# School Plan for Student Achievement
# Gettysburg Elementary

7/1/24-6/30/25

Contact:
KATIE SCALZO, Principal
(559) 327-6900
katiescalzo@cusd.com

Our parent involvement
policy can be found here:

Click Here

# School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| Gettysburg Elementary School | 10-62117-6106660 | 5/16/24 | June 12, 2024 |

# Table of Contents

# District Goals and Plan Overview

The purpose of the School Plan for Student Achievement (SPSA) 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.

Our district AIMS as well as our district's CLASSI goals are woven throughout our plan to meet the high expectations our district holds for our school sites, staff, students, and community.

District AIMS:
AIM I: Maximize Achievement for ALL Students
AIM II: Operate with Increasing Efficiency and Effectiveness
AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce

# Plan Description

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

Within our SPSA we have created a plan that focuses on student growth on local and state assessments. It is our ultimate goal to implement this plan and continue to increase academic achievement for all students. Our plan includes goals around our academic areas of ELA and Math for the following subgroups: SED, SWD, English Learners. Our plan also includes a goal to decrease the suspension rate for all students including the following subgroups: Socioeconomically Disadvantaged, Students with disabilities, and Hispanic.

# Educational Partner Involvement

How, when, and with whom did Gettysburg Elementary 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**

Our educational partners, including but not limited to our SSC, ELAC, and staff, play a huge role in the creation, monitoring, and revisions of our School Plan for Student Achievement. Throughout the year, we regularly revisit our SPSA at our SSC meetings by discussing the budget and goals, student achievement, available supports for students and families, and more. 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. Our committees then discussed possible next steps and needed changes as well as made recommendations to site administration for our SPSA.
The following recommendations were made: continue to hire high-quality intervention teachers, hire a bilingual instructional aide, allocate money to professional development, substitute teachers, and pay teachers to host before school and after school math intervention labs, continue allocating money for instructional supplies and technology.

# Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

After analysis of multiple data points, it is evident that at Gettysburg we have a discrepancy around our suspension data as overall we fell into the red dashboard indicator. In looking closely at our subgroup data, we have reds in the following subgroups: SED, SWD, and Hispanic which has a created a site need to put additional resources toward decreasing suspension rates overall. However, our SWD subgroup has a clear resource inequity as they fell into only read and orange indicators across the dashboard where other subgroups achieved in the green and blue. We will continue to look at our data to see where we can fill the gap around our SWD subgroup. Our SWD subgroup around suspension rates has placed us into ATSI for 24-25, so our plan includes actions that will support a decrease in this area.

# Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

# California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

*Overall Red Indicators include: Suspension Rates

*Overall Orange Indicators include: None

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

The following subgroups have a red indicator:
*Students with Disabilities in suspensions
*Socioeconomically Disadvantaged in suspensions
*Hispanics in suspensions

The following subgroups have an orange indicator, which is below the all student performance level in the following areas:
*Students with Disabilities in Chronic Absenteeism
*Asian in Suspension rate
*White in Suspension rate

# Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Local indicators and educational partner feedback also indicate that we have needs in the following areas:

*to focus on decreasing chronic absenteeism
*to focus on decreasing 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 1

| School Site Goals aligned with LCAP Goals | | | |
|---|---|---|---|
| **AIM I: Maximize Achievement for ALL Students**<br>**AIM II: Operate with Increasing Efficiency and Effectiveness**<br>**AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce** | | | |
| **ELA Overall Met / Exceeded** | | **Math Overall Met / Exceeded** | |
| **2022-2023** | 26.3 points above standard | **2022-2023** | 15.2 points above standard |
| **2021-2022** | 25.4 points above standard | **2021-2022** | 0.7 points below standard |
| **2018-2019** | 42.5 points above standard | **2018-2019** | 12.4 points above standard |
| **Subgroup DATA 2022-2023** | | **Subgroup DATA 2022-2023** | |
| **SWD** | 99.6 points below standard | **SWD** | 106.8 points below standard |
| **EL** | 20.2 points above standard | **EL** | 15.8 points above standard |
| **SED** | 8.9 points above standard | **SED** | 1.2 points below standard |
| **Hispanic** | 14.6 points above standard | **Hispanic** | 5.3 points above standard |
| **Asian** | 46.5 points above standard | **Asian** | 27.1 points above standard |
| **AA** | | **AA** | |
| **Two or More Races** | 76.4 points above standard | **Two or More Races** | 73.7 points above standard |

| Annual Review<br>Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required. |
|---|
| Schoolwide:<br>iReady reading growth: 89%<br>iReady math growth: 92%<br>CAASPP ELA growth: 43%<br>CAASPP Math growth: 47%<br><br>Subgroup:<br>Students with Disabilities<br>Socioeconomically Disadvantaged |

