School Year: **2024-25**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Butterfield Ranch Elementary School	36676786108666	5/9/2024	June 20,2024

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

X Schoolwide Program
X Additional Targeted Support and Improvement
Chino Valley Unified School District in partnership with all educational partners has developed and will monitor the implementation and effectiveness of the School Plan for Student Achievement in order to improve student outcomes.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Butterfield Ranch Elementary works collaboratively with all educational partners to develop a comprehensive plan to increase student achievement this year. Student achievement is closely analyzed to identify areas of need, appropriate services are provided to increase student achievement, and financial support is allocated where needed. Our school plan is developed in collaboration with our School Site Council and ELAC, and implementation of the plan is monitored throughout the school year to ensure that ESSA requirements are met.

This plan effectively meets the Every Student Succeeds Act (ESSA) and aligns with the district's three LCAP goals:
LCAP Goal 1: All students are provided a high-quality teaching and learning environment. (Priority 1,2, and 7)
LCAP Goal 2: Students, parents, families, and staff are connected and engaged at their school to ensure student success. (Priority 3,5, and 6)
LCAP Goal 3: All students are prepared for college and career beyond graduation. (Priority 4 and 8)

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Centralized Services

Centralized Services Amount	Administrative Supports - Director of Access and Equity: $160,882, Director of Health Services: $21,000, 4 Bilingual Clerks: $75,953, District Community Liaison: $12,918.00. Direct Services Supports - 4 Technology Training Specialists: $113,648, TOA Elementary ELD Coaches: $123,208, TOA Secondary ELD Coaches: $167,298.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Our school begins the needs assessment process in the month of January when we hold our site LCAP engagement meetings. During this meeting we share data points and metrics that are available for the district and the school site. We also send a K12 Insight Survey to all of our staff, students, and parents. The District K12 Insight Survey is taken by students, parents, and staff, providing quantifiable data regarding school culture and climate. Likewise, data is documented in this plan in the following pages with a data analysis is at the end of each data point. Our needs are then listed on our Goal pages. The needs assessment process continues with our ELAC when they give input into the SPSA for EL programs. The SSC reviews all of this data and then approves the new plan to address the identified needs.

The 2023-24 School Quality Survey for parents, students and staff was administered during in winter of 2024. At our school, we had the following numbers of participants for each participating groups:
Parents - 213
Students- 101
Staff – 38

Here are three data points that we can celebrate:
1. 97% of parents said that families are encouraged to attend school-sponsored activities, such as back-to-school night, parent-teacher conferences, or college nights.
2. 100% of staff said that there is a teacher, counselor, or other staff member to whom a student can go for help with a school concern.
3. 95% of students feel that the principal and/or assistant principal are visible at school events.

Here are three data points that show our opportunities:
1. 60% of parents said that this school offers students a variety of extracurricular activities.
2. 61% of staff said that this school offers students a variety of extracurricular activities.
3. 41% of students said that the principal and assistant principal make decisions that are in the best interest of students.

The Tiered Fidelity Inventory (TFI) is administered to identify the extent to which school personnel are applying the core features of the Multi-Tiered System of Supports (MTSS) implemented at the site. Our overall TFI score reflects that, as of 4/8/24, an External TFI completed at Butterfield Ranch reflected 100% implementation for school-wide PBIS implementation of Tier I, 97% implementation for Tier 2, 100% for implementation of Tier 3. The PBIS team identified the following area(s) of focus for the 24-25 school year to strengthen implementation of PBIS professional development.

Through these comprehensive needs assessment process, academic performance, timely teacher feedback, and clearly articulating how lessons relate to life outside of school are our areas of focus. The first goal within this SPSA plan will monitor academic progress.

An LCAP site engagement meeting was held and the following themes emerged from the feedback received through the survey that was provided to parents.

Goal 1:
Goal 2:
Goal 3:
Goal 4:

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Our school participated in several types of classroom observations conducted during the school year. Types and frequency are as follows:

Two District Collaborative Learning Round (CLR) made up of a team of District Administrators walked through classrooms to collect data that is relevant to the District's Areas of Emphasis/Goals, feeder group collaborative team actions, and site emphasis on the CVUSD 23-24 Areas of Emphasis to ensure high levels of learning for all students.

Additionally, the school site instructional leadership team, consisting of one teacher from each grade level and site administration, collaborated monthly with a focus on the PLC process to ensure shared understanding of essential learning for all students.

Administrators did conduct walk-throughs on a regular basis and observations will continue to be focused on student observables in the learning environment based on District protocol and evidence based on the District's Yellow Sheet. Specifically, our feeder group collected evidence of teacher clarity of learning intentions, success criteria, student engagement, and student reflection.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Butterfield Ranch utilizes the Professional Learning Community (PLC) process to analyze state and local assessments to modify instruction and improve student performance. PLCs occur weekly to analyze data and make decisions with regards to instruction and support. Our site administration met with district administration during Leadership Charge in July 2023 to review CVUSD Essential Standards Assessment (ESA) Data CAASPP data, and to review progress on our site 22-23 SMART Goals. Through this collaborative process School-wide SMART Goals were developed in the areas of ELA, Math and PBIS for the 23-24 school year. Site Administration met with the Staff Instructional Leadership Team to determine Action Steps in the areas of Curriculum and Instruction Assessment, and Professional Development that will support achieving the SMART Goals.

SMART Goal 1: On the 2024 CAASPP, the percent of students scoring "Standards Met" and "Standards Exceeded" (combined) in ELA will increase from % to % and in Math will increase from % to %.

SMART Goal 2: By February 25, educational partners responses to Insight Survey question "Information regarding services for students needing social, emotional, and behavioral support is communicated effectively" will increase by 3 percentage points from 71% in "Agree" and "Strongly Agree" to 74%.

Butterfield Ranch SBAC data is utilized along with formative and summative assessments, ELA and Math Assessments, including the CVUSD Essential Standard Assessment (ESA) and department Common Formative assessments (CFA) to ensure mastery of learning for all. These assessments are used to identify student levels of achievement and determine the needs for extended learning including intervention and extension. Butterfield Ranch will continue to use data from the 2023-2024 Dashboard to measure progress towards State Indicators of success for all students, including unduplicated student groups.

Baseline ESA Data for August 2023
Essential Standards Baseline Data ELA /August 2023
Grade/ Percent Exceeded or Met standard

K/48.6%
1st/58.5%
2nd/75.6%
3rd/66.2%
4th/60.5%
5th/67.5%
6th/74.8%

Essential Standards Baseline Data MATH /August 2023
Grade/ Percent Exceeded or Met standard

K/58.7%
1st/79.3%
2nd/73.4%
3rd/66.2%
4th/81.5%
5th/69.9%
6th/55.4%

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The PLC process is used to analyze data and to monitor student progress and to respond with intervention and extension for the learning targets with Tier 1 and Tier 2 instruction. Our site will use the CVUSD Essential Standards in ELA and Math to monitor student progress and modify instruction. Essential Standards Assessments will be used three times a year to determine progress toward meeting site SMART Goals in ELA and Math. Our English Learners is a student groups that we will progress monitor regularly. Here are the end of the year benchmarks that we are striving to reach for each grade level:

Essential Standards Final Benchmark Data ELA /Spring 2024
Grade/ Percent Exceeded or Met standard

K/76.9%
1st/83.9%
2nd/70.1%
3rd/70.8%
4th/82.4%
5th/77.4%
6th/76.2%

Essential Standards Final Benchmark Data MATH/Spring 2024
Grade/ Percent Exceeded or Met standard

