

School Plan for Student Achievement Red Bank 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
Red Bank Elementary School	10-62117-6109243	5/16/2024	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 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 growth in our academic areas of English Language Arts and Mathematics with particular focus on the Students with Disabilities (SWD) subgroup; as well as reductions in the area of suspension rates for the following subgroups: Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic; the reduction in the absenteeism rate in the following subgroups: Socioeconomically Disadvantaged (SED) and Students with Disabilities (SWD); and finally, growth in our ELPI numbers for our English Learner (ELD) subgroup.

Educational Partner Involvement

How, when, and with whom did Red Bank 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

- professional development
- continue to fund a home liaison position to help combat chronic absenteeism
- substitute teachers
- push in teacher for combo classrooms
- supplemental classroom supplies and curriculum
- additional supports for English Learner students

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 Orange Indicators include: Suspension Rates

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 in English Language Arts and Mathematics

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

*Suspension Rates: SED, SWD, and white

*English Learner Progress

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:

*Suspension rates across all subgroups

*Chronic absenteeism

*TK-6 District Assessments

*iReady Diagnostics

*ESGI

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	35 points above standard	2022-2023	17.5 points above standard
2021-2022	36.5 points above standard	2021-2022	15.5 points above standard
2018-2019	45.3 points above standard	2018-2019	33 points above standard
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	55.6 points below standard	SWD	66.1 points below standard
EL	28.1 points above standard	EL	3.3 points above standard
SED	0.8 points below standard	SED	17.6 points below standard
Hispanic	18.3 points above standard	Hispanic	5 points above standard
Asian	51.2 points above standard	Asian	33.1 points above standard
AA	27 points above standard	AA	2.6 points below standard
Two or More Races	16.4 points above standard	Two or More Races	6.7 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.	
Schoolwide: <ul style="list-style-type: none"> • iReady Reading growth was 96% • iReady Mathematics growth was 88% • SBAC ELA growth was 58% • SBAC Mathematics growth was 51% 	
Subgroup: English Learners <ul style="list-style-type: none"> • ELPI growth was 38% 	

Red Bank continued with our intervention efforts to support academic achievement. We were able to hire an intervention teacher for 3 hours a day to support our 1st, 3rd, 4th, 5th, and 6th grade levels with math and reading intervention.

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, Red Bank needs to:

*Refine our instructional practices around writing in grades K-6 for all students with special considerations for our SWD and SED subgroups

*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 SED 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
<p>It is expected that students demonstrate progress toward their expected growth on year-end local and/or state assessments in ELA and mathematics.</p>	<p>G1 A1: We will continue with intervention around math supports</p> <p>Strategies will include:</p> <ul style="list-style-type: none"> • Intervention teachers and materials • Professional development • grade level classroom deployments focused on Mathematics • push in teachers 	<p>Growth Data in the following areas:</p> <ol style="list-style-type: none"> 1. iReady Diagnostics in Math 2. SBAC- growth data by teacher and subgroups and ALL students tested 3. Pre and post assessment data from intervention 	<ol style="list-style-type: none"> 1. 57% on or above grade level in Math on the second diagnostic 2. 51% met expected growth in Math on SBAC 3. 80% of students showed growth between pre and post assessments in intervention 	<ol style="list-style-type: none"> 1. Increase in percentage of students on or above grade level in Math between the 1st and 2nd diagnostics 2. Increase in the overall percentage of students who met their expected growth in Math on SBAC 3. Increase in the overall percentage of students showing growth between pre and post

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: We will continue with intervention around ELA supports to support the teaching of mastery standards.</p> <p>Strategies will include:</p> <ul style="list-style-type: none"> • Intervention teachers and materials • Professional development • grade level classroom deployments focused on ELA • push in teachers 	<p>Growth Data in the following areas:</p> <ol style="list-style-type: none"> 1. iReady Diagnostics in ELA 2. ELPI Data and Reclassifications 3. SBAC- growth data by teacher and subgroups and ALL students tested 4. Pre and post assessment data from intervention 	<ol style="list-style-type: none"> 1. 65% on or above grade level 2. 48% proficient or making progress & 7 reclassifications 3. 58% met expected growth 4. 85% of students showed growth between pre and post assessments in intervention 	<p>assessments in Math during intervention</p> <ol style="list-style-type: none"> 1. Increase in percentage of students on or above grade level in ELA between the 1st and 2nd diagnostics 2. Increase the overall percentage of students proficient in EL or making progress towards proficiency and increase the total number of reclassifications 3. Increase in the overall percentage of students who met their expected growth in ELA on SBAC 4. Increase in the overall percentage of

