

School Plan for Student Achievement Garfield Elementary



7/1/24-6/30/25

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Our parent involvement
policy can be found 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
Garfield Elementary School	10621176110258	May 14, 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 student outcomes and overall performance. 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 achievement, chronic absenteeism, and suspension rates for the following subgroups: All students, SED, Students with Disabilities, Asian, and Hispanic.

Educational Partner Involvement

How, when, and with whom did Garfield 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 support Tier 3 intervention to aid struggling students effectively.
- * Implement proactive measures aimed at fostering positive behavior to prevent issues before they arise.

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: Garfield does not have overall red indicators.

*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:

* Students with Disabilities

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

* Suspension Rates: Socioeconomically Disadvantaged, Students with Disabilities

* English Language Arts: Students 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:

* 22-23 EOY DRA Kindergarten scores declined slightly.

* Focus on system to support behavior and socioemotional learning.

* Professional Development to support goals.

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	50.1 points above standard	2022-2023	49.2 points above standard
2021-2022	55.1 points above standard	2021-2022	48.2 points above standard
2018-2019	59.8 points above standard	2018-2019	53.9 points above standard
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	78.8 points below standard	SWD	47 points below standard
EL		EL	
SED	8.3 points above standard	SED	14.2 points above standard
Hispanic	41 points above standard	Hispanic	29.6 points above standard
Asian	82 points above standard	Asian	93.7 points above standard
AA	14.5 points above standard	AA	1.9 points above standard
Two or More Races	26.9 points above standard	Two or More Races	10.4 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>Individual grade levels and subgroups achieved or came close to meeting proficiency at high levels. Intervention teachers support school wide academic programs and initiatives.</p> <p>Professional development on i-Ready curriculum provided all teachers an understanding of the diagnostic tool to systematically monitor students' progress in mathematics and use individual instructional pathway recommendations to support differentiated instruction.</p> <p>Throughout the school year, professional development opportunities were made available to classified, certificated, and administrative staff.</p>
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 reading and writing in grades K-6 for all students.

*Increase academic supports in math for all students.

*Identify struggling students in ELA/Math and prioritize Tier 3 intervention support.

This SPSA Goal addresses the Clovis Unified School District Local Accountability Plan (LCAP): Eight State Priorities: Student Engagement Student Outcomes, Adopt Standards, Course of Study, Student Achievement.

Intervention

The targeted intervention has proven to increase proficiency. Using funds from both the 0601 and the 0600 accounts we have been able to hire three intervention teachers to work a total of 20 hours a week on intervention with our students that are struggling and are below grade level. Students will be monitored on a regular basis by classroom teachers, Intervention teachers, Instructional Assistants and site administration.

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>Increase academic achievement in ELA and Math state and local assessment scores by 3%.</p>	<p>G1 A1: Increase intervention supports available for our lowest performing students.</p> <p>Strategies will include:</p> <ul style="list-style-type: none"> • intervention staffing • supplemental materials • online resources • technology • supplemental materials and staffing to provide specific supports to EL students 	<p>Growth Data in the following areas:</p> <ol style="list-style-type: none"> 1. Local assessment results including diagnostics throughout the year. 2. State and Local EOY assessment results 3. Intervention teachers will be hired to help support students performing below grade level in the classrooms. 	<ol style="list-style-type: none"> 1. 73% of students met/exceeded standard in ELA. 2. 75% of students met/exceeded standard in Math. <p>Reading and Math iReady diagnostics data.</p> <p>2. iReady My Path usage report data.</p>	<ol style="list-style-type: none"> 1. 100% of teachers using across content areas 2. 3% increase in overall and in subgroup data

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
	G1 A2: Continue to support and implement MTSS to address diverse needs effectively.	<ol style="list-style-type: none"> 1. Pre and post assessment data from intervention 2. Attendance at intervention 3. iReady Diagnostics in reading and math 4. Intervention teachers will work closely with classroom teachers to create prior knowledge and/or reteach the daily student learning objectives. 	Baseline data in all 3 areas will be collected in the fall for each individual student	<ol style="list-style-type: none"> 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

