

School Plan for Student Achievement Reagan Elementary



7/1/24-6/30/25

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Our parent involvement policy
can be found here:

[Click Here](#)

School Year:

2024-25



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Reagan Elementary School	10621170111153	May 16, 2024	June 12, 2024

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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 maximizing achievement for all students. 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 Math and English Language Arts for all students as well as suspension rates for the following subgroups: Two or More Races. By including goals in these areas, we will be able to address the areas that have qualified us for ATSI this year.

Educational Partner Involvement

How, when, and with whom did Reagan 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:

Handling and resolving conflicts between student regarding race, culture, ethnicity

School Respects the differences in student race, ethnicity, or culture

School to home communication

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.

Our data illustrates that we have a resource inequity within our suspension rates. While overall indicator for suspensions is green and a majority of our subgroups fall into that same category, our students of two or more races fell into the red with the highest suspension rates amongst all student groups. After analyzing the data, we could that this is one of our smaller subgroups of students with only 31 students, so we need to ensure that are providing additional strategies to engage them into the school system.

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: None

*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 two or more indicators below the all student performance level in the following areas:

*English Learners in Chronic Absenteeism and Suspension Rate

*Students with Disabilities in Chronic Absenteeism and Suspension Rate

Additionally, the following indicators are red on our dashboard for the following subgroups:

*Suspension Rates: Two or More Races

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:

**Student Reading and Math growth on iReady Diagnostic

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 AIM II: Operate with Increasing Efficiency and Effectiveness AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce			
ELA Overall Met / Exceeded		Math Overall Met / Exceeded	
2022-2023	34.3 points above standard	2022-2023	6.7 points above standard
2021-2022	30.1 points above standard	2021-2022	3.7 points below standard
2018-2019	47.7 points above standard	2018-2019	16.7 points above standard
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	74.4 points below standard	SWD	91 points below standard
EL	10.2 points above standard	EL	10.9 points below standard
SED	13.9 points above standard	SED	8.6 points below standard
Hispanic	33.3 points above standard	Hispanic	4.3 points below standard
Asian	36.6 points above standard	Asian	22 points above standard
AA	8.2 points above standard	AA	41.9 points below standard
Two or More Races	26.3 points above standard	Two or More Races	16.5 points below standard

Annual Review
Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.
Professional Development was offered to ensure best instruction and best practices. Throughout the school year, professional development opportunities were made available to classified, certificated, and administrative staff. Extended learning opportunities through an Intervention Program for at-risk students and students struggling academically were also held throughout the year.
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 K-6 for all students
- *Increase academic supports in language acquisition for our English Language Learners
- *Increase academic supports in math for all students

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
<p>Reagan will meet or exceed the ELA and Math requirements for the CLASSI growth model (Site goals: 95% in K-2, 75% in grades 3-6 in both ELA and math)</p>	<p>G1 A1: PROFESSIONAL LEARNING COMMUNITIES (PLC): Reagan grade level leads (GROWL) meet monthly and support site-wide focus of facilitating effective and efficient PLCs with a focus on the essential standards in ELA and Math, effective Tier 2 and Tier 3 instructional strategies, and data analysis.</p>	<p>SYSTEMATIC INTERVENTION: Reagan will continue to evaluate and develop an MTSS model where ALL students will have access to standards, curriculum, and expectation with a focus on mastery of the essential standards. Monitoring students progress through pre and post assessment to determine next steps and needs.</p>	<p>CAASPP 22-23 School Year Data: ELA 67% Proficient or Advanced Math 58% Proficient or Advanced</p>	<p>PROFESSIONAL LEARNING COMMUNITIES (PLC):</p> <ol style="list-style-type: none"> 1. Agendas and minutes from PLC/GROWL meetings will prove data discussions. 2. Reagan will meet or exceed the ELA and Math requirements for the CLASSI growth model (Site goals: 95% in K-2, 75% in grades 3-6 in both ELA and math) 3. Climate Assessment results will show an increase in staff understanding of PLC time

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
	<p>G1 A2: SYSTEMATIC INTERVENTION: Reagan will continue to evaluate and develop an MTSS model where ALL students will have access to standards, curriculum, and expectation with a focus on mastery of the essential standards. Monitoring students progress through pre and post assessment to determine next steps and needs.</p>	<p>SYSTEMATIC INTERVENTION: 1. Universal Screening Data will help Reagan determine our Tier 2 and 3 students (beginning of the school year and throughout the year for new students) 2. Tier 2 & 3 students will be monitored with Pre and Post CFAs aligned to essential standards (based on a 6 week cycle). 3. Diagnostic and District Assessments will help to monitor student progress and effectiveness of Tier 2 and 3 interventions (district assessment calendar) 4. Data collections on Tier 3 students will be recorded on a Tier 3 spreadsheet located in the GROWL folder by the MTSS team and PLC Team (biweekly)</p>	<p>CAASPP 22-23 School Year Data: ELA 67% Proficient or Advanced Math 58% Proficient or Advanced</p>	<p>throughout the school year.</p> <p>SYSTEMATIC INTERVENTION: 1. Entire staff will be able to articulate the goals of MTSS at Reagan. 2. Increased percentage of students mastering essential standards will be shown with growth on common formative assessments, district assessments, diagnostics, and finally with SBAC/ EOY assessments. . 3. Tiered Intervention document will show data which aligns to the</p>

