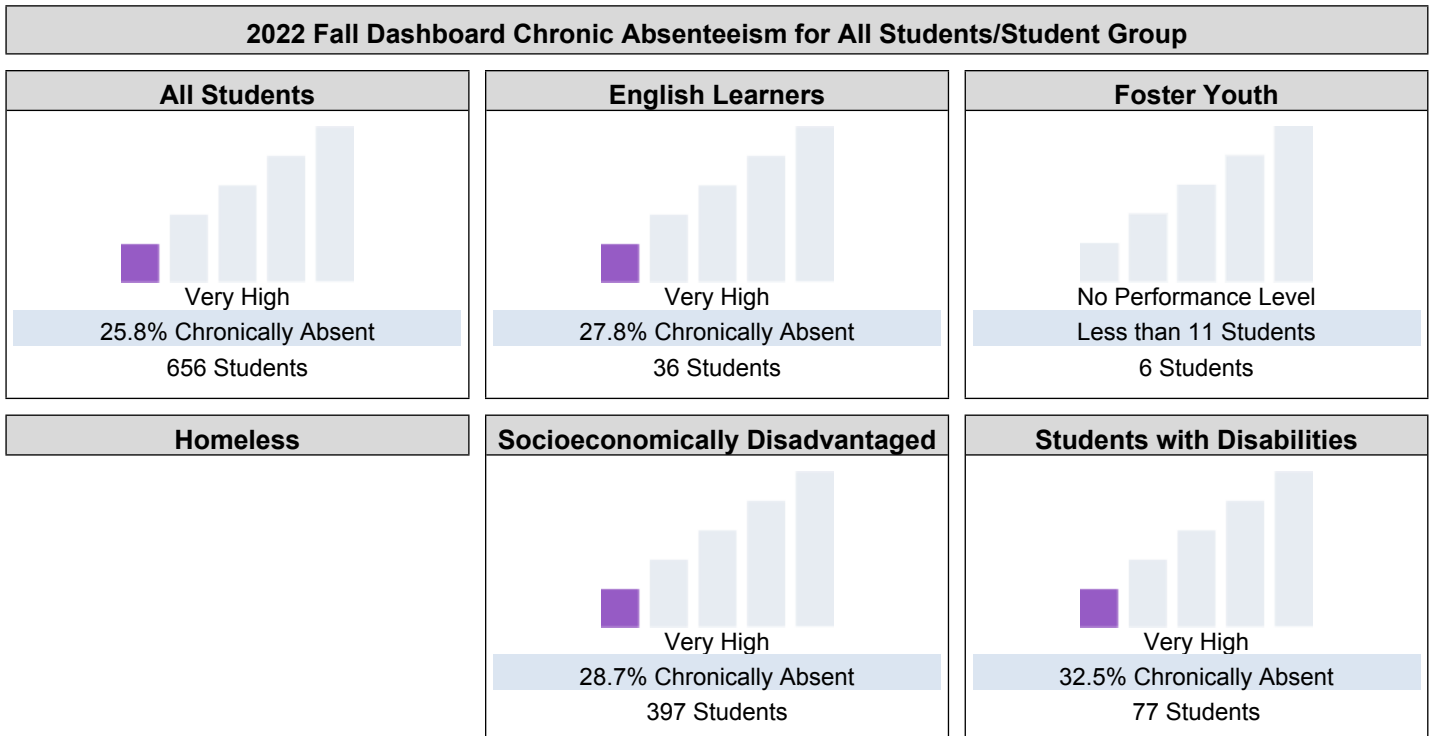
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