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
				students showing growth between pre and post assessments in ELA during intervention
Increase ELPI Scores on the Dashboard	G2 A1: Increase intervention supports for our English Learners Strategies will include: <ul style="list-style-type: none"> • ELD materials or staffing support • translation support 	Hours of intervention provided	1 hours per week	Increase to 2 hours per week minimum
	G2 A2: Provide professional Development around English Learner supports Strategies will include: <ul style="list-style-type: none"> • PD • release time for teachers to attend PD 	1. Attendance at PD 2. ELPI results prior to and after PD	1. 2 teachers have attended EL PD in the last year 2. ELPI-48%	1. Increase the number of teachers attending PD in the areas of EL strategies 2. Increase in the overall percentage of students who are proficient or working towards proficiency

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.	We have included specific actions that are dedicated to our EL subgroup which was our lowest performing subgroup on the dashboard.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
<p>G1 A1: We will continue with intervention around math supports</p> <p>Strategies will include:</p> <ul style="list-style-type: none"> • Intervention teachers and materials • Professional development • grade level classroom deployments focused on Mathematics • push in teachers 	<p>*All Students *ELs</p>	<p>7429.92 LCAP Supplemental</p> <p>3053.06 LCAP Intervention</p>
<p>G1 A2: We will continue with intervention around ELA supports to support the teaching of mastery standards.</p> <p>Strategies will include:</p> <ul style="list-style-type: none"> • Intervention teachers and materials • Professional development • grade level classroom deployments focused on ELA • push in teachers 	<p>*All Students *EL students *SWD</p>	<p>7429.91 LCAP Supplemental</p> <p>3053.05 LCAP Intervention</p>
<p>G2 A1: Increase intervention supports for our English Learners</p> <p>Strategies will include:</p> <ul style="list-style-type: none"> • ELD materials or staffing support • translation support 	<p>*EL students</p>	<p>6470.09 Title III English Learner</p>
<p>G2 A2: Provide professional Development around English Learner supports</p> <p>Strategies will include:</p> <ul style="list-style-type: none"> • PD • release time for teachers to attend PD 	<p>*EL students *All students (these strategies are proven to work for all kids)</p>	<p>District Funded</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	11.1% Chronically Absent	2022-2023	3.5% suspended at least one day
2021-2022	20.2% Chronically Absent	2021-2022	1.7% suspended at least one day
2018-2019	4.6	2018-2019	2.2
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	24.7% Chronically Absent	SWD	9.2% suspended at least one day
EL	7.7% Chronically Absent	EL	4.5% suspended at least one day
SED	16.4% Chronically Absent	SED	4.3% suspended at least one day
Hispanic	17.4% Chronically Absent	Hispanic	3.4% suspended at least one day
Asian	8.2% Chronically Absent	Asian	1.3% suspended at least one day
AA	12.5% Chronically Absent	AA	6.1% suspended at least one day
Two or More Races	15.2% Chronically Absent	Two or More Races	4.3% 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 Red Bank in the coming school year. Last school year, Red Bank was on an improvement plan for absenteeism rates for our students of two or more races subgroup. We were able to hire a home school liaison for 2 hours a day to support family engagement efforts.
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 data analysis of state dashboard chronic absenteeism and suspensions, Red Bank needs to:
*Continue to work to reduce the number of students who are chronically absent, especially our SWD, SED, and Hispanic populations.

*Increase proactive behavioral interventions and work with RSP team to find ways to reduce to number of suspensions of the SWD population
 *Continue to work to reduce the number of suspensions of the African American population through community outreach and input
 *Refine and enhance the Student Study Team (SST) process

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
Decrease the number of students who are considered chronically absent below 10% of the entire school population.	G2 A1: Through communication between our home/attendance liaison and families as well as monitoring of students who have received attendance letters of concern to proactively lessen absenteeism through information about how to clear absences and education about the impact that being present in school has on student achievement/outcomes, we aim to decrease the number of students who are considered chronically absent.	Attendance data for the following groups: 1. SWD attendance percentages 2. SED attendance percentages 3. Hispanic attendance percentages	Absentee rates: 1. 24.7% 2. 16.4% 3. 17.4%	1. Decrease in absentee rate of our SWD population below 20%. 2. Decrease in the absentee rate of our SED population below 10%. 3. Decreases in the absentee rate of our Hispanic population below 12%.
Reduce the number of suspensions of students in the SWD and African American subgroups.	G2 A1: Utilization of a Multi-Tiered System of Support (MTSS) model for behavior on campus, which may include: supplemental staffing for behavioral interventions, supplemental behavior materials and resources, CSI groups, structured recess games, peer mentoring, implementation of clubs, and refinement of our SST process.	Behavioral Interventions for SWD population: 1. # of office discipline referrals 2. Development of appropriate Behavior Intervention Plans (BIP) if necessary through list and number of effective alternative interventions being used within our SWD subgroup. 3. Development of appropriate on-site alternative interventions through the list of current interventions being utilized and their effectiveness within	1. 9.2% suspension rate 2. 8 BIPs on campus currently for our SWD subgroup 3. 7 students have received an intervention other than suspension	1. Decrease in the suspension rate for our African American and SWD populations 2. Increase in BIPs to help lower the number of suspensions for the SWD subgroup