K/74.4%
1st/82.8%
2nd/70.1%
3rd/79.2%
4th/92.3%
5th/65.5%
6th/82.1%

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our teaching staff meet the state certification and licensure requirements to in the field that they are assigned. We have successfully hired and filled every class with highly qualified teachers.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The Board of Education believes that in order to maximize student learning certificated staff members must be continuously learning and improving their skills. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers and certificated teaching assistants to enhance their instructional and classroom management skills and increase their knowledge of academic content in the core curriculum. The program may include but is not limited to:
1. Mastery of discipline-based knowledge including the state-adopted standards, and effective subject-specific pedagogical skills.
2. Training in the use of technologies that enhance instruction.
3. Sensitivity to the needs of diverse student populations, including minorities, students with disabilities, English Language Learners, and economically disadvantaged students; ability to meet those needs.
4. Understanding of how academic and vocational instruction can be integrated and implemented to increase student learning; skill in evaluating and combining available instructional resources; opportunities to collaborate with other staff members in the alignment of academic and vocational curricula.
5. Knowledge of strategies that enable parents/guardians to participate fully and effectively in their children's education.
6. Effective classroom management skills; ability to relate to students, understand their various stages of growth and development, and motivate them to learn.
7. Training related to student health, safety and welfare.
The district's staff development program shall provide maximum opportunities for staff participation without impacting the number of instructional days offered to students as required by law.
The Board believes that staff development should support school improvement objectives. The Superintendent or designee shall develop a district staff development plan that is coordinated with school plans and objectives established by individuals who are closest to the classroom and most knowledgeable about the needs of the school and its students. The Superintendent or designee shall ensure that the district meets its obligations related to the professional growth of individual probationary and permanent teachers. Because the Board believes that intensive professional development is especially critical during the beginning years of a teacher's career, the Superintendent or designee shall develop a voluntary program of individualized support and assistance for first-year and second year teachers. The Board may budget funds for actual and reasonable expenses incurred by staff who participate in staff development activities.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is aligned to the district's 2024-2025 Areas of Emphasis and LCAP Goals. Staff development will focus on the PLC process and Student Engagement through Collaboration Communication. Focused staff development will be provided to support mastery of essential learning in all core content and Positive Behavior Intervention and Support. Butterfield Ranch will hold PD annually to support the instruction of our English Learners.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District instructional coaches will provide ongoing assistance and support to teachers to address the needs of English Learners, Students with Disabilities, Foster Youth, Economically Disadvantaged, and technology support in order to master standards in ELA and Math. An onsite instructional coach provides ongoing site specific professional development in collaboration with teachers and based on their needs. The instructional coach models lessons, co-teaches, and trains teachers in development of CCSS ELA and math lessons, student engagement, and intervention strategies. The coach collaborates with teachers to meet their individualized professional development support needs. An on-site Intervention Counselor will provide ongoing specific trainings to teachers to support student social emotional health.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration occurs weekly through the PLC process embedded in the school day. Teachers meet by grade level, departments, and/or school-wide articulation in order to plan, analyze and respond to student data. Following the District's Yellow Sheet, teachers are expected to follow and implement "PLC Right".   Teachers also collaborate vertically with the grade levels above or below. Data gathered from these meetings is used to target intervention needs and strategies across the grade level.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

An analysis of the recent ESA data results took place in August, January, and March with district and site personnel. The ESA data is aligned to the Common Core Standards, which supports the curriculum and instruction of the teaching materials.   SMART Goals were drafted in August, and action steps were identified in the areas of Curriculum/Instruction, Assessment, and Professional Development in order to ensure alignment and strengthen the core academic program in ELA and Math for all students.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Butterfield Ranch adheres to the current state required daily instructional minutes. Students who are English Learners engage in a minimum of 30 minutes of ELD per day. PE minutes are provided based on the mandates listed in Education Code. A school year consists of a minimum of 180 school days. The following number of minutes are required by the California Department of Education within a school year:
K   36,000
1–3   50,400
4–8   54,000
9–12   64,800

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

An analysis of curriculum lesson pacing in ELA and Math and master schedule flexibility has been allowed for the development of the following intervention blocks of time: Universal Access 30 minutes of Tier 1, 2, 3 intervention and extension with flexible groupings - 4 days per week, for math and ELA to meet the needs of all students, including English Learners and Students with Disabilities

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

100% of our students have available to them standards-based instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

100% of our students have access to standards-aligned core courses and instructional materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Services are provided by our regular program that enable underperforming students to meet standards. Services are provided by our regular program that enable underperforming students to meet standards. There will be Universal Access 30 minutes of Tier 1, 2, 3 intervention and extension with flexible groupings - 4 days per week, for ELA to meet the needs of all students. Grade levels will identify students for additional support based on ESA and Common Formative class assessments.

Evidence-based educational practices to raise student achievement

Through this comprehensive needs assessment process, academic performance and language development data determined that our English Learners continue to be a group that we need to support during ELD and DELD. English Learner data will be evaluated annually through the ELPAC and the ESA. The three goals within this SPSA plan will monitor the progress of the English Learners each year and actions are developed to support implementation towards accomplishing program goals. In order to raise student achievement, the following educational practices are in place: Teachers use first, best instructional strategies (FBI). High level student engagement practices are used daily in all classrooms. Multiple learning and support strategies and reasoning skills direct students to think critically at high levels. Math talks increase student analysis and reasoning skills. All students are supported through Tier 1 instructional supports and embedded intervention opportunities in ELA units and math curriculum. Tier 2 instructional support is provided through small group instruction during Universal Access time also providing under-performing students an opportunity to master performance goals.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Information is provided on best practices focusing on parent and family engagement topics that assist the needs of our school and under-achieving students as described from feedback in our annual parent survey. The district Family Engagement Center (FEC) provides monthly and weekly workshops on topics parents can use to support their child's academic and behavioral success. The FEC offers a seven-week English Learner Parent Academy and monthly Special Education support group meetings. Federal funds are used to support the teacher-parent partnership for building a strong community for student success. We also have multiple resources available to support under-achieving students including multiple intervention programs both in school and outside of school, parent classes and programs, and access to intervention software programs. Students who are in-transition of housing needs or financial hardship are referred to the HOPE Center for supports. The district uses Parent Square and Peach Jar to regularly communicate the resources available to the families.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Butterfield Ranch is committed to meaningful educational partner involvement in developing and gaining input on the development of the SPSA plan. Students, parents, staff and community were involved in the process. All educational partners reviewed the progress of actions/services implemented in the past year and reviewed data related to each school goal. Feedback from surveys were included as part of the data review. An analysis of progress towards goals, current data and impact on student learning was done and the SPSA was revised and updated based on identified current learning needs. The SPSA was reviewed and shared at the following meetings: School Site Council Meetings were held on: 10/26/23, 1/23/24, 3/14/24 and 5/9/24.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

See SPSA Actions/Services

Fiscal support (EPC)

See SPSA Budget Section

Educational Partner Involvement

How, when, and with whom did the 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

Butterfield Ranch is committed to meaningful educational partners involvement in developing and gaining input on the development of the SPSA plan. Students, parents/guardians, staff and community were involved in the process. All stakeholders reviewed the progress of actions/services implemented in the past year and reviewed data related to each school goal. Feedback from educational partner surveys was included as part of the data review. An analysis of progress toward goals, current data, and impact on student learning was done and the SPSA was revised and updated based on identified current learning needs.

The SPSA was reviewed, revised and shared at the following meetings:

a. School Site Council:
9/9/22 Training
10/13/22
1/26/23
3/9/23
5/11/23 Approve SPSA
b. ELAC: 3/15/23
c. Staff Meeting: 4/6/23

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

When reviewing multiple assessments the Butterfield Ranch English Learners and Students with disabilities fall short when compared to Asian and Filipino students. Teachers of Designated English Leaders and Students with disabilities will receive professional development training and support via release time or buy back pay in the area of Integrated ELD and support strategies for instruction to support the learning of all English Learner students and students with disabilities, as provided by the Instructional Coach. This will be provided during staff meetings and individual meetings as scheduled by teachers. Butterfield Ranch teachers use Tier 1 intervention strategies and DELD time to address the needs of underperforming students, for example small group instruction, collaboration, and other high engagement strategies, to address gaps within significant subgroups within the instructional day in both ELA and Math.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Kindergarten	60	70	72
Grade 1	84	61	73
Grade 2	87	89	65
Grade3	94	83	93
Grade 4	93	100	85
Grade 5	97	96	94
Grade 6	109	88	93
Total Enrollment	624	587	575

Conclusions based on this data:

1. The 22-23 kindergarten student numbers increased from 20-21 and 21-22 school years.

2. All three years indicate continued high student numbers in the upper grades

3. From the 20-21, 21-22 and 22-23 total enrollment has decreased

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	58	67	77	9.30%	11.4%	13.4%
Fluent English Proficient (FEP)	113	92	106	18.10%	15.7%	18.4%
Reclassified Fluent English Proficient (RFEP)	28			48.3%		

Conclusions based on this data:

1. From 2021-22 to 2022-23, the percentage of students in the subgroup English Learner has increased 2%.

2. The number of students who are in the subgroup Fluent English Proficient based on qualifying scores on the ELPAC and CAASPP assessments have risen 2.7% between 2021-22 and 2022-23.