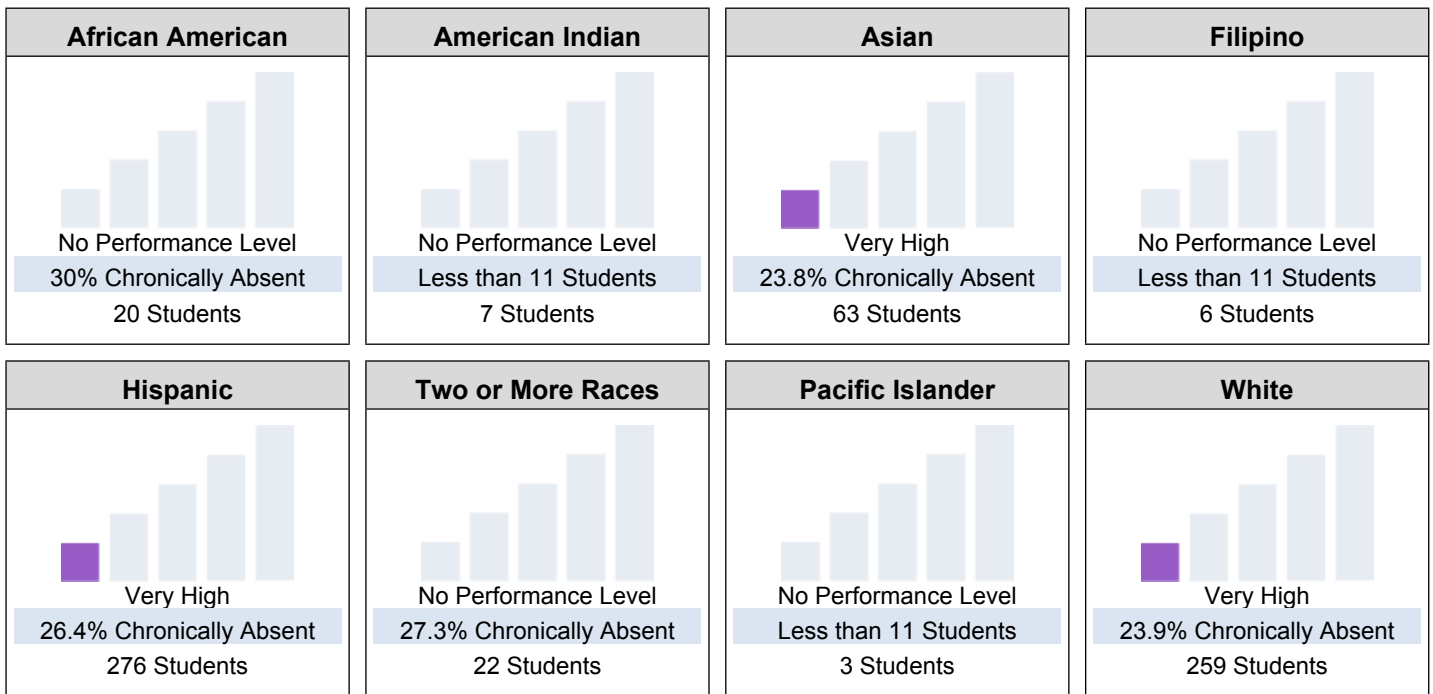
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

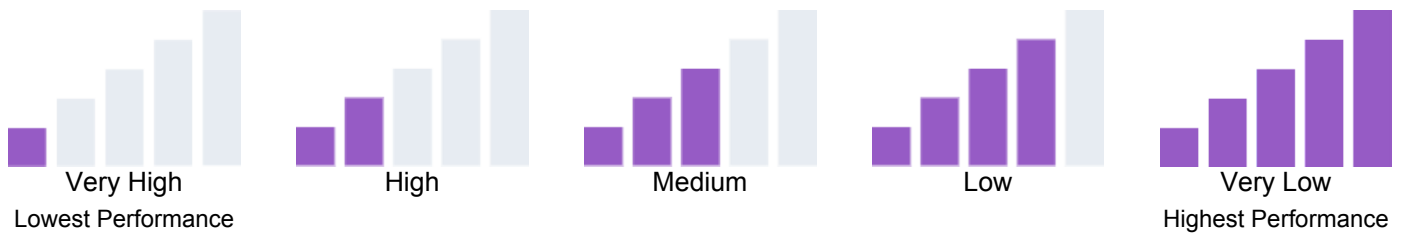
1. Attendance is a site focus for administration as we fell into the very high range
2. Majority of our subgroups also fell into the very high range

