

School Plan for Student Achievement Bud Rank



7/1/24-6/30/25

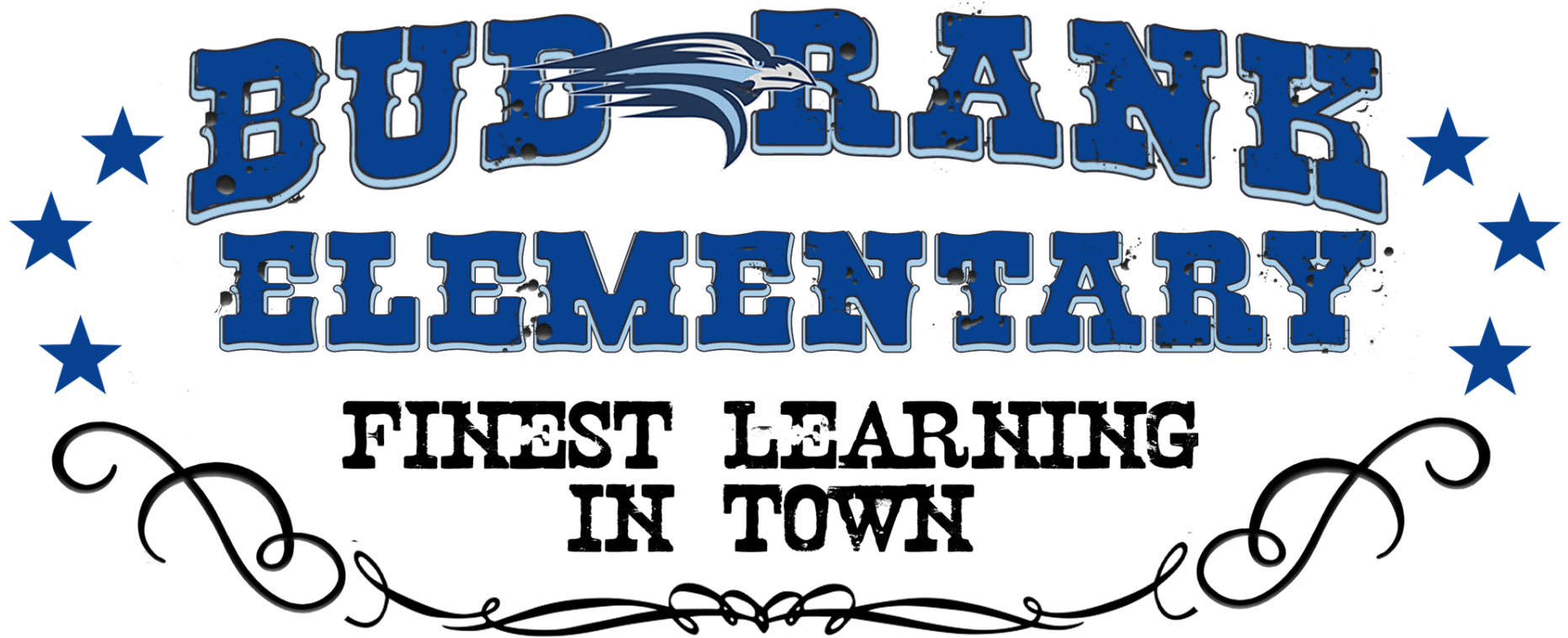
Contact:
RYAN GETTMAN, Principal
(559) 327-4900
ryangettman@cusd.com

Our parent involvement
policy can be found here:

[Link 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
Bud Rank Elementary School	10621170113563	May 6, 2024	June 12, 2024

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
District Goals and Plan Overview	3
Plan Description.....	3
Educational Partner Involvement.....	3
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	4
Other Needs.....	4
Goals, Strategies, & Proposed Expenditures.....	6
Goal 1.....	6
Goal 2.....	12
Budget Summary	16
Budget Summary	16
Funds Budgeted to the School by Funding Source.....	16
Other Federal, State, and Local Funds	16
School Site Council Membership.....	18
Recommendations and Assurances	19

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 School Plan for Student Achievement we have created a plan that focuses on maximizing achievement for all students, operating with increasing efficiency and effectiveness, and hiring, sustaining, and value a high-quality diverse workforce. These are the three District Aims that drive Bud Rank and systems. It is our ultimate goal to implement this plan and continue to increase academic achievement for all students. Our plan includes goals around our California Dashboard areas of academic achievement, engagement, and school culture for the following subgroups: English Learners, Students with Disabilities, Socioeconomically disadvantaged, Hispanic, and White.

