

# School Plan for Student Achievement Reyburn Intermediate



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
Reyburn Intermediate School	10621176116321	May 8, 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 increasing academic achievement. It is our ultimate goal to implement this plan and continue to increase academic achievement for all students. Our plan includes goals around ELA and math as well as suspension rates and addresses the unique needs of our SWD subgroup in academics. We have included a focus on the following subgroups in the area of suspension rates: English Learners, SED, SWD, and AA

## Educational Partner Involvement

How, when, and with whom did Reyburn Intermediate 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 academic interventions and supports

\*Increase supports around decreasing suspension rates

# 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.

Reyburn has no overall indicators in red; however, we have one overall indicator in orange in the area of suspension.

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 math
- \*English Learners in math

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

- \*Suspension Rates: SED, SWD, Hispanic, and white
- \*Math: 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:

- \*Continued support for EL students and SWD 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 1

<b>School Site Goals aligned with LCAP Goals</b>			
<b>AIM I: Maximize Achievement for ALL Students</b> <b>AIM II: Operate with Increasing Efficiency and Effectiveness</b> <b>AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce</b>			
<b>ELA Overall Met / Exceeded</b>		<b>Math Overall Met / Exceeded</b>	
<b>2022-2023</b>	43.5 points above standard	<b>2022-2023</b>	8.4 points below standard
<b>2021-2022</b>	40.9 points above standard	<b>2021-2022</b>	18.6 points below standard
<b>2018-2019</b>	43.9 points above standard	<b>2018-2019</b>	7.9 points below standard
<b>Subgroup DATA 2022-2023</b>		<b>Subgroup DATA 2022-2023</b>	
<b>SWD</b>	64.2 points below standard	<b>SWD</b>	109 points below standard
<b>EL</b>	2.1 points below standard	<b>EL</b>	63.5 points below standard
<b>SED</b>	22.3 points above standard	<b>SED</b>	35.3 points below standard
<b>Hispanic</b>	24.1 points above standard	<b>Hispanic</b>	36.2 points below standard
<b>Asian</b>	52.7 points above standard	<b>Asian</b>	5.1 points above standard
<b>AA</b>	17 points above standard	<b>AA</b>	41.7 points below standard
<b>Two or More Races</b>	36.2 points above standard	<b>Two or More Races</b>	6.6 points below standard

<b>Annual Review</b>
Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.
RIS teachers are continually working with their PLCs to develop common assessments, especially in the core content areas of English, Math and Science. RIS continues to offer Tier 2 interventions before, during and after school.
<b>Identified Need(s)</b>
As a result of the analysis of data and your annual implementation review, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal.
Based on our data analysis and needs assessment, we need to: *Refine our instructional practices around writing in grades K-6 for all students with special considerations for our SWD and EL 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 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
<p>Increase academic achievement in ELA and Math state and local assessment scores by 5%</p>	<p>G1 A1: PLC teams will utilize identified Essential Standards and common assessments to focus on data analysis within content areas. PLC teams will use data to collaborate on best practices for instruction and intervention.</p>	<p>*Academic monitoring sheets                      *Tier 2 intervention                      *PLC Agendas                      *Classroom observations</p>	<p>72% of ALL students in ELA and 47% of ALL students in Math scoring “meets or exceeds standard” on the CAASPP</p>	<p>77% of ALL students in ELA and 52% of ALL students scoring “meets or exceeds standard” on the CAASPP</p>
	<p>G1 A2: Alignment of site based PD to address student achievement. Working with CI&amp;A to design grade level/subject area specific PD. This will include supplies and teacher release time to attend PD.</p>	<p>*Data collection sheets and classroom observations by administrators.                      *PLCs will select students to refer to targeted intervention labs.                      *REC staff members will participate in PD throughout the school year.                      *Increased use in new instructional strategies to target multilingual students and newcomers.                      *EL Progress Monitoring Sheet</p>	<p>72% of ALL students in ELA and 47% of ALL students in Math scoring “meets or exceeds standard” on the CAASPP</p>	<p>77% of ALL students in ELA and 52% of ALL students scoring “meets or exceeds standard” on the CAASPP</p>
	<p>G1 A3: Continue to utilize AVID strategies across content areas</p> <p>strategies in this action will include:</p> <ul style="list-style-type: none"> <li>• PD</li> <li>• Teacher release time</li> <li>• Supplemental materials that support AVID</li> </ul>	<p>*On-going progress monitoring</p>	<p>72% of ALL students in ELA and 47% of ALL students in Math scoring “meets or exceeds standard” on the CAASPP</p>	<p>77% of ALL students in ELA and 52% of ALL students scoring “meets or exceeds standard” on the CAASPP</p>

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
	G1 A4: Additional supports for EL students through the incorporation of a BIA, supplemental materials, and online resources	*On-going progress monitoring	ELPI: 85.3%	Increase to 87%
	G1 A5: Continue site-based interventions around English including staffing, supplemental supplies, and online resources.	*On-going progress monitoring	72% of ALL students scoring "meets or exceeds standard" on the CAASPP in ELA	77% of ALL students scoring "meets or exceeds standard" on the CAASPP in ELA

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 SWD populations as indicated in the actions above.	Additional supports are listed above

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G1 A1: PLC teams will utilize identified Essential Standards and common assessments to focus on data analysis within content areas. PLC teams will use data to collaborate on best practices for instruction and intervention.	*All Students	10000 LCAP Supplemental
G1 A2: Alignment of site based PD to address student achievement. Working with CI&A to design grade level/subject area specific PD. This will include supplies and teacher release time to attend PD.	*All Students *EL students *SWD	10000 LCAP Supplemental
G1 A3: Continue to utilize AVID strategies across content areas  strategies in this action will include: <ul style="list-style-type: none"> <li>• PD</li> <li>• Teacher release time</li> </ul>	*All Students *EL Students *SWD	10000 LCAP Supplemental