School and Student Performance Data

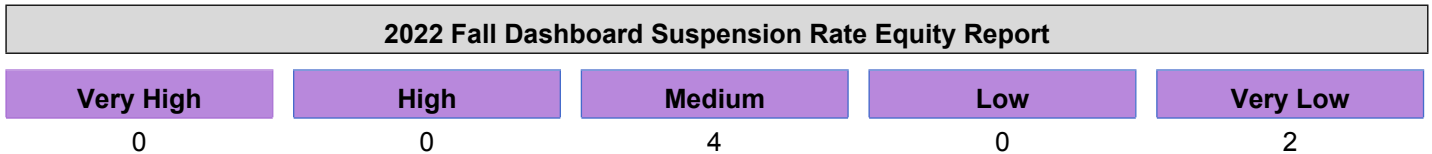
Conditions & Climate Suspension Rate

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](#).

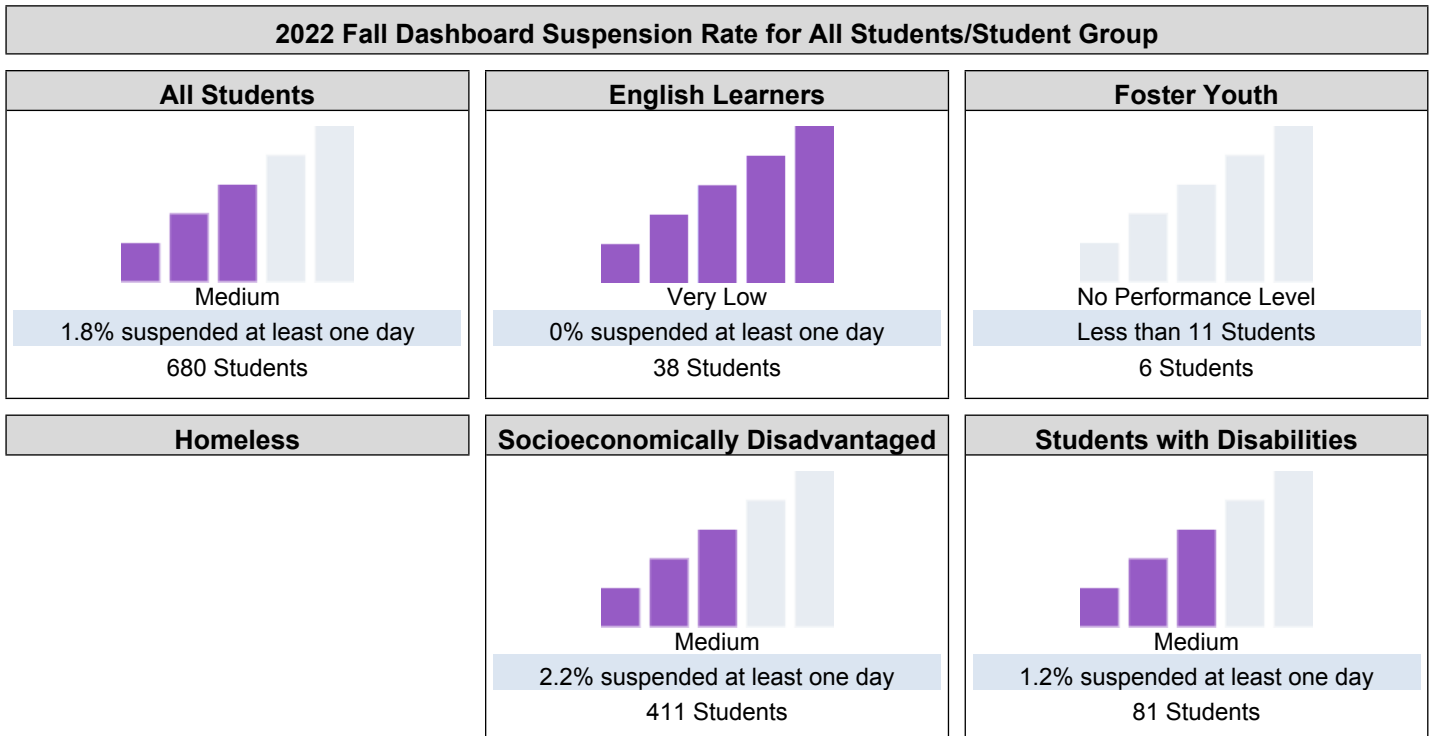
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