Educational Partner Involvement

How, when, and with whom did Bud Rank 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:

*Focused and intentional intervention groups and rounds based on iReady data and standards assessments

*Expand Bud Rank data dashboards to monitor intervention

- *Using a deployment instructional model to increase achievement in Math
- *Progress Monitoring of iReady lessons passed
- *Focus on math facts fluency
- *English Learner Parent Informational Night on ELPAC and reclassification with supplemental curriculum provided for at home practice
- *Teacher professional development on EL progress monitoring and curriculum resources
- *Midyear review of eligible reclassifications on new iReady results
- *Monthly Expectation meetings with behavior analysis shared at monthly staff meetings
- *Attendance contact to families and efforts to meet in person
- *Weekly Positivity Project lessons in classrooms
- *Utilizing the Raven Code Behavior System of Expectations and Engagement

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 indicated for Bud Rank

*Overall Orange Indicators include: Suspension Rate

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 Language Arts: Students with Disabilities
- *Mathematics: Students with Disabilities
- *Suspension Rate: Hispanic, White

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

- *Suspension Rates: Socioeconomically Disadvantaged and Student with Disabilities

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:

2024 SART Parent Survey indicates the following areas for improvement:

*Developing technology skills at school as part of the learning program (84%)

*Students attending events (drama, VAPA, sports, other school activity) (85%)

Student LCAP 4th-6th Grade Survey Needs Improvement in the following areas:

*Students treat each other fairly (46%)

*Students in our school care for each other (57%)

*Providing academic challenges for students in GATE (62%)

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	51 points above standard	2022-2023	38.5 points above standard
2021-2022	52.6 points above standard	2021-2022	32.0 points above standard
2018-2019	60.8 points above standard	2018-2019	40.2 points above standard
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	52.8 points below standard	SWD	61.3 points below standard
EL	16.8 points below standard	EL	17.3 points below standard
SED	15 points above standard	SED	9.4 points above standard
Hispanic	33.9 points above standard	Hispanic	15.8 points above standard
Asian	85.7 points above standard	Asian	75.2 points above standard
AA	11.1 points above standard	AA	42.4 points above standard
Two or More Races	13.8 points above standard	Two or More Races	6.2 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.
<p>Goal 1 combines all three goals of the 2023-2024 SPSA which were:</p> <ul style="list-style-type: none"> *3rd-6th Grade students would meet or exceed on the CAASPP ELA with an increase to 77% overall students and demonstrating progress toward their stretch growth on state and local assessments. *3rd-6th Grade students would meet or exceed on the CAASPP Math with an increase to 70% overall students and demonstrating progress toward their stretch growth on state and local assessments. *More English Learners meeting and exceeding the CAASPP ELA standards and achieving a Level 4 on ELPAC. <p>The actions implemented for those goals were:</p> <ul style="list-style-type: none"> *Professional Development

- *Intervention
- *Supplemental Materials
- *CN Transition Team
- *Math Facts Challenges
- *Parent Involvement
- *Long-term EL Meetings

Analysis:

- *ELA Goal was not met, since 73% of the students met or exceeded standard on the CAASPP ELA.
- *Math Goal was met, exactly 70% of our students met or exceeded standard on the CAASPP Math
- *2 of 19 English Learners scored a Level 4 on the ELPAC.
- *6 of 7 3rd-6th graders scored a Level 1 on the CAASPP ELA, that criteria made them ineligible for reclassification
- *11 English Learners are one grade level behind in iReady, 2 students are 2 years behind, and 2 students were 3 or more grade levels behind.

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:

- *Progress closer to standard for our students with disabilities and English Learners in CAASPP ELA and Math.
- *Monitor our socioeconomically disadvantaged students that are just above the standard.
- *Help our SWD progress closer to standard in math and ELA and improve the dashboard indicators to yellow or better.

Baseline from 2022-2023 CAASPP Results:

English Learners (11 students) ELA 36% and Math 27%
 SWD (31 students): ELA 19% and Math 35%
 SED (78 students): ELA 54% and Math 56%
 Hispanic (100 students): ELA 66% and Math 66%

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 CAASPP scores 3rd-6th grade.	G1 A1: Intentional Intervention or Deployment Systems to support all student groups	*BR Dashboard Data/Monthly *Illuminate Data/Monthly *iReady Reports	EL (11)- ELA 36% & Math 27%	1. 2024 CAASPP ELA Results show increase from 73%

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
		*Attendance and Permission rates of intervention *Tier II & Tier III Pre and Post Assessments/Monthly *Subgroup Analysis	SWD (31)- ELA 19% & Math 35% SED (78)- ELA 54% & Math 56% Hispanic (100)- ELA 66% & Math 66%	overall, and in the SWD, SED, and Hispanic subgroups. *EL- 40% standard *SWD- 30% standard *SED- 60% standard *Hispanic- 70% standard 2. 2024 CAASPP Math Results show increase from 70% and in the EL, SWD, SED, and Hispanic subgroups *EL- 30% standard *SWD- 40% standard *SED- 60% standard *Hispanic- 70% standard
	G1 A2: Analyzing our math practices, curriculum, supplemental	*Math Facts Mastery *Math iReady Diagnostics *Math local assessments	Grade level baselines will start with Fall	1. Expected Growth as a grade level on