3. The data indicates 48.3% of students reclassified fluent English Proficient in 20-21. There are no student numbers for 21-22 and 22-23 yet students did reclassify.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	Overall Participation for All Students										
	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	96	87	91	0	84	88	0	84	88	0.0	96.6	96.7
Grade 4	90	98	88	0	95	87	0	95	87	0.0	96.9	98.9
Grade 5	93	97	98	0	96	95	0	96	95	0.0	99.0	96.9
Grade 6	107	92	94	0	91	91	0	91	91	0.0	98.9	96.8
All Grades	386	374	371	0	366	361	0	366	361	0.0	97.9	97.3

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2474.	2486.		46.43	53.41		15.48	21.59		26.19	14.77		11.90	10.23
Grade 4		2530.	2520.		54.74	48.28		23.16	20.69		14.74	14.94		7.37	16.09
Grade 5		2564.	2552.		47.92	40.00		26.04	31.58		13.54	16.84		12.50	11.58
Grade 6		2591.	2590.		40.66	39.56		31.87	36.26		17.58	14.29		9.89	9.89
All Grades	N/A	N/A	N/A		47.54	45.15		24.32	27.70		17.76	15.24		10.38	11.91

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		38.10	43.18		53.57	51.14		8.33	5.68
Grade 4		35.79	32.18		58.95	59.77		5.26	8.05
Grade 5		39.58	31.58		53.13	58.95		7.29	9.47
Grade 6		39.56	34.07		43.96	50.55		16.48	15.38
All Grades		38.25	35.18		52.46	55.12		9.29	9.70

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		38.10	36.36		47.62	53.41		14.29	10.23
Grade 4		41.05	28.74		51.58	58.62		7.37	12.64
Grade 5		53.13	28.42		36.46	65.26		10.42	6.32
Grade 6		39.56	41.76		56.04	50.55		4.40	7.69
All Grades		43.17	33.80		47.81	57.06		9.02	9.14

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.48	20.45		77.38	72.73		7.14	6.82
Grade 4		27.37	25.29		64.21	70.11		8.42	4.60
Grade 5		22.92	14.74		71.88	78.95		5.21	6.32
Grade 6		26.37	29.67		65.93	65.93		7.69	4.40
All Grades		23.22	22.44		69.67	72.02		7.10	5.54

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		35.71	31.82		53.57	56.82		10.71	11.36
Grade 4		24.21	31.03		70.53	59.77		5.26	9.20
Grade 5		35.42	33.68		51.04	53.68		13.54	12.63
Grade 6		37.36	30.77		56.04	60.44		6.59	8.79
All Grades		33.06	31.86		57.92	57.62		9.02	10.53

Conclusions based on this data:

1. The overall ELA results indicate standards were met or exceeded by a total of 72.85%, an increase of 1% as compared to 2021-22. However, the percent of students in the Nearly Met and Not Met bands is 27.15% as compared to 28.14% in 2021-22 with a decrease of 1%. The implication is that Butterfield still has 27.15% of its students overall in the % Below Standard band that will need support in reaching mastery through Tier I, II and II interventions.

2. The ELA results in the individual claim area of reading reflects that the results from 2022-23 with 35.18% of students above standards. This is a decrease from 2021-22 scores of 38.25. Further, this represents a need to monitor student progress in the area of reading specifically and create specific skills-based support to assist all students in meeting learning targets in all grades through MTSS-A Tier I, II and III interventions for the 9.70% of students below standard.

3. The ELA results in the individual claim area of listening for the 22-23 are 77.56% of Butterfield Ranch students were at or near standard or below standard. This will be an area of focus through IABs.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

	Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with**			**% of Enrolled Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	96	87	91	0	87	90	0	87	90	0.0	100.0	98.9
Grade 4	90	98	88	0	96	88	0	96	88	0.0	98.0	100.0
Grade 5	93	97	98	0	96	97	0	96	97	0.0	99.0	99.0
Grade 6	107	92	94	0	92	93	0	92	93	0.0	100.0	98.9
All Grades	386	374	371	0	371	368	0	371	368	0.0	99.2	99.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

	Overall Achievement for All Students														
Grade Level	**Mean Scale Score**			**% Standard**			**% Standard Met**			**% Standard Nearly**			**% Standard Not**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		2478.	2495.		41.38	51.11		29.89	22.22		17.24	24.44		11.49	2.22
Grade 4		2522.	2528.		43.75	35.23		28.13	32.95		19.79	25.00		8.33	6.82
Grade 5		2548.	2547.		39.58	37.11		25.00	25.77		21.88	24.74		13.54	12.37
Grade 6		2605.	2625.		54.35	58.06		19.57	21.51		18.48	13.98		7.61	6.45
All Grades	N/A	N/A	N/A		44.74	45.38		25.61	25.54		19.41	22.01		10.24	7.07

	Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		45.98	63.33		39.08	31.11		14.94	5.56
Grade 4		47.92	45.45		43.75	44.32		8.33	10.23
Grade 5		33.33	37.11		50.00	53.61		16.67	9.28
Grade 6		51.09	65.59		40.22	30.11		8.70	4.30
All Grades		44.47	52.72		43.40	39.95		12.13	7.34

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		40.23	52.22		49.43	38.89		10.34	8.89
Grade 4		36.46	35.23		53.13	54.55		10.42	10.23
Grade 5		31.25	25.77		54.17	61.86		14.58	12.37
Grade 6		38.04	37.63		51.09	55.91		10.87	6.45
All Grades		36.39	37.50		52.02	52.99		11.59	9.51

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		37.93	41.11		49.43	51.11		12.64	7.78
Grade 4		42.71	36.36		46.88	53.41		10.42	10.23
Grade 5		32.29	16.49		58.33	76.29		9.38	7.22
Grade 6		40.22	40.86		52.17	51.61		7.61	7.53
All Grades		38.27	33.42		51.75	58.42		9.97	8.15

Conclusions based on this data:

1. The overall Math results indicate standards were met or exceeded by a total of 70.92%, an increase of .57% as compared to 2021-22.   However, the % of students in the Nearly Met and Not Met bands is 29.08% in 22-23 as compared to 29.65% in 2021-22. This reflects that Butterfield still has 7.07% of its students in the % Below Standard band that will need support in reaching mastery through Tier I, II and III interventions.

2. The Math results indicate Above Standard and At or Near Standard was at 91.84% of students in Communicating Reasoning an increase of 1.82 from 2021-22.

3. The Math results indicate Above Standard and At or Near Standard was at 90.49% of students in Problem Solving and Modeling Data Analysis an increase of 2.08 from 2021-22.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1465.7	1449.6	1444.2	1446.8	1440.2	1438.0	1509.7	1471.4	1458.4	12	16	19
1	1455.7	1470.1	1453.7	1463.9	1486.5	1464.7	1446.9	1453.1	1442.2	16	13	13
2	1519.4	*	1513.3	1498.4	*	1519.2	1540.1	*	1507.2	14	10	13
3	*	1442.9	1457.5	*	1427.5	1450.8	*	1457.8	1463.8	4	15	12
4	*	*	1540.5	*	*	1562.5	*	*	1518.3	5	5	15
5	*	*	*	*	*	*	*	*	*	6	5	8
6	*	*	*	*	*	*	*	*	*	*	5	5
All Grades										60	69	85

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	33.33	25.00	26.32	33.33	37.50	26.32	33.33	31.25	31.58	0.00	6.25	15.79	12	16	19
1	25.00	15.38	38.46	25.00	46.15	30.77	31.25	38.46	7.69	18.75	0.00	23.08	16	13	13
2	42.86	*	30.77	42.86	*	61.54	14.29	*	7.69	0.00	*	0.00	14	*	13
3	*	0.00	25.00	*	46.67	25.00	*	40.00	16.67	*	13.33	33.33	*	15	12
4	*	*	73.33	*	*	13.33	*	*	0.00	*	*	13.33	*	*	15
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.12	17.39	34.12	37.29	40.58	31.76	25.42	27.54	15.29	10.17	14.49	18.82	59	69	85

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	25.00	31.25	26.32	41.67	25.00	15.79	16.67	25.00	47.37	16.67	18.75	10.53	12	16	19
1	37.50	38.46	61.54	12.50	53.85	7.69	31.25	7.69	7.69	18.75	0.00	23.08	16	13	13
2	42.86	*	38.46	42.86	*	53.85	7.14	*	7.69	7.14	*	0.00	14	*	13
3	*	0.00	33.33	*	53.33	16.67	*	33.33	16.67	*	13.33	33.33	*	15	12
4	*	*	80.00	*	*	6.67	*	*	0.00	*	*	13.33	*	*	15
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.51	27.54	43.53	33.90	37.68	21.18	20.34	15.94	17.65	15.25	18.84	17.65	59	69	85

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	50.00	25.00	21.05	8.33	25.00	31.58	41.67	43.75	36.84	0.00	6.25	10.53	12	16	19
1	6.25	0.00	15.38	37.50	53.85	46.15	25.00	30.77	15.38	31.25	15.38	23.08	16	13	13
2	21.43	*	30.77	64.29	*	38.46	14.29	*	30.77	0.00	*	0.00	14	*	13
3	*	6.67	0.00	*	40.00	33.33	*	40.00	33.33	*	13.33	33.33	*	15	12
4	*	*	6.67	*	*	66.67	*	*	13.33	*	*	13.33	*	*	15
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.95	11.59	12.94	38.98	40.58	40.00	30.51	31.88	29.41	13.56	15.94	17.65	59	69	85