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
				number of SST referrals and/or request for special education testing.
Increase ELPI scores	G2 A1: Provide designated ELD support for English Learners to support with academic achievement both in and out of the classroom. Strategies will include additional staffing, supplemental EL materials and resources, online resources, & technology	ELPAC data and CAASPP results for English Learners who are provided designated ELD support will be collected.	66.7% of students making progress on ELPI	70% of students making progress on ELPI
	G2 A2: Increase Professional Development around English Language supports.		66.7% of students making progress on ELPI	70% of students making progress on ELPI

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 populations as indicated in the actions above.	As indicated above

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G1 A1: PROFESSIONAL LEARNING COMMUNITIES (PLC): Reagan grade level leads (GROWL) meet monthly and support site-wide focus of facilitating effective and efficient PLCs with a focus on the	*All Students	29,496.00 LCAP Supplemental

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
essential standards in ELA and Math, effective Tier 2 and Tier 3 instructional strategies, and data analysis.		
G1 A2: SYSTEMATIC INTERVENTION: Reagan will continue to evaluate and develop an MTSS model where ALL students will have access to standards, curriculum, and expectation with a focus on mastery of the essential standards. Monitoring students progress through pre and post assessment to determine next steps and needs.	*All Students	12,212.21 LCAP Intervention
G2 A1: Provide designated ELD support for English Learners to support with academic achievement both in and out of the classroom. Strategies will include additional staffing, supplemental EL materials and resources, online resources, & technology	EL students	3,500.21 Title III English Learner
G2 A2: Increase Professional Development around English Language supports.	EL students	

Goals, Strategies, & Proposed Expenditures

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

Goal 2

School Site Goals aligned with LCAP Goals			
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			
Chronic Absenteeism DATA		Suspension DATA	
2022-2023	14.5% Chronically Absent	2022-2023	2.5% suspended at least one day
2021-2022	29.4% Chronically Absent	2021-2022	2.8% suspended at least one day
2018-2019	5.2	2018-2019	2
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	29.9% Chronically Absent	SWD	3.8% suspended at least one day
EL	22% Chronically Absent	EL	2.3% suspended at least one day
SED	20.4% Chronically Absent	SED	3.2% suspended at least one day
Hispanic	18.1% Chronically Absent	Hispanic	1.3% suspended at least one day
Asian	9.5% Chronically Absent	Asian	4.2% suspended at least one day
AA	15.4% Chronically Absent	AA	3.8% suspended at least one day
Two or More Races	6.5% Chronically Absent	Two or More Races	6.5% suspended at least one day

Annual Review
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 to the SPSA.
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: *Decrease the number of suspensions, specifically for students with two or more races. *Increase student attendance and streamline communication about attendance policies.

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
Reagan will decrease the number of students who are two or more races in the amount of suspensions.	G1 A1: Students with previous suspensions for causing bodily harm will meet weekly in small groups with a school counselor to focus on learning appropriate strategies to manage their behaviors.	Monitoring student behavior through referrals/citations and teacher documentation.	Students who are two or more races are indicated red under suspensions according to the California Dashboard.	Students who are two or more races will no longer be red on the California Dashboard.
	G1 A2: Reagan will use our tier 2 and tier 3 behavior interventions aligned with PBIS.	Set exit criteria from these interventions and monitor student progress.	English Learners and Students with Disabilities are indicated orange under Chronic Absenteeism according to the California Dashboard.	EL and SWD will no longer be orange on the California Dashboard.
Increase attendance for all students with a focus on EL and SWD.	G2 A1: Streamline communication on attendance policy with all stakeholders.	Percentage of Student Attendance	Absences in Q	Stakeholders will understand CUSD attendance policies.
	G2 A2: Develop consistency for SARB process to help inform parents about the importance of student attendance.	The amount of student absences.	Absences in Q	stakeholders will limit absences.

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
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<p>Our transitions team will work to support our SED, EL, and FY students in the areas of student connectedness and SEL supports. This will help us to enhance the supports provided to our students in the Two or More Races subgroup who also fall into one of these categories.</p>	<p>Increase school connectedness to our students who are two or more races.</p>
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Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
<p>G1 A1: Students with previous suspensions for causing bodily harm will meet weekly in small groups with a school counselor to focus on learning appropriate strategies to manage their behaviors.</p>	<p>Students showing impulsive behaviors</p>	<p>1,000 LCAP Supplemental</p>
<p>G1 A2: Reagan will use our tier 2 and tier 3 behavior interventions aligned with PBIS.</p>	<p>Students who need more than tier 1 behavior support.</p>	
<p>G2 A1: Streamline communication on attendance policy with all stakeholders.</p>	<p>All</p>	
<p>G2 A2: Develop consistency for SARB process to help inform parents about the importance of student attendance.</p>	<p>All</p>	

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	\$3,500.21
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$46,208.42
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	\$30,496.00	0.00
Title III English Learner	\$3,500.21	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	\$30,496.00
Title III English Learner	\$3,500.21

Subtotal of state or local funds included for this school: \$46,208.42

Total of federal, state, and/or local funds for this school: \$46,208.42

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
Pamela Hoffhous	Principal
Megan Durham	Teacher
Veronica Cantu	Teacher
Pam Mantle	Teacher
Melissa Papendorf	Other Staff Member
Ada Martinez	Parent Member
Meghan Alanis	Parent Member
Abby Arie	Parent Member
Robert Kampf	Parent Member or Secondary Student
Amber Herman	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, Pamela Hoffhous on 5/16/2024



SSC Chairperson, Lisa Darneal on 5/16/2024



Other Committee Member (optional), Melissa Papendorf on 05/16/2024