<b>Budgets/Expenditures to meet the Goals</b>		
<b>Strategies/Actions</b>	<b>Students to be Served</b>	<b>Proposed Expenditures</b>
<ul style="list-style-type: none"> <li>Supplemental materials that support AVID</li> </ul>		
G1 A4: Additional supports for EL students through the incorporation of a BIA, supplemental materials, and online resources	*EL Students	10,076.35 Title III English Learner
G1 A5: Continue site-based interventions around English including staffing, supplemental supplies, and online resources.	*All Students	79120.25 LCAP Supplemental

# 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

<b>School Site Goals aligned with LCAP Goals</b>			
<b>AIM I: Maximize Achievement for ALL Students</b> <b>AIM II: Operate with Increasing Efficiency and Effectiveness</b> <b>AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce</b>			
<b>Chronic Absenteeism DATA</b>		<b>Suspension DATA</b>	
<b>2022-2023</b>	15.8% Chronically Absent	<b>2022-2023</b>	9.2% suspended at least one day
<b>2021-2022</b>	22.5% Chronically Absent	<b>2021-2022</b>	6.9% suspended at least one day
<b>2018-2019</b>	8.2	<b>2018-2019</b>	10.1
<b>Subgroup DATA 2022-2023</b>		<b>Subgroup DATA 2022-2023</b>	
<b>SWD</b>	25.3% Chronically Absent	<b>SWD</b>	14.2% suspended at least one day
<b>EL</b>	16.5% Chronically Absent	<b>EL</b>	12.7% suspended at least one day
<b>SED</b>	18.8% Chronically Absent	<b>SED</b>	12.3% suspended at least one day
<b>Hispanic</b>	19.1% Chronically Absent	<b>Hispanic</b>	11.5% suspended at least one day
<b>Asian</b>	9.1% Chronically Absent	<b>Asian</b>	5.2% suspended at least one day
<b>AA</b>	28.4% Chronically Absent	<b>AA</b>	24.3% suspended at least one day
<b>Two or More Races</b>	9.1% Chronically Absent	<b>Two or More Races</b>	10.9% suspended at least one day

<b>Annual Review</b>
Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.
Our site team and specifically our SRC team, have been diligent in the implementation of a number of behavior interventions throughout the year. The team has also been closely monitoring student behavior data to make needed adjustments in behavior interventions to meet the needs of students.
<b>Identified Need(s)</b>
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 California Dashboard data and local collected data we see a need to decrease suspension rates for all students with an emphasis on students with disabilities and AA 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
Decrease suspension rates by at least 1% in our All Student group. Decrease suspension rates by 5% for incoming 7th grade and new to CUSD African-American students. Decrease SWD suspension rates by at least 1%.	G2 A1: Utilize continuous improvement model to identify students and most effective interventions to decrease office referrals and suspensions.	*On going review of referral and suspension rates.	9.2% suspension rate for ALL students; 24.3% for AA students; 8.6% for SWD	8% for ALL students; 19% for AA students; 7.5% for SWD
	G2 A2: PD around areas of need to support behavior interventions	*On going review of referral and suspension rates.	9.2% suspension rate for ALL students; 24.3% for AA students; 8.6% for SWD	8% for ALL students; 19% for AA students; 7.5% for SWD
	G2 A3: Supplemental resources, staffing, or materials to support increasing positive behavior's across the campus.	*On going review of referral and suspension rates.	9.2% suspension rate for ALL students; 24.3% for AA students; 8.6% for SWD	8% for ALL students; 19% for AA students; 7.5% for SWD

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Provide specified staff Safety Care professional development training. Transitions support for EL, Foster youth, and SED students.	Services as indicated in actions above.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G2 A1: Utilize continuous improvement model to identify students and most effective interventions to decrease office referrals and suspensions.	All Students SWD EL SED Foster Youth	0 District Funded

<b>Budgets/Expenditures to meet the Goals</b>		
<b>Strategies/Actions</b>	<b>Students to be Served</b>	<b>Proposed Expenditures</b>
G2 A2: PD around areas of need to support behavior interventions	All Students SWD EL SED Foster Youth	0 District Funded
G2 A3: Supplemental resources, staffing, or materials to support increasing positive behavior's across the campus.	All Students SWD EL SED Foster Youth	

# 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	\$10,076.35
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$119,196.60
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	\$109,120.25	0.00
Title III English Learner	\$10,076.35	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 (\$)
District Funded	\$0.00

LCAP Supplemental	\$109,120.25
Title III English Learner	\$10,076.35

Subtotal of state or local funds included for this school: \$119,196.60

Total of federal, state, and/or local funds for this school: \$119,196.60

# 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 Eisele	Principal
Morgan Olko	Teacher
May Vang	Teacher
Jimmy Vang	Teacher
Shanna Tyson	Other Staff Member
Evelyn Moore	Parent Member
Lourdes Vargas	Parent Member
Mandi Lorenzi	Parent Member
Elizabeth Terry	Parent Member or Secondary Student
Ava Quaschnick	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 8, 2024.

Attested:



Principal, Ryan Eisele on May 8, 2024

SSC Chairperson, Elizabeth Terry on May 8, 2024

Other Committee Member (optional), Landry Romeiro on May 8, 2024