Hispanic

Services and Strategies implemented to reach Goal 1:
Professional development on Benchmark ELA curriculum 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. However, we still found areas of needed growth that will be addressing in our new goals.
*PLC Time
*Intervention time and small group instruction
*Intervention teachers
*ELD instruction and assessment
*SST process
*PD and training for teachers
*CSI
*Suspension interventions

Schoolwide results due to services and strategies implemented:
*i-Ready reading growth: 43%
*i-Ready math growth: 47%
*CAASPP ELA growth: 59%
*CAASPP Math growth: 61%

**Identified Need(s)**
As a result of the analysis of data and your annual implementation review, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal.

Based on our data analysis and needs assessment, we need to:
*Refine our instructional practices around writing in grades for all students with special considerations for our SWD, SED, and EL subgroups
*Increase academic supports in language acquisition for English Language Learners
*Increase academic supports in math for all students, with special consideration for our SWD, SED, and Hispanic subgroups
*Continue to refine the SST referral and meeting process
*Continue PLC process
*Continue to provide intervention opportunities for these struggling students
*Encourage Intervention teachers to collaborate with classroom teachers at PLC meetings
*Continue to look for ways to provide Math Intervention

| Site Goal(s) | Strategies/Actions to be implemented | Data/Evidence to meet the goal(s) | Metrics | |
|---|---|---|---|---|
| Goals that positively impact student achievement for ALL students based on needs assessment/data | What strategies/actions will be implemented to meet the goal(s)? | What data/evidence will you collect? | Baseline Data | Expected Outcome |
| Goal 1: It is expected that Gettysburg students demonstrate progress toward their expected growth on year end local and/or state assessments in English Language Arts and Mathematics. | G1 A1 ELA:<br>*Intervention teachers and materials<br>*ELD Instructional support; Bilingual Instructional Aide<br>*Professional Development<br>*Supplemental materials<br>*Software licenses<br>*Equipment and technology<br>*Intervention teachers for ELA and Math | *Benchmark & Collections assessments<br>*iReady Reading standards mastery and diagnostics<br>*Focus on Interim Assessment Blocks<br>*Quarterly writing prompts (Performance Tasks)<br>*iCAL Performance Tasks<br>*DRA2<br>*ESGI<br>*Accelerated Reader Assessments (STAR)<br>*Intervention time and small group instruction<br>*ELD Instruction<br>*CSI (Behavior Interventions)<br>*Attendance at Intervention<br>*CAASPP | iReady Reading growth was 89%<br><br>CAASPPELA proficiency was 59%<br>CAASPP growth for ELA was43 % | 1. Increase percentage toward expected growth on iReady Reading.<br><br>2. Increace percentage toward growth on CAASPP ELA.<br><br>3. Attendance at the intervention days is expected to increase. |
|  | G1 A2 Math:<br>iReady<br>Intervention materials<br>Intervention Teachers<br>Professional Development for teachers<br>ELD Instructional support; Bilingual Instructional Aide<br>Supplemental materials | *iReady Math<br>*Interim Comprehensive Assessment (ICA)<br>*CUSD iCAM Assessments<br>*Math Facts<br>*Reflex Math<br>*Teacher created assessments<br>*Common formative assessments<br>*Quick Checks<br>*Formal Observations<br>*Walk-through observations<br>*Attendance at Intervention<br>**CAASPP | iReady Math growth was 92%<br><br>CAASPP Math proficiency was 61%<br><br>CAASPP growth for Math was 47% | 1.Increase percentage toward expected growth on i-Ready Math<br><br>2. Increase percentage toward growth on CAASPP Math.<br><br>3.Attendance at the intervention |

| Site Goal(s) | Strategies/Actions to be implemented | Data/Evidence to meet the goal(s) | Metrics | |
|---|---|---|---|---|
| Goals that positively impact student achievement for ALL students based on needs assessment/data | What strategies/actions will be implemented to meet the goal(s)? | What data/evidence will you collect? | Baseline Data | Expected Outcome |
| | | | | days is expected to increase. |

| Specify any enhanced services to support EL, SED, or SWD | Specify any enhanced services to support low-performing subgroups |
|---|---|
| Additional supports will be provided for our EL and SWD populations as indicated in the actions above. | We will work in conjunction with our RSP team to ensure additional supports are provided to our SWD subgroup that are aligned with their IEP goals. |