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	25.00	37.50	31.58	75.00	50.00	68.42	0.00	12.50	0.00	12	16	19
1	43.75	53.85	69.23	50.00	46.15	15.38	6.25	0.00	15.38	16	13	13
2	28.57	*	38.46	57.14	*	61.54	14.29	*	0.00	14	*	13
3	*	6.67	16.67	*	73.33	50.00	*	20.00	33.33	*	15	12
4	*	*	60.00	*	*	33.33	*	*	6.67	*	*	15
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.51	30.43	40.00	61.02	55.07	48.24	8.47	14.49	11.76	59	69	85

Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	12.50	15.79	66.67	56.25	47.37	16.67	31.25	36.84	12	16	19
1	18.75	15.38	46.15	50.00	76.92	30.77	31.25	7.69	23.08	16	13	13
2	42.86	*	76.92	50.00	*	23.08	7.14	*	0.00	14	*	13
3	*	0.00	41.67	*	73.33	25.00	*	26.67	33.33	*	15	12
4	*	*	86.67	*	*	0.00	*	*	13.33	*	*	15
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.12	17.39	48.24	54.24	56.52	28.24	18.64	26.09	23.53	59	69	85

Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	33.33	25.00	21.05	66.67	75.00	57.89	0.00	0.00	21.05	12	16	19
1	37.50	23.08	30.77	31.25	61.54	53.85	31.25	15.38	15.38	16	13	13
2	35.71	*	23.08	57.14	*	76.92	7.14	*	0.00	14	*	13
3	*	0.00	0.00	*	60.00	58.33	*	40.00	41.67	*	15	12
4	*	*	6.67	*	*	80.00	*	*	13.33	*	*	15
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.20	13.04	15.29	49.15	65.22	63.53	18.64	21.74	21.18	59	69	85

Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	58.33	50.00	52.63	33.33	43.75	36.84	8.33	6.25	10.53	12	16	19
1	0.00	0.00	7.69	68.75	100.00	69.23	31.25	0.00	23.08	16	13	13
2	50.00	*	38.46	50.00	*	61.54	0.00	*	0.00	14	*	13
3	*	20.00	16.67	*	66.67	66.67	*	13.33	16.67	*	15	12
4	*	*	53.33	*	*	40.00	*	*	6.67	*	*	15
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.12	27.54	32.94	57.63	60.87	56.47	15.25	11.59	10.59	59	69	85

Conclusions based on this data:

1. Most of the data reported was from Kindergarten through Grade 2. There were no significant numbers of students tested in grades 3-6. The percentage of students who performed in "Level 4" in the ELPAC declined from 27.12% in 2020-21 to 17.39% in 2021-22.

2. In the listening domain, students performing in the "well developed" category scored 30.51% in 2020-21 to 30.43% in 2021-22 for grades K & 1.

3. This information indicates the need for teacher collaboration in the area of serving English Learners, with an emphasis on written language (K-2) to ensure that students are receiving appropriate English Language Development Instruction.

School and Student Performance Data
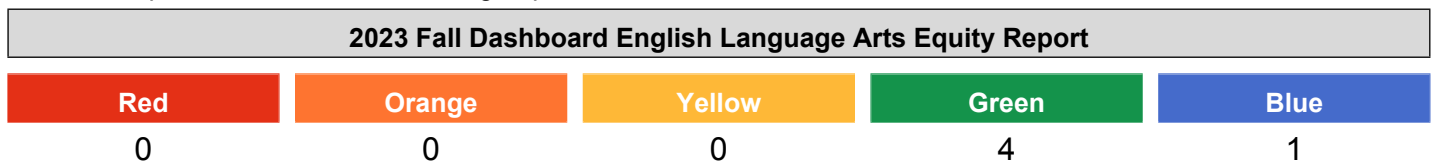
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
575	**24.2**	**13.4**	**0.3**
Total Number of Students enrolled in Butterfield Ranch Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	77	13.4
Foster Youth	2	0.3
Homeless	8	1.4
Socioeconomically Disadvantaged	139	24.2
Students with Disabilities	34	5.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	13	2.3
Asian	218	37.9
Filipino	41	7.1
Hispanic	189	32.9
Two or More Races	33	5.7
Pacific Islander	3	0.5
White	67	11.7

Conclusions based on this data:

1. The numerically significant subgroups at Butterfield Ranch are: Hispanic 32.5%, Asian 35.1%, and Socioeconomically disadvantaged 22.8%

2. Butterfield Ranch has 11.4% English Learners that receive ELD instruction increase of 2.1%

3. Butterfield Ranch has a low foster youth of 2 students.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Blue		
English Learner Progress Blue		

Conclusions based on this data:

1. In Math grades 3-6 scored Very High

2. In Language Arts in grades 3-6 scored Very High

3. Chronic Absenteeism scored high of 16.4% due to COVID-19 absences.

School and Student Performance Data

Academic Performance
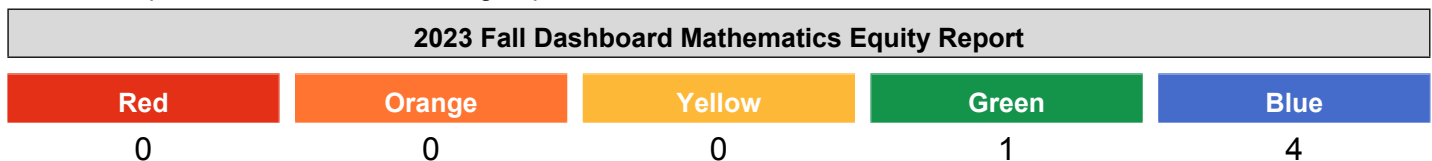## English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	4	1

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	Less than 11 Students
54.7 points above standard	37.8 points above standard	
Decreased -3.5 points	Maintained 0 points	2 Students
351 Students	66 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
71.3 points above standard	Green	32.7 points below standard
Increased Significantly +45.8 points	41 points above standard	Increased Significantly +17.4 points
11 Students	Increased +14.6 points	26 Students
	96 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 8 Students	No Performance Color 0 Students	Green 66.9 points above standard Decreased -13.9 points 128 Students	118.3 points above standard Increased +4.5 points 28 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 24.6 points above standard Increased +4.2 points 123 Students	32.2 points above standard Decreased Significantly -59.1 points 17 Students	Less than 11 Students 3 Students	Blue 59.6 points above standard Increased +5.4 points 40 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
26.8 points below standard	85.5 points above standard	53.3 points above standard
Increased Significantly +18.6 points	Decreased -9.4 points	Decreased -6 points
28 Students	38 Students	246 Students

Conclusions based on this data:

1. There was an increase in Reclassification English Language Learners with a 94.8% above standards

2. The Hispanic population scored 20.4 points above standard

3. The current English Leaners scored 45.4 points below standard
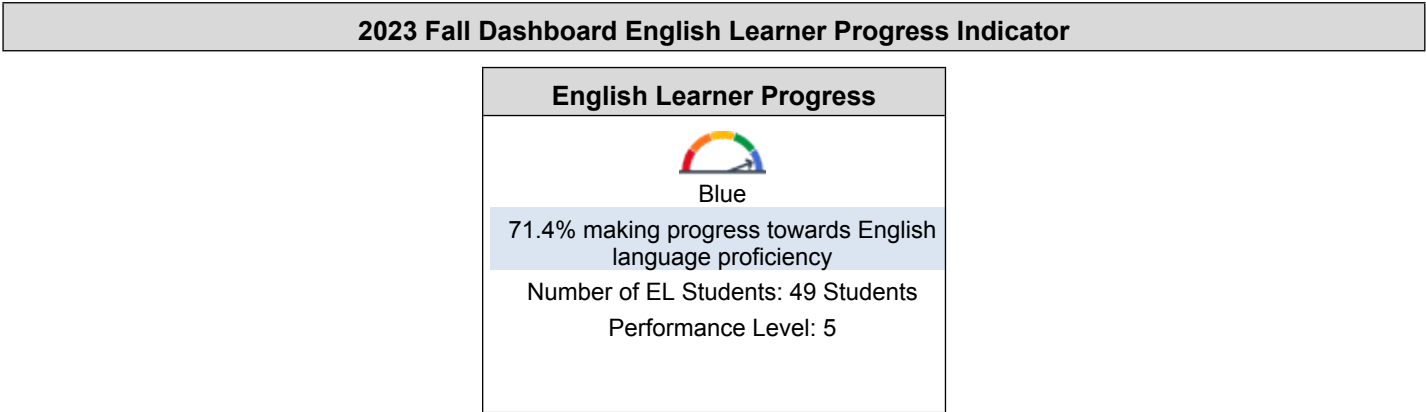
School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	1	4