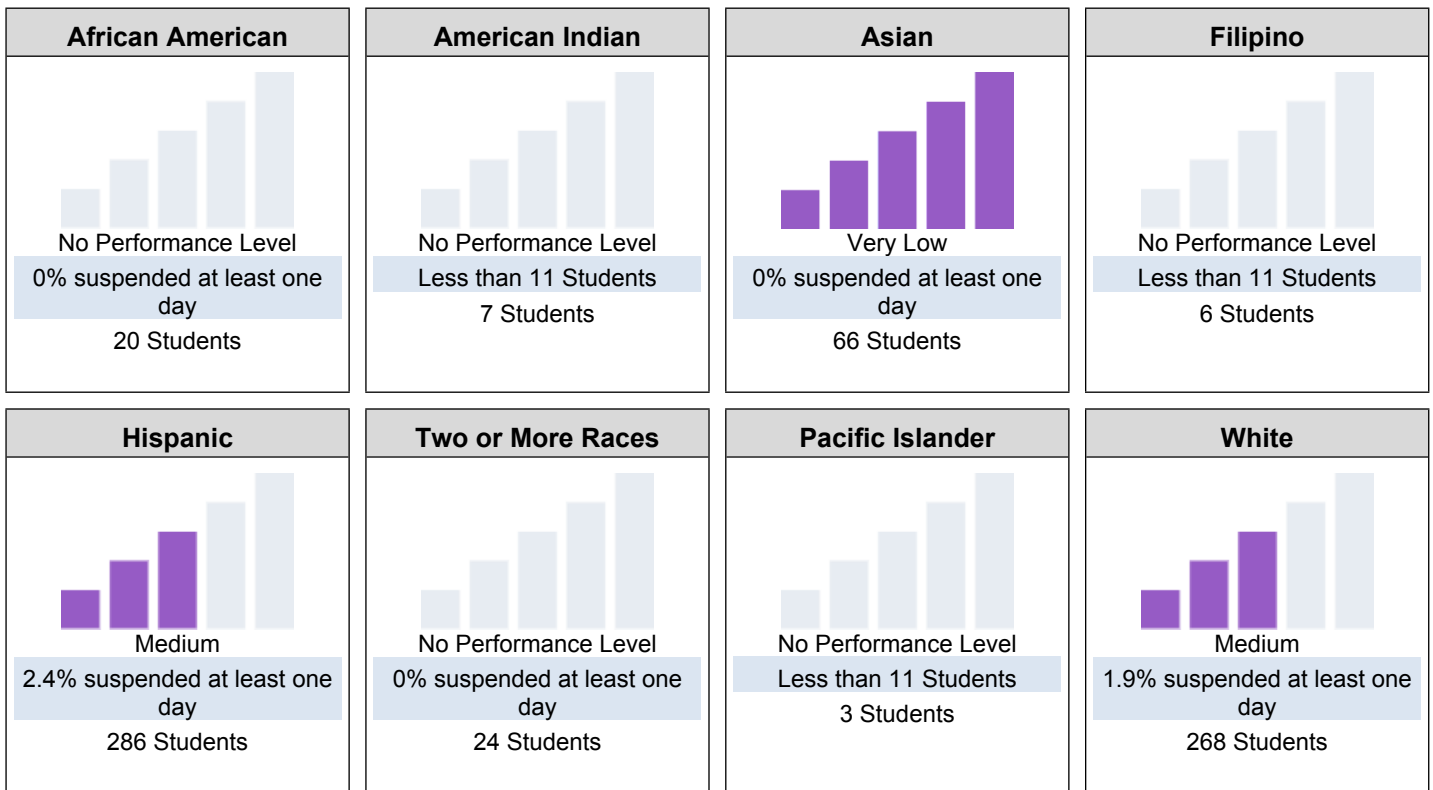
This section provides number of student groups in each level.