| Budgets/Expenditures to meet the Goals | | |
|---|---|---|
| **Strategies/Actions** | **Students to be Served** | **Proposed Expenditures** |
| G1 A1 ELA:<br>*Intervention teachers and materials<br>*ELD Instructional support; Bilingual Instructional Aide<br>*Professional Development<br>*Supplemental materials<br>*Software licenses<br>*Equipment and technology<br>*Intervention teachers for ELA and Math | *All Students<br>*SED Students<br>*SWD Students<br>*Hispanics<br>*EL Students | 12,212.21<br>LCAP Intervention<br><br><br>3,182.01<br>Title III English Learner<br><br><br>20,700<br>LCAP Supplemental |
| G1 A2 Math:<br>iReady<br>Intervention materials<br>Intervention Teachers<br>Professional Development for teachers<br>ELD Instructional support; Bilingual Instructional Aide<br>Supplemental materials | *All Students<br>SED Students<br>*SWD Students<br>*Hispanics<br>*EL students | 16000<br>LCAP Supplemental |

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

| School Site Goals aligned with LCAP Goals | | | |
|---|---|---|---|
| AIM I: Maximize Achievement for ALL Students<br>AIM II: Operate with Increasing Efficiency and Effectiveness<br>AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce | | | |
| **Chronic Absenteeism DATA** | | **Suspension DATA** | |
| **2022-2023** | 16.9% Chronically Absent | **2022-2023** | 3.1% suspended at least one day |
| **2021-2022** | 25.8% Chronically Absent | **2021-2022** | 0.7% suspended at least one day |
| **2018-2019** | 6.4 | **2018-2019** | 1.6 |
| **Subgroup DATA 2022-2023** | | **Subgroup DATA 2022-2023** | |
| **SWD** | 33.8% Chronically Absent | **SWD** | 6.3% suspended at least one day |
| **EL** | 10.5% Chronically Absent | **EL** | 0% suspended at least one day |
| **SED** | 21.7% Chronically Absent | **SED** | 4.9% suspended at least one day |
| **Hispanic** | 20.3% Chronically Absent | **Hispanic** | 3.6% suspended at least one day |
| **Asian** | 6.6% Chronically Absent | **Asian** | 2.2% suspended at least one day |
| **AA** | 25% Chronically Absent | **AA** | 6.3% suspended at least one day |
| **Two or More Races** | 9.1% Chronically Absent | **Two or More Races** | 9.1% suspended at least one day |

| Annual Review<br>Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required. |
|---|
| This is a new goal for the 2024-2025 school year. |
| Identified Need(s)<br>As a result of the analysis of data and your annual implementation review, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. |
| Gettysburg fell into ATSI this year due to an increase in suspension rates within the SWD subgroup. We need to modify our current behavior intervention systems to meet the needs of our site while also maintaining safety and a positive culture on our campus. |

| Site Goal(s) | Strategies/Actions to be implemented | Data/Evidence to meet the goal(s) | Metrics | |
|---|---|---|---|---|
| Goals that positively impact student achievement for ALL students based on needs assessment/data | What strategies/actions will be implemented to meet the goal(s)? | What data/evidence will you collect? | Baseline Data | Expected Outcome |
| Goal 1: It is expected that the percentage of suspensions from 3.1% to 1%, with emphasis on SWD and Hispanic. | G1 A1 Suspensions<br>*Provide a multi-tiered system of support for behavior.<br>*Provide All 4 Youth services.<br>*Use positive reinforcement through the PBIS Program.<br>*Provide staff training for Clovis Support and Intervention (CSI) to provide non-punitive approach to make a positive impact on behaviors that could be the result of a disability.<br>*Hire staff to provide structured recess. | *The number of students participating in the All 4 Youth Program.<br>*The number of students participating in CSI.<br>*Utilize "Q" to keep track of behavior referrals and suspensions.<br>*Continue to hire personnel to provide structured recess to students who lack social skills.<br>*SST meetings, SPED meetings | *3.1% of students were suspended at least one day<br>*.The dashboard indicator shows that SED, SWD, and Hispanic need special consideration to decrease suspension rates.<br>*SED suspension rate is 4.9%<br>*SWD suspension rate is 6.3%<br>*Hispanic suspension rate is 3.6%<br>*3.1% of students were suspended at least one day. Suspension increased 2.4% from the previous year. | *Decrease the percentage of suspensions from 3.1% to 1% |
| | G2 A2 Attendance<br>*Notify parents when their child's absent rate reaches 10%.<br>*Utilize the the SARB process: Letters of Concern, Attendance Review Meetings, Mini-SARB meetings.<br>*Provide workshops for parents | *Monthly attendance reports<br>*Decrease in SARB's<br>*Decrease in Attendance Review meetings<br>*Decrease in Letter of Concerns | *16.9% Chronically Absent<br>*SWD - 33.8% Chronically Absent | *Decrease chronically absences from 16.9% to 14%. |