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	Less than 11 Students
52 points above standard	48.2 points above standard	2 Students
Increased +11 points	Increased +9.5 points	
351 Students	66 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
56.9 points above standard	Blue	25.1 points below standard
Increased Significantly +51.1 points	33.9 points above standard	Increased Significantly +43.8 points
11 Students	Increased Significantly +22 points	26 Students
	96 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 8 Students	No Performance Color 0 Students	Blue 78.7 points above standard Increased +11.5 points 128 Students	96.6 points above standard Maintained +2.8 points 28 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 14.1 points above standard Increased +12.9 points 123 Students	49.4 points above standard Decreased Significantly -44.9 points 17 Students	Less than 11 Students 3 Students	Blue 49.5 points above standard Increased Significantly +16.9 points 40 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
4.6 points above standard Increased Significantly +23.2 points 28 Students	80.3 points above standard Maintained +2.3 points 38 Students	46.6 points above standard Increased +8.7 points 246 Students

Conclusions based on this data:

1. Butterfield Ranch scored Very High overall

2. Current English Learners scored 18.7 points below standard.

3. Reclassified English Learners increased to 78 points above standard in math
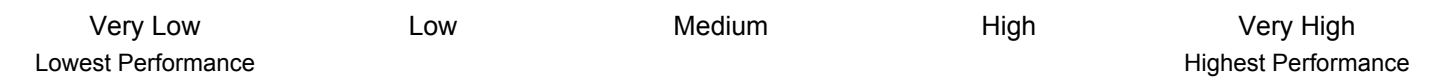
School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
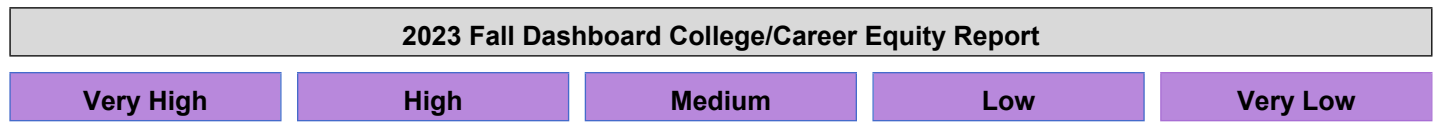
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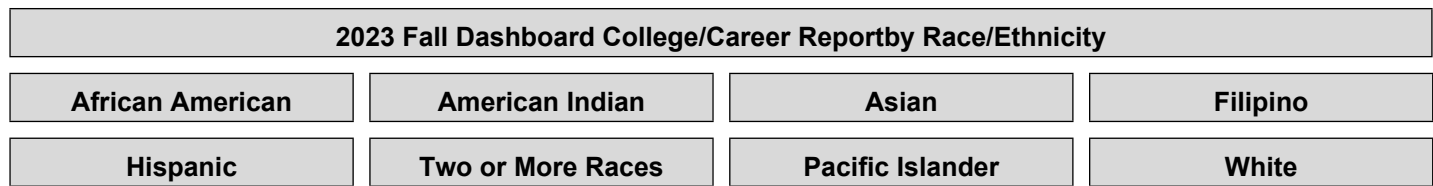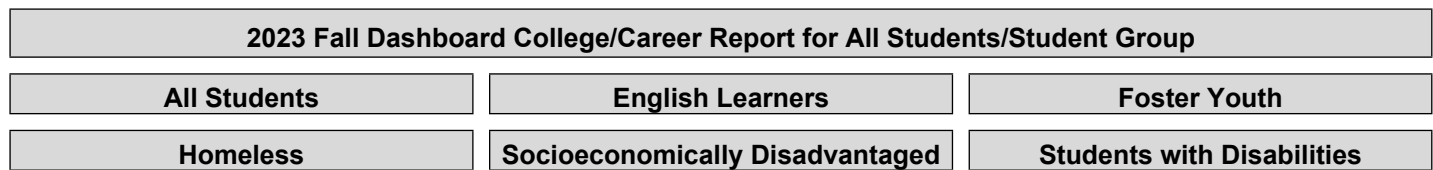
This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Blue
71.4% making progress towards English language proficiency
Number of EL Students: 49 Students
Performance Level: 5

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4	10	0	35

Conclusions based on this data:

1. 5 English Learners decreased by 1 level.

2. 13 English Learners maintained their level

3. 25 English Learners increased at least 1 level

School and Student Performance Data

Academic Performance
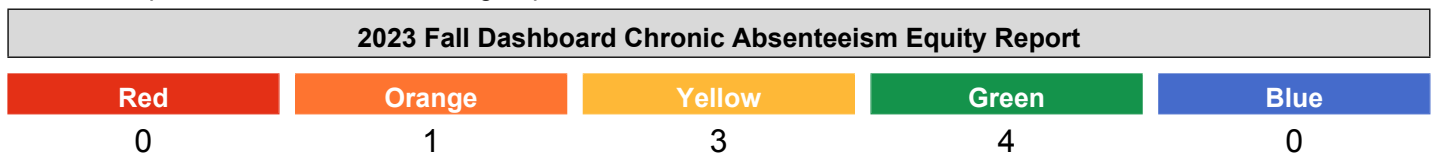## College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	1	3	4	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Green	Less than 11 Students
13% Chronically Absent	8.7% Chronically Absent	
Declined Significantly -3.4	Declined -4.9	2 Students
610 Students	103 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
23.1% Chronically Absent	Yellow	Orange
Increased 9.4	17% Chronically Absent	20.9% Chronically Absent
13 Students	Declined Significantly -4.1	Declined -4.1
	165 Students	43 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
26.7% Chronically Absent	No Performance Color	Green	Green
Increased 14.9	0 Students	6.8% Chronically Absent	4.9% Chronically Absent
15 Students		Declined -1.8	Maintained -0.3
		234 Students	41 Students

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Green	Less than 11 Students	Yellow
21.6% Chronically Absent	4.4% Chronically Absent	4 Students	16.7% Chronically Absent
Declined Significantly -6.1	Declined -1.8		Declined -4.2
199 Students	45 Students		72 Students

Conclusions based on this data:

1. Three student groups were in medium: Asian, Filipino, Two or More Races

2. Four student groups in Very High: White, Students with Disabilities, Socioeconomically Disadvantage and Hispanic

3. Chronic Absenteeism was high due to COVID-19

School and Student Performance Data

Academic Engagement
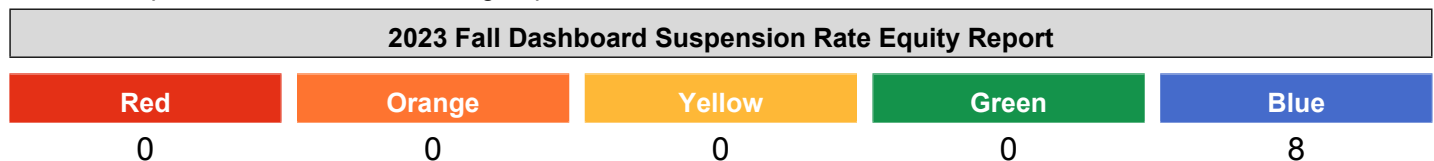## Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	8

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	Less than 11 Students
0% suspended at least one day	0% suspended at least one day	2 Students
Maintained -0.2	Maintained 0	
623 Students	108 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
0% suspended at least one day	Blue	Blue
Maintained 0	0% suspended at least one day	0% suspended at least one day
14 Students	Maintained 0	Maintained 0
	168 Students	44 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
0% suspended at least one day	No Performance Color	Blue	Blue
Maintained 0	0 Students	0% suspended at least one day	0% suspended at least one day
15 Students		Maintained 0	Maintained 0
		242 Students	42 Students

Hispanic	Two or More Races	Pacific Islander	White
Blue	Blue	Less than 11 Students	Blue
0% suspended at least one day	0% suspended at least one day	4 Students	0% suspended at least one day
Maintained 0	Maintained 0		Declined -1.1
200 Students	45 Students		75 Students

Conclusions based on this data:

1. Butterfield Ranch scored Very Low with 0.2%

2. White subgroup scored medium

3. All other subgroups did not have a score

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

High-Quality Teaching and Learning Environment

LEA/LCAP Goal

LCAP Goal 1: All students are provided a high-quality teaching and learning environment. [Priority 1, 2, and 7]
Priority 1: Credentials, Instructional materials, Facilities
Priority 2: Implementation of SBE adopted standards and programs/services that enable English learners to access the CA standards and ELD standards
Priority 7: Broad course of study, Programs/Services for Unduplicated pupils and provided to individuals with exceptional needs (College and Career Readiness for High school ONLY)

Goal 1

Plan and implement professional development for all teachers in order to support First Best Instruction of Essential Standards, Student Engagement through Collaborative Communication, and Collaborative Team time. Professional development to support effective data-driven instructional strategies, including re-engagement and extension in ELA/Math Essential Standards, with a focus on teacher clarity (Hattie effect size 0.7). By May 2025, there will be an increase (over last year) in classroom lessons that include visible learning intentions ("I can" statements), success criteria, relevance statements, and student reflection as measured by classroom walkthrough data, goal setting, and District Essential Standards Assessments (ESAs).