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 by Race/Ethnicity



Conclusions based on this data:

1. Our status indicator for all students for suspensions fell into the medium range with 1.8% suspended at least one day
2. Our highest subgroup for suspensions was our Hispanic subgroup
3. Our Asian subgroup had 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 goal on year end local and state assessments in English Language Arts, and Reading.

Identified Need

We must focus on increasing student growth in Reading for all students while specifically targeting our EL and SWD populations.

Improvement Plan

- SWD and EL subgroup growth
- Increase targeted intervention opportunities
- Earlier SST interventions
- Consistent growth across grade levels
- Identify and utilize effective Tier 1 instructional practices and monitor implementation
- Teachers in 2nd -4th to be trained on the implementation of Benchmark Steps to Advanced for targeted reading intervention
- Provide staff with continued support on effective implementation of balanced literacy approaches
- Review, evaluate, and monitor Designated ELD instruction
- Regularly progress monitoring of English Learners and Socio-economically Disadvantaged (SED) students
- Conduct data dive regularly (at least once a month) at PLC
- Conduct quarterly data chats with administration to create action plans for differentiated instruction and deployment groups.
- Engage students in data chats to motivate them and set their learning goals
- Equip parents with tools to support student reading achievement at home

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Reading growth increase	Schoolwide 89% of students made progress toward their typical growth outcome.	It is expected that students demonstrate progress toward their expected growth in 2023 on year end local assessments

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		in English Language Arts and Reading.
SBAC Growth in ELA	Schoolwide 57% of students in grades 3rd-6th met or exceeded the standards on the ELA SBAC.	It is expected that students will demonstrate growth on the year end ELA SBAC and that greater than 57% of all tested students will meet or exceed the standards.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- Utilize student achievement data to determine student placement within small groups and intervention
- Targeted small reading groups for all primary students
- Additional small reading intervention groups for struggling students in Kinder & 1st
- Deployment groups intervention for all students in grades 1st-6th
- Embedding SDAIE & ELD instruction into all classrooms Tk-6th
- Progress monitoring of all students
- SSTs for at risk students
- Manda-Tutorials for at risk students during lunch recess (5th & 6th) and afterschool (1st-4th)
- Weekly intervention for EL students
- Summer school for at risk students
- Utilization of supplemental instructional materials, supplies, and graphic arts - such as but not limited to, iReady materials, Benchmark materials, leveled readers, literature books, phonics workbooks, SRA and DRA kits, manipulatives, spelling games, blackline ELA masters, Scope, Scholastic, Studies Weekly, DIBELS, ESGI, Curriculum Associates, Soar to Success, Go Formative, Seesaw and various reading materials designed for a variety of modalities and instructional strategies.
- Provide 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 implementation of the CCSS, school climate, student achievement, student engagement, and other student outcomes.
- Provide Bilingual Instructional Aid Salary and Benefits - provide primary language support to EL students, assist teachers in the core curricular subject areas, and assist with the EL documentation
- Provide Instructional Aide Salary and Benefits-provide instructional support for students below grade level and monitor and reteach students

- Provide Push In/Extended Day Teacher Salary and Benefits - provide instructional services to below grade level students and monitor and reteach students
- Provide Senior Resource Teacher Salary and Benefits-Provide Instructional coaching to teachers, oversee and coordinate EL programs, plan organize, and oversee parent workshops, oversee school resources, instructional materials and assist principal and GIS with instructional coaching. Assist staff with intervention strategies for at-risk students
- Provide Technology Equipment - software, licenses, computers, projectors, document cameras, Promethean devices, iPads, printers, switches, cables, access points, monitors, and voting devices
- Provide parents with at home resources (sight word list, leveled readers, comprehension passages, website links, etc) to support students in obtaining ELA standards
- Continue to utilize iReady for ability leveled reading practice

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)
123966.60	Title I
19511.97	LCAP Supplemental
8272.84	LCAP Intervention
4579.46	Title I Part A: Parent Involvement

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.