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
	materials, and use of resources to support math progress.		Diagnostic scores and 23-24 CAASPP Math standards.	iReady Diagnostics 2. Evidence of growth for each student between diagnostics.
	G1 A3: Increase and expand the use of the intervention tracking system to better track, plan, communicate, and monitor struggling students in academics and behavior.	<ul style="list-style-type: none"> *Accelerated Reader STAR *iReady Reading and Math Diagnostics *Reading At-Risk Screener from iReady *Intervention Pre and Post Assessment Data *Math Fact Mastery *Subgroup Analysis 	<ul style="list-style-type: none"> *16% of students are more than a year behind in ELA *12% of students are more than a year behind in Math 	More students score closer to their grade level expectation in Math and ELA.
	G1 A4: Assign appropriate testing supports and accommodations in CAASPP for students with disabilities, socioeconomically disadvantaged, Hispanic, and English Learners.	<ul style="list-style-type: none"> *Test Supports Pages for each student *504 meetings include the test support discussion. 	<ul style="list-style-type: none"> *95% of the Students with Disabilities received special supports and accommodations for CAASPP. *3rd grade received the non-embedded read aloud support for items and options. *10% of 504 students received 	<ul style="list-style-type: none"> 100% of students disabilities receive supports and accommodations . *75% of students on a 504 receive supports and accommodations .

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
			supports and accommodations.	
English Learners will demonstrate one year of growth on the ELPAC Summative assessment and 20% of the EL population will reclassify (4 student goal!).	G2 A1: Increase intervention supports and ELPAC Summative preparation for our English Learners.	<ul style="list-style-type: none"> *iReady Reading Diagnostic *Accelerated Reader Quizzes taken and passed *Accelerate Reader STAR *iReady Reading Instructional Path *Intervention Pre and Post Assessments 	<ul style="list-style-type: none"> *9 students are a Level 3 on the 22-23 ELPAC Summative. *9 students are a Novice or Level 1/2 on ELPAC assessments. 	<ul style="list-style-type: none"> 9 students are a Level 4 on the 23-24 ELPAC. 0 students are a Level 1 on the ELPAC Summative.
	G2 A2: Host an English Learner Parent Night highlighting the ELPAC and the reclassification requirements	<ul style="list-style-type: none"> *Well-attended Parent Attendance at the Meeting *Positive Feedback on a Meeting Survey 	We have never held an EL Parent Night, so we have a baseline of zero.	At least 10 families to attend the meeting.

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, SED, and SWD populations as indicated in the actions above.	<ul style="list-style-type: none"> *The English Learner Parent Night is new. *Deployment Instructional Model is new. *iReady Math Fluency Instruction is new. *The support team for SWD was fairly new to Bud Rank, and the staffing will be enhanced with experience. *More CAASPP supports and accommodations will be utilized to support academic progress on CAASPP.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G1 A1: Intentional Intervention or Deployment Systems to support all student groups	*All Students *EL *SWD *SED *Hispanic	15,636.13 LCAP Supplemental 12,212.21 LCAP Intervention
G1 A2: Analyzing our math practices, curriculum, supplemental materials, and use of resources to support math progress.	*All Students *EL *SWD *SED *Hispanic	
G1 A3: Increase and expand the use of the intervention tracking system to better track, plan, communicate, and monitor struggling students in academics and behavior.	*All Students	
G1 A4: Assign appropriate testing supports and accommodations in CAASPP for students with disabilities, socioeconomically disadvantaged, Hispanic, and English Learners.	*All Students	
G2 A1: Increase intervention supports and ELPAC Summative preparation for our English Learners.	*EL students	1,909.21 Title III Part A: Language Instruction for LEP Students
G2 A2: Host an English Learner Parent Night highlighting the ELPAC and the reclassification requirements	*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	10.5% Chronically Absent	2022-2023	2.4% suspended at least one day
2021-2022	15.5% Chronically Absent	2021-2022	1% suspended at least one day
2018-2019	3.5	2018-2019	1.1
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	15.4% Chronically Absent	SWD	7.3% suspended at least one day
EL	0% Chronically Absent	EL	2.9% suspended at least one day
SED	18.1% Chronically Absent	SED	5.8% suspended at least one day
Hispanic	14.4% Chronically Absent	Hispanic	3.3% suspended at least one day
Asian	7.5% Chronically Absent	Asian	1.3% suspended at least one day
AA	14.8% Chronically Absent	AA	0% suspended at least one day
Two or More Races	10.3% Chronically Absent	Two or More Races	5.1% 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 for Bud Rank Elementary.
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.
*Our suspension rate for Students with Disabilities and and Socioeconomically Disadvantaged students are both indicated in red and therefore, must be addressed to improve.
*It is important to note that our school site has an Elementary Intervention Program continuum. This program supports students with mental health diagnoses, disabilities, and needs. They receive mental health counseling, individualized educational and behavioral goals, and small class sizes.