Identified Need

According to the 2024 ESA #3 in ELA, Butterfield Ranch ES students scored 76.5% (K-6) Met or Exceeded standards.
According to the 2024 ESA #3 in Math, Butterfield Ranch ES students scored overall 77.78% (K-6) Met or Exceeded standards.
The Chino Valley High School Feeder Group vertical articulation identified having students reflect and set continued learning goals (#10 on yellow sheet) as a common need to accelerate student achievement (Hattie effect size .75). As a collective commitment we agreed to accumulate data in this focus area.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024 - 2025 Grade Level Smart Goals on the CVUSD Essential Standards Assessment (ESA) in ELA and Math	2024 SMART GOAL Baselines ELA ESA#3 K 76.9% 1 83.9% 2 70.1% 3 70.8% 4 82.4%	End of the year SMART GOAL per grade level: Kindergarten - ELA: % & MATH: % First Grade - ELA: % & MATH: %

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	5 77.4% 6 76.2% MATH ESA#3 K 74.4% 1 82.8% 2 70.1% 3 79.2% 4 92.3% 5 65.5% 6 82.1%	Second Grade - ELA: % & MATH: % Third Grade - ELA: % & MATH: % Fourth Grade - ELA: % & MATH: % Fifth Grade - ELA: % & MATH: % Sixth Grade - ELA: % & MATH: %
Classroom Walkthrough Data Collection Form	2023-2024 Baseline "I Can" Statements Posted 100% Student Engagement 90% Student Reflection 85%	2024-2025 "I Can" Statements Posted 100% Student Engagement 100% Student Reflection 100%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students (Including GATE, English Learners and Special Education)

Strategy/Activity

1.1 All teachers will receive professional development training and support via release time or buy back pay in the area of Professional Learning Communities in the areas of analyzing data from Essential Standards Assessments and Common Formative Assessments and developing interventions and extensions to increase student academic achievement for all students, including English Learners and Students with Disabilities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11,760	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries 1.1a Teachers will participate in professional development that will strengthen their ability to

	differentiate instruction, reengagement and extension for students in their learning environments.
290506	District Funded 1000-1999: Certificated Personnel Salaries 1.1b Title I and Title III District money will cover the cost of an Access and Equity Instructional Coach/TOSA that will support staff co-teaching, instructional strategies, use of data, and implementation of the ELD/ELA common core standards. 290,506
113648	District Funded 1000-1999: Certificated Personnel Salaries 1.1c Title I and Title IV District money will cover the cost a Tech Coach/TOSA that will support staff with the integration of technology into instructional programs.

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

As of March 15, the overall implementation of the strategies/activities to achieve goal one is to provide teachers professional development training and support via release time or buy back pay in the area of Professional Learning Communities in the areas of analyzing data from Essential Standards Assessments and Common Formative Assessments and developing interventions and extensions to increase student academic achievement for all students, including English Learners and Students with Disabilities. As of March 15, the overall effectiveness of the strategies/activities to achieve goal one is an increase in the number of students meeting or exceeding standards.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

As of March 15, we continue to have professional development sessions to increase teacher clarity.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As of March 15, no changes have been made to this goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Connections to and Engagement at School Ensure Student Success.

LEA/LCAP Goal

LCAP Goal 2: Staff, parents, families, and students are connected and engaged at their school to ensure student success. [Priorities 3, 5, 6]
Priority 3: Parent Involvement
Priority 5: School Attendance, Dropout Rates, Chronic Absenteeism
Priority 6: Suspension Rates, Expulsion Rates, Safety and School Connectedness

Goal 2

School Connectedness
PBIS Tier 1, 2, and 3 behavior interventions will further support a positive school environment, as measured by the External TFI results and Platinum Status.

Chronic Absenteeism:
The school-wide attendance rate will increase to 96.5% as measured by the monthly school year attendance rate report by May 2025.

Identified Need

As represented by the 2024 end of year school-wide attendance of 95.98%, there is a need to increase student attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Tiered Fidelity Inventory subscore in evaluation.	The 4/8/24 External Tiered Fidelity Inventory sub score in evaluation was Tier 1 100%, Tier 2 97% and Tier 3 100% Tier 2 & 3 teams maintain monthly meetings to discuss student data.	External TFI results continue Platinum status. Tier 1 - 100% Tier 2 - 100% Tier 3 - 100%
Attendance rate increase as measured on end attendance report. We will use the "students with absences" report in Aeries to determine the number of students with 10% of absences which is considered chronic absenteeism.	Current 2023-24 Attendance rates 95.98% Trimester attendance competitions and student incentives	Increase or maintain yearly student attendance by May 2025 to 96.5% overall.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students (including Special Education and English Learner students)

Strategy/Activity

2.1 To increase our Tiered Fidelity Inventory overall percentage, communication between staff members and families about PBIS will be monitored through administration of an annual student, staff and parent evaluation (K12 Insight Survey) of the PBIS program by May 2023. Information from this evaluation will guide the PBIS team on the family needs and priorities for the PBIS program.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	Lottery: Instructional Materials 4000-4999: Books And Supplies 2.1a Materials to support PBIS through the Print Center

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students at risk of chronic absenteeism (including Special Education and English Learner students)

Strategy/Activity

2.1b Administration will identify and monitor all students at-risk of chronic absenteeism, monthly. Administration will provide education on the importance of student attendance to reduce absenteeism and support student academic success. These activities will take place in order to reduce Chronic Absenteeism and increase student attendance.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Parent-Teacher Association (PTA) Administration will hold SART/SARB meetings with families of chronic absentee students

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

As of March 15, Goal 2 is to increase attendance and continue the PBIS program at Platinum status. As of March 15, the effectiveness of this goal is evident because we earned 100% of the internal TFI Tier 1 & Tier 2. We earned 98% on the internal TFI Tier 3. We continue to implement various attendance competition and strategies to increase attendance. We have 9 students with disabilities on the list of 120 students with chronic absenteeism. Overall, we have 59 students with chronic absenteeism.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

As of March 15, no material differences to explain.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As of March 15, no changes have been made to this goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Preparation for College and Career Beyond Graduation.

LEA/LCAP Goal

LCAP Goal 3: All students are prepared for college and career beyond graduation. [Priority 4 and 8]
Priority 4: State assessments for grades 3-8, A-G completion, % of students who pass an AP exam with 3+, % of 11th grade students who participate in and demonstrate college preparedness on the SBAC
Priority 8: Other pupil outcomes (College and Career Readiness for High school ONLY)

Goal 3

On the 2025 SBAC, the percentage of students scoring at Standards Met/Exceeded in Math and ELA will increase by 3%. English Learner will continue to make progress from 71.4% on the California Dashboard.

Identified Need

There is a need to increase the number of students who scored Standards Met/Exceeded in ELA and Math on the SBAC.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024 ELA and Math SBAC	At Butterfield Ranch Elementary School, the 2024 SBAC shows that % of students met or exceeded the ELA standards. On 2024 SBAC shows that % of students met or exceeded the math standards.	On the 2025 CAASPP, the percent of students scoring "Standards Met" and "Standards Exceeded" (combined) in ELA will increase from % to % and in Math will increase from % to %.
English Language Learners	71.4% on the 2023 California Dashboard on English Learner Progress.	English Learner Progress will increase to 2% as indicated on the California Dashboard.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students (including GATE, Special Education and English Learner students) underperforming in ELA and Math

Strategy/Activity

3.1 Underperforming students in ELA (including Special Education and English Learner students) will receive leveled intervention support in the form of small group instruction within the regular program to address the specific ELA skills needed to successfully complete grade level assessments, as delivered by classroom teachers during the school day, to support to increase mastery of CA standards.