Training on i-Ready provided all teachers an understanding of a new diagnostic tool to systematically monitor students' progress in reading and use individual instructional pathway recommendations to support differentiated instruction.

Small group instruction through the use of instructional assistants during guided reading period will support implementation of differentiated instruction for all students.

Providing instructional assistants professional development will increase classified staff's capacity to use effective reading strategies in their small group instruction.

Extended learning opportunity for kindergarten students will provide additional supports to students who are not yet proficient in fundamental foundations.

Extended learning opportunity for English learners & RFEP students will provide additional supports to students who are not yet proficient in English.

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.

The primary goal is based on results from the 2021-22 SBAC data. To further the success of meeting our goal, we must continue to offer intervention opportunities of the highest caliber and provide professional development in the areas of English Language Arts and Reading.

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 individual growth goal on year end local and state assessments in Math.

Identified Need

We must focus on increasing student growth in Math for all students while specifically targeting our EL and SWD populations.

iReady Math Data

- Overall students showed an average typical growth of 92% on the iReady math diagnostic 8% did not show growth.
- SED students showed an average typical growth of 92%
- Students with Disabilities showed an average typical growth of 80%
- EL students showed an average typical growth of 90%
- IDAC students showed averaged typical growth of 92%
- 14 students who did no show growth counted in 2 or more subgroups
- 5% of IDAC students who did not show growth counted in 2 or more subgroups
- Only 4 EL students did not demonstrate growth in math

Improvement Plan

- SWD and EL subgroup growth
- Increase targeted intervention opportunities
- Earlier SST interventions
- Consistent growth across grade levels
- Identify and utilize effective Tier 1 instructional practices and monitor implementation
- Implementation of Aleks Math for instruction in grades 4th -6th
- Incorporate SDAIE strategies into math instruction
- Regularly progress monitoring of English Learners and Socio-economically Disadvantaged (SED) students
- Conduct data dive regularly (at least once a month) at PLC
- Conduct quarterly data chats with administration to create action plans for differentiated instruction and deployment groups.
- Engage students in data chats to motivate them and set their learning goals
- Equip parents with tools to support student math achievement at home

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Mathematics growth increase	Schoolwide 92% of students made progress toward their typical growth outcome.	It is expected that students demonstrate progress toward their expected growth in 2022 on year end local assessments in Math.
SBAC Growth in math	Schoolwide 48% of students in grades 3rd-6th met or exceeded the standards on the math SBAC.	It is expected that students will demonstrate growth on the year end math SBAC and that greater than 48% of all tested students will meet or exceed the standards.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- Utilize student achievement data to determine student placement within small groups and intervention
- Deployment groups intervention for all students in grades 1st-6th
- Embedding SDAIE & ELD instruction into all classrooms Tk-6th
- Progress monitoring of all students
- SSTs for at risk students
- Mandatorials for at risk students during lunch recess (5th & 6th) and afterschool (1st-4th)
- Weekly intervention for EL students
- Summer school for at risk students
- Utilization of supplemental instructional materials, supplies, and graphic arts such as, but not limited to Go Formative, iReady Math, Aleks Math, and black lined math masters designed for a variety of modalities and instructional strategies.
- Provide 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 implementation of the CCSS, school climate, student achievement, student engagement, and other student outcomes.
- Provide Bilingual Instructional Aid Salary and Benefits - provide primary language support to EL students, assist teachers in the core curricular subject areas, and assist with the EL documentation
- Provide Instructional Aide Salary and Benefits-provide instructional support for students below grade level and monitor and reteach students
- Provide Push In/Extended Day Teacher Salary and Benefits - provide instructional services to below grade level students and monitor and reteach students

- Provide Senior Resource Teacher Salary and Benefits-Provide Instructional coaching to teachers, oversee and coordinate EL programs, plan organize, and oversee parent workshops, oversee school resources, instructional materials and assist principal and GIS with instructional coaching. Assist staff with intervention strategies for at-risk students
- Provide Technology Equipment - software, licenses, computers, projectors, document cameras, Promethean devices, iPads, printers, switches, cables, access points, monitors, and voting devices
- Provide parents with at home resources (sight word list, leveled readers, comprehension passages, website links, etc) to support students in obtaining ELA standards
- Continue to utilize iReady for ability leveled math practice
- Continue to utilize math facts to strengthen students' foundational math skills
- Utilize Aleks math to increase the rigor of our existing math program

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)
22715.03	LCAP Supplemental
157,480.40	Title I

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.