| Site Goal(s) | Strategies/Actions to be implemented | Data/Evidence to meet the goal(s) | Metrics | |
|---|---|---|---|---|
| Goals that positively impact student achievement for ALL students based on needs assessment/data | What strategies/actions will be implemented to meet the goal(s)? | What data/evidence will you collect? | Baseline Data | Expected Outcome |
| | *Send home literature to parents<br>*Provide incentives to students for improved attendance.<br>*The school nurse will work with parents who have a child with severe health issues. | | *EL - 10.5% Chronically Absent<br>*SED - 21.7% Chronically Absent<br>*Hispanic - 20.3% Chronically Absent | |

| Specify any enhanced services to support EL, SED, or SWD | Specify any enhanced services to support low-performing subgroups |
|---|---|
| Additionally, our SED, EL, and FY students may receive transitions supports to help with organization and goal setting. | Gettysburg will reduce the use of exclusionary discipline for students with disabilities by utilizing restorative approaches.  Gettysburg will hire staff to offer structured recess.  This provides learning opportunities with a staff member that can model positive social and emotional skills.  Gettysburg will provide a multi-tiered system of support for behavior and use positive reinforcement when students are following the clear and consistent expectations.  Gettysburg will provide All for Youth services, and provide staff training for Clovis Support and Intervention (CSI) to provide non-punitive approach to make a positive impact on behaviors that could be the result of a disability. |

| Budgets/Expenditures to meet the Goals | | |
|---|---|---|
| Strategies/Actions | Students to be Served | Proposed Expenditures |
| G1 A1 Suspensions<br>*Provide a multi-tiered system of support for behavior.<br>*Provide All 4 Youth services.<br>*Use positive reinforcement through the PBIS Program. | *All Students<br>*SED<br>*EL<br>*Hispanics | 3,000<br>LCAP Supplemental |

| Budgets/Expenditures to meet the Goals | | |
|---|---|---|
| **Strategies/Actions** | **Students to be Served** | **Proposed Expenditures** |
| *Provide staff training for Clovis Support and Intervention (CSI) to provide non-punitive approach to make a positive impact on behaviors that could be the result of a disability.<br>*Hire staff to provide structured recess. | *SWD | |
| G2 A2 Attendance<br>*Notify parents when their child's absent rate reaches 10%.<br>*Utilize the the SARB process: Letters of Concern, Attendance Review Meetings, Mini-SARB meetings.<br>*Provide workshops for parents<br>*Send home literature to parents<br>*Provide incentives to students for improved attendance.<br>*The school nurse will work with parents who have a child with severe health issues. | *All Students<br>*SED<br>*EL<br>*Hispanics<br>*SWD | |

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

| DESCRIPTION | AMOUNT |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | $$3,182.01 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $55,094.22 |
| Total Federal Funds Provided to the School from the LEA for CSI | $0 |

## Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|---|---|---|
| LCAP Supplemental | 39,700.00 | 0.00 |
| Title III English Learner | $3,182.01 | 0.00 |
| LCAP Intervention | $12,212.21 | 0.00 |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

***Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.***

| Federal Programs | Allocation ($) |
|---|---|
|  |  |
| rCalc_TotbyFSGrpFederal_50_FundSrc} | $ |

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 | $12,212.21 |
|---|---|
| LCAP Supplemental | $39,700.00 |
| Title III English Learner | $3,182.01 |

Subtotal of state or local funds included for this school: $55,094.22

Total of federal, state, and/or local funds for this school: $55,094.22

# 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:

| Name of Members | Role |
|---|---|
| Katie Scalzo | Principal |
| Stephanie Correia | Teacher |
| Elizabeth Gueringer | Teacher |
| Sandy Salcido | Teacher |
| Starlene Finley | Other Staff Member |
| Melissa Traugh | Parent Member |
| Ernie Gonzales | Parent Member |
| Nicole Gough | Parent Member |
| Leesha Havens | Parent Member or Secondary Student |
| Sara Almaraz | Parent Member or Secondary Student |

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: SSC and ELAC (if applicable)

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 5/16/24.

Attested:

| | |
|---|---|
| | Principal, Katie Scalzo on 5/16/24 |
| | SSC Chairperson, Melissa Traugh on 5/16/24 |