Common Formative Assessment (CFA) and Essential Standards Assessment (ESA) results will be used to identify students to receive strategic and intensive Intervention. Intervention groups will be flexible based on student needs. Strategic and Intensive Intervention will take place weekly for at least 30 minutes in the form of small group instruction.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
305.00	Lottery: Instructional Materials 4000-4999: Books And Supplies 3.1a Supplementary materials provided through the Print Center
25,698.00	AMIM / 0000 4000-4999: Books And Supplies 3.1b Support our intervention/at-risk students by purchasing supplemental instructional materials and supplies.
100,000	AMIM / 0000 1000-1999: Certificated Personnel Salaries 3.1c support staff to support teachers and students in academic areas.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

GATE

Strategy/Activity

3.2 After school GATE program for science enrichment

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

| 3,736.00 | GATE
5800: Professional/Consulting Services And Operating Expenditures
3.2a GATE students will participate in an after-school enrichment program. |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The overall implementation of this goal is to increase CAASPP scores of students meeting or exceeding standards by 3%. The overall effectiveness of the strategies/activities will be determined by the CAASPP scores.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

As of March 15, there are no differences to explain.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As of March 15, no changes have been made to this goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator   Baseline/Actual Outcome   Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator   Baseline/Actual Outcome   Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 9

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 10

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 11

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 12

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 13

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 14

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$546,653.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title II Part A: Improving Teacher Quality	$11,760.00

Subtotal of additional federal funds included for this school: $11,760.00

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 ($)
AMIM / 0000	$125,698.00
District Funded	$404,154.00
GATE	$3,736.00
Lottery: Instructional Materials	$1,305.00
Parent-Teacher Association (PTA)	$0.00

Subtotal of state or local funds included for this school: $534,893.00

Total of federal, state, and/or local funds for this school: $546,653.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
GATE	3,736.00	0.00
Title II Part A: Improving Teacher Quality	11,760.00	0.00
Lottery: Instructional Materials	1,305.00	0.00
General Fund	55,269.00	55,269.00
AMIM / 0000	125,698.00	0.00

Expenditures by Funding Source

Funding Source	Amount
AMIM / 0000	125,698.00
District Funded	404,154.00
GATE	3,736.00
Lottery: Instructional Materials	1,305.00
Parent-Teacher Association (PTA)	0.00
Title II Part A: Improving Teacher Quality	11,760.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	515,914.00
4000-4999: Books And Supplies	27,003.00
5800: Professional/Consulting Services And Operating Expenditures	3,736.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

1000-1999: Certificated Personnel Salaries	AMIM / 0000	100,000.00
4000-4999: Books And Supplies	AMIM / 0000	25,698.00
1000-1999: Certificated Personnel Salaries	District Funded	404,154.00
5800: Professional/Consulting Services And Operating Expenditures	GATE	3,736.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	1,305.00
	Parent-Teacher Association (PTA)	0.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	11,760.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	415,914.00
Goal 2	1,000.00
Goal 3	129,739.00

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:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Vanessa Acuna	Principal
Donna Abella	Parent or Community Member
Noemi Tice	Other School Staff
Heather Mendoza	Classroom Teacher
Andrea White	Classroom Teacher
Melissa Cisneros-Alba	Classroom Teacher
John Heller	Parent or Community Member
Ketan Rana	Parent or Community Member
Sarai Vidrio	Parent or Community Member
Narayana Manjunath	Parent or Community Member

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:
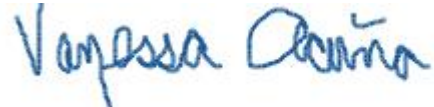
Signature	Committee or Advisory Group Name
[signature]	English Learner Advisory Committee

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 5-9-24.

Attested:

[signature]	Principal, Vanessa Acuna on 5/9/24
[signature]	SSC Chairperson, Melissa Cisneros-Alba on 5/14/24

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

● Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

● Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

● Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

● Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

● Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Butterfield Ranch Elementary School
Family Engagement Policy
2024-2025

School Policy Engagement:

Butterfield Ranch recognizes that **parents and family members are their children's first and most influential teachers** and that continued **parental engagement in the education of children contributes greatly to student achievement and conduct**. Butterfield Ranch shall jointly develop with, and distribute to, parents of Title 1 and Non-Title 1 students a written parental engagement policy, agreed upon by such parents and updated periodically to meet the needs of parents and the school. This policy shall be an addendum component of the School Plan for Student Achievement (SPSA) that promotes a meaningful partnership between the school, the home, and the community.

Title I schools will convene an **annual meeting** to **inform parents** the requirements of Title I and their right to be involved in the parental engagement policy, and the school-parent compact of strategies to increase parental engagement. The parents of participating students will be involved in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title 1 programs and parent and family engagement policy and school-parent compact. The school will offer a flexible number of meetings and provide, if requested, parents' opportunities for regular meetings to participate in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible. The parent and family engagement policy and school-parent compact will be posted on the school website and distributed to all parents through regular means of communication.

Shared Responsibilities for High Student Academic Achievement:

The staff of Butterfield Ranch in consensus with research-based practices knows that the education of its students is a **responsibility shared between school and parents.** The school's primary responsibility shall be to have an effective learning environment that enables all students to meet the academic expectations set forth in the CA Common Core state standards. Parents shall have the responsibility and opportunity to work with the school in a mutually **supportive and respectful partnership** with the goal of supporting their child's learning. The school-family compact of strategies to increase parental/guardian, family engagement outlines how the parents/guardians, teachers, and students will share the responsibility for improved student academic and behavioral achievement. Butterfield Ranch will provide parents with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet. Through an *Action Team for Partnership* process school staff, parents/guardians, and community members will jointly review, plan and develop a one-year school-family compact by grade or department level of promising practices to increase parental engagement to include the six types of engagement listed below *(Epstein's Six Types of Parental Involvement)*. The annual school-family compacts will specify partnership activities for as many of the six types of engagement as possible. The school-family compact will list district and school improvement goals and describe the "in the classroom" and "at home" strategies for teachers, parents/guardians, families, and students to implement. Butterfield Ranch's **goals will focus on providing quality first best instruction and targeted intervention utilizing instructional strategies and evidence-based programs to ensure that all under performing and disadvantaged students experience academic growth as measured by CVUSD assessments throughout the year and SBAC results at the end of the year.** The compact will list how the school provides two-way communication between home and school. It will also describe opportunities for parents/guardians to volunteer,

observe, and participate in the classroom. The school-family compact will be updated annually by staff and parents/guardians, based on formal and informal data. Also, annually, the *Action Team for Partnerships* will evaluate the effectiveness of the school's home-school-community partnership activities and celebrate successes. This **shared responsibility** will help the school and parents/guardians build and develop a partnership to help children reach or exceed the grade level standards.

Butterfield Ranch will support these home-school partnerships by using the following **six types of engagement:**

1. *Parenting.* We will promote and support parenting skills and the family's primary role in encouraging a child's learning at each age and grade level, and all staff members will work effectively with our diverse families. Butterfield Ranch will support our parents by giving them the resources to assist their students.

2. *Communication.* We will communicate about curriculum, instruction, assessment, staff development, school programs and student progress through two-way, meaningful, timely and effective methods. At a minimum, annual conferences, reports on student progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities will be provided to parents and family members. Butterfield Ranch will communicate upcoming events and educational information through flyers, Parent Square, text message alerts, Instagram, and our school website.

3. *Volunteering.* We will expand the recruitment, training, and recognition of family and community volunteers; we will provide opportunities for families and community members to contribute from home, the workplace, and other community-based sites. Butterfield Ranch will encourage parents to volunteer at school through our various activities and school events.

4. *Learning at Home.* We will promote family engagement in learning activities at home including homework and other curriculum-related activities appropriate to the grade and development of the student. Butterfield Ranch will encourage use of Accelerated Reader, Classlink and Chromebooks

5. *Decision-making.* We will include students, parents/guardians, and community members as partners in planning and decision-making. We will encourage participation by parents/guardians and family members in decisions that affect their child's educational experiences and comply with state and federal laws and regulations pertinent to family engagement. Butterfield Ranch will conduct regular ELAC and School Site Council meetings to ensure parent participation in the decision-making process.

6. *Collaborating with Community.* We will coordinate resources and services for students and families with businesses, agencies, service organizations and other groups and provide services to the community through our volunteer efforts and community improvement projects. Butterfield Ranch will maintain a Parent Information Center in the office to provide literature and brochures.

Building Capacity for Parent Engagement

The Butterfield Ranch school staff is committed to partnering with parents/guardians in the following ways:
- assist parents/guardians in understanding academic content and achievement standards and assessment and how to monitor and improve the achievement of their children
- provide materials and training to help parents/guardians work with their children to improve their children's academic achievement
- educate staff, with the assistance of parents/guardians, in the value of parent/guardian's contributions and how to work with parents/guardians as equal partners

- coordinate and integrate parental engagement with other programs and activities in our school and support parents in more fully participating in the education of their children
- distribute information related to school and parent/guardian programs, meetings, and other activities to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians understand
- provide such other reasonable support for parental engagement activities under this section as parents may request

Accessibility

Our school, Butterfield Ranch and our LEA shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language such parents understand.

(revised 2023-2024)

PARTNERSHIPS

What is Home-School Partnerships?

