School Plan for Student Achievement
Young Elementary

7/1/24-6/30/25

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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
Janet L. Young Elementary School	10-62117-0139766	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 Academics in the areas of math and English Language Arts for all students as well as suspensions for the following subgroups: students with disabilities.

Educational Partner Involvement

How, when, and with whom did Janet L. Young 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:
Increased supports for Achievement in ELA and Math

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:
*Students with Disabilities: Chronic Absenteeism and Suspensions

Additionally, the following indicators are red on our dashboard for the following subgroups:
*Suspension Rates: SWD

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:

*Increase Student reading and math growth on Diagnostic Results

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	10.6 points above standard	**2022-2023**	7.4 points above standard
2021-2022	4.4 points above standard	**2021-2022**	6.9 points below standard
2018-2019		**2018-2019**	
Subgroup DATA 2022-2023		**Subgroup DATA 2022-2023**	
SWD	85.2 points below standard	**SWD**	93.4 points below standard
EL	20.7 points below standard	**EL**	21.6 points below standard
SED	7.8 points below standard	**SED**	10.4 points below standard
Hispanic	2.1 points above standard	**Hispanic**	1.3 points below standard
Asian	9.2 points above standard	**Asian**	4.7 points above standard
AA	28.1 points below standard	**AA**	13.8 points below standard
Two or More Races	10.8 points above standard	**Two or More Races**	16.9 points above 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.
This goal was implemented in 2023 and we are still collecting data on its effectiveness. We are excited to see what our SBAC scores will be and how just this short implementation will affect those.
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 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, with special consideration for our SWD and EL subgroups

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
Increase academic achievement in ELA and Math state and local assessment scores by 5% in grades K-6.	G1 A1: Utilization of AVID WICOR strategies across content areas to support all student groups with an emphasis on focused note taking	1. Evidence of implementation of WICOR strategies across content areas 2. CFA assessment results including diagnostics 3. State and Local EOY assessment results	1. 25% of teachers using across content areas 2.Math SBAC: 56% ELA SBAC: 59%	1. 100% of teachers using across content areas 2. Math SBAC: 61% ELA SBAC: 64%
	G1 A2: Modify our MTSS model and increase intervention supports available for our lowest performing students This strategy may include: *intervention staffing *intervention materials *technology and/or technology resources	1. Pre and post assessment data from intervention 2. Attendance at intervention 3. Iready Diagnostics in reading and math	Baseline data in all 3 areas will be collected in the fall for each individual student	1. Increase between pre and post assessment data 2. Students will attend at least 80% of the intervention days 3.iready diagnostic data will increase throughout the year in the area that intervention was provided

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
Increase percentage of reclassifications for English Learners as identified local and state assessments.	G2 A1: Increase intervention supports for our English Learners This strategy may include: *BIA staffing *supplemental materials *technology and/or technology resources specific for EL Students *translation supports	Hours of intervention provided	1. 1 hours per week 2. 9% of students reclassified	1. Increase to 2 hours per week 2. Increase to 20% of students reclassified

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 SED populations as indicated in the actions above.	Goal 2 is dedicated to our EL subgroup.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G1 A1: Utilization of AVID WICOR strategies across content areas to support all student groups with an emphasis on focused note taking	*All Students *EL Students *SWD students *SED students	
G1 A2: Modify our MTSS model and increase intervention supports available for our lowest performing students This strategy may include: *intervention staffing *intervention materials *technology and/or technology resources	*All Students *EL *SWD	12212.21 LCAP Intervention 12378.28 LCAP Supplemental 5760 LCAP Supplemental

Budgets/Expenditures to meet the Goals		
Strategies/Actions	**Students to be Served**	**Proposed Expenditures**
G2 A1: Increase intervention supports for our English Learners This strategy may include: *BIA staffing *supplemental materials *technology and/or technology resources specific for EL Students *translation supports	*EL Students	5303.35 Title III English Learner

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	13.5% Chronically Absent	**2022-2023**	2.1% suspended at least one day
2021-2022	22.9% Chronically Absent	**2021-2022**	2.2% suspended at least one day
2018-2019		**2018-2019**	
Subgroup DATA 2022-2023		**Subgroup DATA 2022-2023**	
SWD	33.9% Chronically Absent	**SWD**	6.7% suspended at least one day
EL	5.7% Chronically Absent	**EL**	0% suspended at least one day
SED	19.2% Chronically Absent	**SED**	2.4% suspended at least one day
Hispanic	16.7% Chronically Absent	**Hispanic**	2.7% suspended at least one day
Asian	8.3% Chronically Absent	**Asian**	1.4% suspended at least one day
AA	17.9% Chronically Absent	**AA**	3.3% suspended at least one day
Two or More Races	10.7% Chronically Absent	**Two or More Races**	0% 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.
There is no longer enough students in the sub group to pull progress data.
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: *Increase attendance and decrease suspension rates for the following subgroup: SWD *Streamline communication tools to more effectively share school events, policies and procedures with all stakeholders.

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
Increase attendance for all students with a focus on students with disabilities.	G1 A1: Streamline communication on attendance policy with all stakeholders.	Percentage of students who are chronically absent, specifically focusing on students with disabilities.	Currently, this information is shared only through the parent handbook.	Communication about absent policy will be shared through the following avenues: 1. Classroom back to school presentations 2. Weekly newsletter shared with the community 3. Parent Handbook
	G1 A2: Identify and implement consistency with the SARB process for ALL students who exhibit chronic absenteeism.	Percentage of students who are chronically absent, specifically focusing on students with disabilities.	Currently, the SARB process consists on the registrar, and attendance officer, and an administrator on site.	1. Create a script to be used at all SARBs 2. All members of the SARB process will have defined roles during SARB meetings.
Decrease suspension rates for all students.	G1 A1: Implement lunch time interventions for students with office referrals and previous suspensions. This strategy may include: *stipends or supplemental staffing to support lunch time interventions	Number of students with major office referrals during lunch time resulting in a suspension	We currently have 15 suspensions to date.	Decrease suspensions for students by 10%.

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
	*supplemental materials *student behavior incentives			

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Our SED, EL, and FY upper graders may also receive transitions support.	We plan to include character and behavior lessons in tandem with our lunch time behavior interventions and intramurals to support a decrease of referrals for students especially amongst our SWD subgroup.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G1 A1: Streamline communication on attendance policy with all stakeholders.	*All students *SWD	
G1 A2: Identify and implement consistency with the SARB process for ALL students who exhibit chronic absenteeism.	*All students *SWD	
G1 A1: Implement lunch time interventions for students with office referrals and previous suspensions. This strategy may include: *stipends or supplemental staffing to support lunch time interventions *supplemental materials *student behavior incentives	*All students *SWD	7847.94 LCAP Supplemental 3400.84 LCAP Supplemental

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	$$5,303.35
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$46,902.62
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	$29,387.06	0.00
Title III English Learner	$5,303.35	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	$29,387.06
Title III English Learner	$5,303.35

Subtotal of state or local funds included for this school: $46,902.62

Total of federal, state, and/or local funds for this school: $46,902.62

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
Ray Gamez	Principal
Christine Getz	Teacher
Caitlyn Hemman	Teacher
Madison Ehresman	Teacher
Kristina Mazariegos	Other Staff Member
Jodie Metler	Parent Member
Josh Kraus	Parent Member
Kim Garcia	Parent Member
Shelvia Salvano	Parent Member or Secondary Student
Cindy Williams	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, Ray Gamez on 5/16/24
	SSC Chairperson, Kristina Mazariegos on 5/16/24
	Other Committee Member (optional), Joseph Donat on 5/16/24