Training on i-Ready provided all teachers an understanding of a new diagnostic tool to systematically monitor students' progress and use individual instructional pathway recommendations to support differentiated instruction.

Small group instruction through the use of instructional assistants will support implementation of differentiated instruction for all students.

Providing professional development will increase staff's capacity to use effective strategies in their small group instruction.

Extended learning opportunity for kindergarten students will provide additional supports to students who are not yet proficient in fundamental foundations.

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.

The primary goal is based on results from the 20221-22 SBAC data. To further the success of meeting our goal, we must continue to offer intervention opportunities of the highest caliber and provide professional development in the areas of math.

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 EL students will demonstrate progress towards English proficiency and reclassification based on local and state assessments.

Identified Need

We must focus on increasing student growth on state and local assessment within our EL subgroup. Especially across our significant subgroups. the SPSA Goal addresses the Clovis Unified School District Local Accountability Plan (LCAP) Eight State Priorities Credentials/Materials/Facilities, Student Engagement, Student Outcomes, School, Climate, Adopt Standards through the course of Student, Parent Involvement, and Student Achievement.

SBAC Data:

Our 2021-22 SBAC data shows that only 18.2% of our EL students met or exceeded standard. 36.4% of our EL students fell in the not-met category. Currently, only 1 student has qualified for Reclassification.

Improvement Plan

- EL subgroup growth
- Increase targeted intervention opportunities
- Provide SST interventions
- Consistent growth across EL students in all grade levels
- Identify and utilize effective Tier 1 instructional practices and monitor implementation
- Teachers in 2nd -4th to be trained on the implementation of Benchmark Steps to Advanced for targeted reading intervention for EL students
- Provide staff with continued support on effective implementation of balanced literacy approaches
- Review, evaluate, and monitor Designated ELD instruction and SDAIE implementation across all classrooms
- Regularly progress monitoring of English Learners
- Conduct data dive regularly (at least once a month) at PLC
- Conduct quarterly data chats with administration to create action plans for differentiated instruction and deployment groups for EL students
- Engage EL students in data chats to motivate them and set their learning goals
- Equip parents with tools to support student English learning and reading achievement at home

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC- ELA	Our SBAC data for 2021 shows that 36.4% of our EL students did not meet standard in ELA.	It is expected that our EL students demonstrate progress toward their expected growth in 2022 on the year end SBAC assessment in ELA and that greater than 36.4% of all tested EL students will meet or exceed the standards.

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)

EL student subgroup

Strategy/Activity

Strategies

- Utilize student achievement data to determine student placement within small groups and intervention
- Targeted small reading groups for all primary EL students
- Additional small reading intervention groups for struggling EL students in Kinder & 1st
- Deployment groups intervention for all students in grades 1st-6th
- Embedding SDAIE & ELD instruction into all classrooms Tk-6th
- Bi weekly Progress monitoring of EL students
- SSTs for at risk EL students
- Mandatorials for at risk EL students during lunch recess (5th & 6th) and afterschool (1st-4th)
- Weekly intervention for EL students from our BIA (Bilingual Instructional Assistant)
- Summer school for EL Students
- Utilization of supplemental instructional materials, supplies, and graphic arts - such as but not limited to, iReady materials, Benchmark materials, leveled readers, literature books, phonics workbooks, SRA and DRA kits, manipulatives, spelling games, blackline ELA masters, Scope, Scholastic, Studies Weekly, DIBELS, ESGI, Curriculum Associates, Soar to Success, Go Formative, Seesaw and various reading materials designed for a variety of modalities and instructional strategies.
- Provide 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 implementation of the CCSS, school climate, student achievement, student engagement, and other student outcomes.