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>our African American population (number of African American students who have received an intervention other than suspension)</p>		<p>3. Maintain or decrease the number of African American students who have received an intervention other than suspension.</p>
	<p>G2 A2: Refine the SST process to better identify the needs of students exhibiting behaviors and/or academic concerns and provide the appropriate interventions. This may include: defining staff roles, providing staff training, developing a system of identification through data collection, and identifying interventions and strategies to fit the needs of students. This action will ultimately be aimed at reducing the number of suspensions since students who need behavioral interventions will be more easily identified.</p>	<p>SST Process: 1. Defined Staff Roles 2. All staff trained in new system 3. Flowchart with information about how to make referrals and what to do when interventions are not working 4. Identification of students who need interventions.</p>	<p>1. List of staff who will fulfill specific roles within the SST system 2. Most of the staff know how the current SST process works 3. Current flowchart within current system 4. Teacher referrals</p>	<p>1. Staff will be chosen and understand their roles within the SST system 2. 100% of staff trained and understand how the SST process works at RB 3. New SST process flowchart with copies made for all staff 4. Creation of a more data-driven identification system for students needing interventions</p>

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Transitions will provide additional SEL supports for EL, FY, and SED students as needed.	Our SWD subgroup is the lowest and we believe we can support a decrease in this specific subgroup by utilizing additional intervention supports.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G2 A1: Through communication between our home/attendance liaison and families as well as monitoring of students who have received attendance letters of concern to proactively lessen absenteeism through information about how to clear absences and education about the impact that being present in school has on student achievement/outcomes, we aim to decrease the number of students who are considered chronically absent.	All students	7429.94 LCAP Supplemental 3053.05 LCAP Intervention
G2 A1: Utilization of a Multi-Tiered System of Support (MTSS) model for behavior on campus, which may include: supplemental staffing for behavioral interventions, supplemental behavior materials and resources, CSI groups, structured recess games, peer mentoring, implementation of clubs, and refinement of our SST process.	All students	2429.97 LCAP Supplemental 3053.05 LCAP Intervention
G2 A2: Refine the SST process to better identify the needs of students exhibiting behaviors and/or academic concerns and provide the appropriate interventions. This may include: defining staff roles, providing staff training, developing a system of identification through data collection, and identifying interventions and strategies to fit the needs of students. This action will ultimately be aimed at reducing the number of suspensions since students who need behavioral interventions will be more easily identified.	All students	5000.00 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	\$6,470.09
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$48,402.04
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	\$29,719.74	0.00
Title III English Learner	\$6,470.09	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	\$29,719.74
Title III English Learner	\$6,470.09

Subtotal of state or local funds included for this school: \$48,402.04

Total of federal, state, and/or local funds for this school: \$48,402.04

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
Amanda Torres	Principal
Sharon Lamb	Teacher
Tarren Waer	Teacher
Cole Tushnet	Teacher
April Lencioni	Other Staff Member
Sarah Cornelison	Parent Member
Heather Faret	Parent Member
Lucia Zepeda	Parent Member
Allen Arguello	Parent Member or Secondary Student
Harpreet Khakh	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:

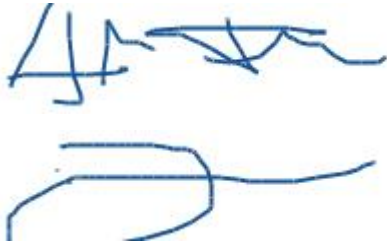
- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student 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 5/16/2024.

Attested:

Two handwritten signatures in blue ink. The top signature is more complex and stylized, while the bottom signature is simpler and more horizontal.

Principal, Amanda Torres on 5/16/2024

SSC Chairperson, Heather Faret on 5/16/2024