These students have their own behavior system and alternative consequences, but when they have exhausted these supports, suspensions can and do happen as a result of violating California Education Codes. The team reviews and reflects after each incident and considers next steps and available and effective consequences. This program could be affecting our 7.3% suspended at least one day in SWD subgroup.

*Bud Rank 4th-6th graders felt fairness between students could improve by 54% and they could care about each other more by 47%.

*Bud Rank attendance is one of the best in the Clovis North Area of schools and is not an overall concern, but all students could improve and avoid the 10% chronically absent title.

*Chronically Absent equals 18 absences and is nearly 1 month of instruction!

*Data shows our socioeconomically disadvantaged students are more absent than the rest and in danger of moving to orange in our dashboard. Our English Learners are the best at attending school!

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 instruction, awareness, and celebration of each other in Positivity Project and Multicultural Education.	<ul style="list-style-type: none"> *Monthly Student Ambassador Meetings *Monthly Student Council Meetings *Conversation with Principal Monthly Meetings (open-forum included) *Positivity Project Award on KRAV News and Raven Reporter *Multicultural learning moments imbedded in class, KRAV, and assemblies *Multicultural week, Abilities Awareness Week, Kindness Week *Including SWD in these special events and committees *Including SED in these special events and committees 	<ul style="list-style-type: none"> *Student LCAP Survey *Parent SART Survey *Attendance rates *Suspension rates *Raven Code Behavior System 	<ul style="list-style-type: none"> *46% of students are fair with each other. *53% of students care about other students at Bud Rank. *10.5% students are absent chronically 	<ul style="list-style-type: none"> *The Student LCAP Survey shows 60% or better are fair and caring to each other. *Less than 10% of our school is chronically absent.
Increase the number of students participating in all co-curricular programs and increase the number of parents involved in all parent meetings.	<ul style="list-style-type: none"> *Call and invite SWD and SED students and families to join and participate. *Attempt to remove hesitation and barriers to join. 	<ul style="list-style-type: none"> *Student LCAP Survey *Parent SART Survey *Attendance rates *Meeting Sign-In sheets *Raven Code Behavior System 	<ul style="list-style-type: none"> *85% of students, according to their parents, were at a school event this year. 	<ul style="list-style-type: none"> *100% of students should be at an event *SWD are 10% chronically absent

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
	*Identify new opportunities for connection to school as the parents and students trends adjust with climate and current events.		*15.4% SWD are chronically absent	

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
EL students attendance and suspension rates are low. They don't need enhanced services. SED and SWD are receiving special attention and intentional communication to participate at school, in meetings, and attend regularly.	The low-performing subgroups are the SED and SWD mentioned already.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
*Monthly Student Ambassador Meetings *Monthly Student Council Meetings *Conversation with Principal Monthly Meetings (open-forum included) *Positivity Project Award on KRAV News and Raven Reporter *Multicultural learning moments imbedded in class, KRAV, and assemblies *Multicultural week, Abilities Awareness Week, Kindness Week *Including SWD in these special events and committees *Including SED in these special events and committees	*All Students *SED *SWD	
*Call and invite SWD and SED students and families to join and participate. *Attempt to remove hesitation and barriers to join.	*All students *SED *SWD	

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
*Identify new opportunities for connection to school as the parents and students trends adjust with climate and current events.		

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	\$\$1,909.21
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$29,757.55
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	\$15,636.13	0.00
Title III Part A: Language Instruction for LEP Students	\$1,909.21	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 (\$)
Title III Part A: Language Instruction for LEP Students	\$1,909.21
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$1,909.21

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	\$15,636.13

Subtotal of state or local funds included for this school: \$27,848.34

Total of federal, state, and/or local funds for this school: \$29,757.55

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
Ryan Gettman	Principal
Staci Bletscher	Teacher
Elizabeth Araim	Teacher
Alyssa Pierce	Teacher
Jessica Sanchez	Other Staff Member
Dominique Chamberlain	Parent Member
Randy Dhindsa	Parent Member
Michael Brescione	Parent Member
Dena Curtis	Parent Member or Secondary Student
Dan Wilson	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 May 6, 2024.

Attested:



Principal, Ryan Gettman on May 6, 2024



SSC Chairperson, Michael Brescione on May 6, 2024