- Provide Bilingual Instructional Aid Salary and Benefits - provide primary language support to EL students, assist teachers in the core curricular subject areas, and assist with the EL documentation
- Provide Instructional Aide Salary and Benefits-provide instructional support for students below grade level and monitor and reteach students
- Provide Push In/Extended Day Teacher Salary and Benefits - provide instructional services to below grade level students and monitor and reteach students
- Provide Senior Resource Teacher Salary and Benefits-Provide Instructional coaching to teachers, oversee and coordinate EL programs, plan organize, and oversee parent workshops, oversee school resources, instructional materials and assist principal and GIS with instructional coaching. Assist staff with intervention strategies for at-risk students
- Provide Technology Equipment - software, licenses, computers, projectors, document cameras, Promethean devices, iPads, printers, switches, cables, access points, monitors, and voting devices
- Provide parents with at home resources (sight word list, leveled readers, comprehension passages, website links, etc) to support students in obtaining ELA standards
- Continue to utilize iReady for ability leveled reading practice

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)
4407.20	Title III English Learner
3320.89	LCAP Intervention

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.

From January 2022 to now, we have begun implementation and are excited to see our ELPAC scores, so that we can see the overall effects of the beginning implementation of this 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.

At this time, there have been no differences.

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

We are not making changes at this time.

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 English Learners and Asian student subgroups.

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 English Learner and Asian subgroups 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 Rate	In 21-22, 24% of our Asian student subgroup were considered chronically absent.	In 22-23, we expect there to be a decline of students in the our Asian subgroup who are chronically absent by 5%.
California Data Dashboard Chronic Absentee Rate	In 21-22, 27% of our English Learner (EL) student subgroup were chronically absent.	In 22-23, we expect there to be a decline of students in our EL 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 EL and Asian student subgroups.

Strategy/Activity

Increase communication and awareness to families.
 Parents will be invited to attend parent workshops provided by the district.
 Appropriate staff will be trained by the district on pulling and analyzing data.
 Positive incentives for meeting attendance goals will be provided to students through drawings.

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)
0.00	District Funded Parent Workshops
1000.00	Title I

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 based on our ATSI status.

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

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	\$291,433.66
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	\$345,254.39

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 (\$)
Title I	\$282,447.00
Title I Part A: Parent Involvement	\$4,579.46

Subtotal of additional federal funds included for this school: \$287,026.46

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

State or Local Programs	Allocation (\$)
District Funded	\$0.00
LCAP Intervention	\$11,593.73
LCAP Supplemental	\$42,227.00
Title III English Learner	\$4,407.20

Subtotal of state or local funds included for this school: \$58,227.93

Total of federal, state, and/or local funds for this school: \$345,254.39

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	\$42,227.00	0.00
LCAP Intervention	\$11,593.73	0.00
Title I	\$282,447.00	0.00
Title I Part A: Parent Involvement	\$4,579.46	0.00
Title III English Learner	\$4,407.20	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCAP Intervention	11,593.73
LCAP Supplemental	42,227.00
Title I	282,447.00
Title I Part A: Parent Involvement	4,579.46
Title III English Learner	4,407.20

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	LCAP Intervention	11,593.73
	LCAP Supplemental	42,227.00
	Title I	282,447.00

Title I Part A: Parent Involvement
Title III English Learner

4,579.46
4,407.20

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	156,330.87
Goal 2	180,195.43
Goal 3	7,728.09
Goal 4	1,000.00

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
- 3 Classroom Teachers
- 2 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Rebecca Vines	Classroom Teacher
Kristin Ervine	Classroom Teacher
Holly Frankfort	Classroom Teacher
Grace Ulbrich	Other School Staff
Kristine Wittenborn	Parent or Community Member
Andi Lambert	Parent or Community Member
James Novotny	Parent or Community Member
Shauna Thompson	Parent or Community Member
Janette Nunez	Parent or Community Member
Magloria Machuca	Parent or Community Member
Tina Rendon	Other School Staff
Cheryl Floth	Principal

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 5/8/2023.

Attested:

	Principal, Cheryl Floth on 5/8/2023
	SSC Chairperson, Kristine Wittenborn on 5/8/2023