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.	Our lowest performing subgroup is our SWD subgroup and we plan to work with our RSP team to enhance supports provided to these student group that will meet their individualized needs.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
<p>G1 A1: Increase intervention supports available for our lowest performing students.</p> <p>Strategies will include:</p> <ul style="list-style-type: none"> • intervention staffing • supplemental materials • online resources • technology • supplemental materials and staffing to provide specific supports to EL students 	<p>*All Students *EL students *SWD</p>	<p>9925.13 LCAP Supplemental</p> <p>6106.21 LCAP Intervention</p> <p>1484.94 Title III English Learner</p>
<p>G1 A2: Continue to support and implement MTSS to address diverse needs effectively.</p>	<p>*All Students *EL students *SWD</p>	

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	14.7% Chronically Absent	2022-2023	2.2% suspended at least one day
2021-2022	18% Chronically Absent	2021-2022	0.9% suspended at least one day
2018-2019	3.8	2018-2019	1.1
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	34% Chronically Absent	SWD	2.9% suspended at least one day
EL	6.3% Chronically Absent	EL	12.5% suspended at least one day
SED	26.2% Chronically Absent	SED	4.4% suspended at least one day
Hispanic	21.4% Chronically Absent	Hispanic	2.6% suspended at least one day
Asian	19.7% Chronically Absent	Asian	3.3% suspended at least one day
AA	13% Chronically Absent	AA	8.7% suspended at least one day
Two or More Races	15.6% Chronically Absent	Two or More Races	3.1% 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 2024-2025. Data will be reviewed to make adjustments.
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.
While our chronic absenteeism rate has decreased over the course of the year. It remains at 14.7% for all students. The following subgroups have a higher chronic absenteeism than the state average (24.3%): SWD - 34% SED - 26.2%

Our data shows an increase on suspension rates for all students 2.2% suspension rate.

The following subgroups have a higher suspension than the state average (3.5%):

SED - 4.4%

AA - 8.7%

EL - 12.5%

GOAL OBJECTIVE

For the 2024-2025 school year, Garfield will decrease chronic absenteeism and suspension rate by 1% for all students.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

Overall Student Population

White

Asian

Hispanic

African American

Socioeconomically Disadvantaged (SED)

English Learners (EL)

Students with Disabilities (SWD)

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
For the 2024-2025 school year, Garfield will decrease chronic absenteeism and suspension rate by 1% for all students.	Continue to impalement PBIS Schoolwide. Strategies include: *incentives *PBIS materials	Monthly meetings. Behavior data.	2.2% suspended at least one day	1.2% or less suspended at least one day.
	Revisit Behavior intervention and support with staff through PD.	PD sign-in sheets	Most teachers trained in PBIS	All staff trained in PBIS
	Monthly Attendance Intervention w/ GIS and Attendance Officer.	Track students at risk of becoming chronically absent.	14.7% Chronically Absent	100% of chronically

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
				absent student will have an attendance intervention.

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Desegregate chronic absenteeism and suspension data by subgroup. Our transitions team will work with our SED, EL, and FY subgroups to provided added supports around attendance and SEL needs.	GIS will work closely with Attendance Officer to identify and connect with truant students and families at risk of becoming chronically truant. Our SWD students will have increase communication with parents around options when on-going attendance concerns occur.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
Continue to impalement PBIS Schoolwide. Strategies include: *incentives *PBIS materials	All students	9925 LCAP Supplemental 6106 LCAP Intervention
Revisit Behavior intervention and support with staff through PD.	All students SED SWD	
Monthly Attendance Intervention w/ GIS and Attendance Officer.	All Students 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	\$\$1,484.94
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$33,547.28
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	19850.13	0.00
Title III English Learner	1484.94	0.00
LCAP Intervention	12212.21	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	\$19,850.13
Title III English Learner	\$1,484.94

Subtotal of state or local funds included for this school: \$33,547.28

Total of federal, state, and/or local funds for this school: \$33,547.28

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
Jennifer Bump	Principal
Jennifer Riley	Teacher
Katherine Knight	Teacher
Honey Sullivan	Teacher
Mario Alvarez	Other Staff Member
Jackie Crane	Parent Member
Corey Taylor	Parent Member
Heidi Nenadov	Parent Member
Lindsey Murakoshi	Parent Member or Secondary Student
Chandel Perkins	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 5/14/2024.

Attested:



Principal, Jennifer Bump on 5/14/2024



SSC Chairperson, Heidi Nenadov on 5/14/2024