Home-School Partnerships is an agreement that parents/guardians, students, and teachers develop together. It explains how parents/guardians and teachers will work together to make sure all students reach or exceed grade-level standards.
Effective compacts:

- **Link** to goals of the school's single plan for student achievement
- **Focus** on student learning skills.
- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment.
- **Share** strategies parents/guardians can use at home.
- **Explain** how teachers and parents/guardians will communicate about student progress.
- **Describe** opportunities for parents/guardians to volunteer, observe, and participate in the classroom.

DISTRICT FAMILY RESOURCES
Family Engagement Center
Adult School, Room 25
12970 Third St.   Chino, CA 91710
WORKSHOPS PROVIDED:
ENGLISH LEARNER PARENT ACADEMY
PARENTS AS PARTNERS
LEARNING TO READ
NURTURING PARENTS

SUPPORT WITH:
STUDENT ENROLLMENT
DATA CONFIRMATION
TECHNOLOGY
AERIES PARENT PORTAL

Family Engagement Center Link:

http://www.chino.k12.ca.us/Page/8882

909 628-1201 ext. 5601/5604
(English/Spanish)

(Chinese) 909 628-1201 ext. 5602

FAMILY/GUARDIAN

Activities to Build ENGAGEMENT

Student Learning
- Accelerated Reading Program
- Universal access
- Multi-Tiered Systems of Support – Academics (MTSS-A)

Social-Emotional Development and Growth
- Positive Behavior Intervention System (PBIS)
- Second Step Curriculum
- Multi-Tiered System of Support - Behavior (MTSS-B)

Family Engagement
- Wild West Night
- English Language Advisory committee (ELAC)
- PTA
- Mother/Son and Father/Daughter Dance
- Family Movie night
- Family Dinner night

Volunteering Opportunities
If you would like to volunteer, participate in, and/or observe a classroom, please contact your teacher. Observations must be cleared through the teacher and principal with at least 48-hour notice.

Communication about Student Learning

Our school and families are committed to regular two-way communication about our children's' learning. Some of the ways families and staff communicate all year are:

- **School to Home**
  - school website
  - school marquee
  - Parent Square
  - Frequent progress monitoring
- **Home to School**
  - email
  - parent-teacher meetings
  - participate in "activities to build engagement" (see above)

www.chino.k12.ca.us/BRE

Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS

for

STUDENT ACHIEVEMENT

2024-2025

2nd grade

"Always walk through life as if you have something new to learn and you will."
-Vernon Howard

Butterfield Ranch Elementary

6350 Mystic Canyon

Chino Hills, CA 91709

909-591-0766

Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

All students are provided a high-quality teaching and learning environment.

Staff, parents/guardians, families, and students are connected and engaged at their school to ensure student success.

All students are prepared for college and career beyond graduation.

School Goals

Goal 1 - Plan and implement professional development for all teachers in order to support First Best Instruction of Essential Standards, Student Engagement through Collaborative Communication, and Collaborative Team time. Professional development to support effective data-driven instructional strategies, including re-engagement and extension in ELA/Math Essential Standards, with a focus on teacher clarity (Hattie effect size 0.7). By May 2025, there will be an increase (over last year) in classroom lessons that include visible learning intentions ("I can" statements), success criteria, relevance statements, and student reflection as measured by classroom walkthrough data, goal setting, and District Essential Standards Assessments (ESAs).

Goal 2 - School Connectedness. PBIS Tier 1, 2, and 3 behavior interventions will further support a positive school environment, as measured by the External TFI results and Platinum Status.

Chronic Absenteeism: The school-wide attendance rate will increase to 96.5% as measured by the monthly school year attendance rate report by May 2025.

Goal 3 - On the 2025 SBAC, the percentage of students scoring at Standards Met/Exceeded in Math and ELA will increase by 3%. English Learner will continue to make progress from 71.4% on the California Dashboard.

Teachers, Parents, Students Shared Responsibility for Learning

In the Classroom

As a second grade teacher, I will engage all students with a vibrant learning climate and high-quality instruction. Here are some of the student learning strategies your child will use this year.

GOAL 1

Provide high quality curriculum and instruction aligned with Common Core State Standards.

GOAL 2

Provided opportunities for parent involvement such as volunteering in the classroom, PTA, special family nights and other school-wide events.

GOAL 3

Provide high quality curriculum and instruction aligned with the California Common Core State Standards.

Provide daily, integrated English Language Development for our English Language Learners.

Our school provides high quality curriculum and instruction in supportive and effective classroom environments to enable students to meet state academic standards. We support our students and work hard to provide a welcoming, safe school environment.

At Home

I will provide these activities and/or supports at home to support my child's learning this year.

- ➤ Allow your child to practice with educational games at home using computers/tablets/iPad and view educational programs.

- ➤ Ensure that your child reads (or is read to) on a nightly basis.

- ➤ Reinforce writing strategies learned in class at home.

- ➤ Check your child's homework and class work daily for accuracy and understanding.

- ➤ Encourage your child to write often outside of homework (i.e. Thank you notes, lists, letters).

- ➤ Volunteer time in the classroom when available.

- ➤ Communicate with teacher as needed.

- ➤ Ensure that your child is at school, on time each and every day.

    FAMILIES ARE WELCOME TO CONTRIBUTE IDEAS AT ANY TIME.

PARTNERSHIPS

What is Home-School Partnerships?
Home-School Partnerships is an agreement that parents/guardians, students, and teachers develop together. It explains how parents/guardians and teachers will work together to make sure all students reach or exceed grade-level standards.
Effective compacts:
- **Link** to goals of the school's single plan for student achievement
- **Focus** on student learning skills.
- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment.
- **Share** strategies parents/guardians can use at home.
- **Explain** how teachers and parents/guardians will communicate about student progress.
- **Describe** opportunities for parents/guardians to volunteer, observe, and participate in the classroom.

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LEARNING TO READ
NURTURING PARENTS

SUPPORT WITH:
STUDENT ENROLLMENT
DATA CONFIRMATION
TECHNOLOGY
AERIES PARENT PORTAL

Family Engagement Center Link:

http://www.chino.k12.ca.us/Page/8882

909 628-1201 ext. 5601/5604
(English/Spanish)

(Chinese) 909 628-1201 ext. 5602

FAMILY/GUARDIAN

Activities to Build ENGAGEMENT

Student Learning
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- Universal access
- Multi-Tiered Systems of Support – Academics (MTSS-A)

Social-Emotional Development and Growth
- Positive Behavior Intervention System (PBIS)
- Second Step Curriculum
- Multi-Tiered System of Support - Behavior (MTSS-B)

Family Engagement
- Wild West Night
- English Language Advisory committee (ELAC)
- PTA
- Mother/Son and Father/Daughter Dance
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Volunteering Opportunities
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Communication about Student Learning

Our school and families are committed to regular two-way communication about our children's' learning. Some of the ways families and staff communicate all year are:
- **School to Home**
  - school website
  - school marquee
  - Parent Square
  - Frequent progress monitoring
- **Home to School**
  - email
  - parent-teacher meetings
  - participate in "activities to build engagement" (see above)

www.chino.k12.ca.us/BRE

Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS

for

STUDENT ACHIEVEMENT

2024-2025

3rd grade

"Always walk through life as if you have something new to learn and you will."
-Vernon Howard

Butterfield Ranch Elementary

6350 Mystic Canyon

Chino Hills, CA 91709

909-591-0766

Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

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Teachers, Parents, Students Shared Responsibility for Learning

In the Classroom

As a third grade teacher, I will engage all students with a vibrant learning climate and high-quality instruction. Here are some of the student learning strategies your child will use this year.

GOAL 1

Provide high quality curriculum and instruction aligned with Common Core State Standards.

GOAL 2

Provided opportunities for parent involvement such as volunteering in the classroom, PTA, special family nights and other school-wide events.

GOAL 3

Provide high quality curriculum and instruction aligned with the California Common Core State Standards.

Provide daily, integrated English Language Development for our English Language Learners.

Our school provides high quality curriculum and instruction in supportive and effective classroom environments to enable students to meet state academic standards. We support our students and work hard to provide a welcoming, safe school environment.

At Home

I will provide these activities and/or supports at home to support my child's learning this year.

➤ Allow your child to practice with educational games at home using computers/tablets/iPad and view educational programs.

➤ Ensure that your child reads (or is read to) on a nightly basis.

➤ Reinforce writing strategies learned in class at home.

➤ Check your child's homework and class work daily for accuracy and understanding.

➤ Encourage your child to write often outside of homework (i.e. Thank you notes, lists, letters).

➤ Volunteer time in the classroom when available.

➤ Communicate with teacher as needed.

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PARTNERSHIPS

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LEARNING TO READ
NURTURING PARENTS

SUPPORT WITH:
STUDENT ENROLLMENT
DATA CONFIRMATION
TECHNOLOGY
AERIES PARENT PORTAL

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909 628-1201 ext. 5601/5604
(English/Spanish)

(Chinese) 909 628-1201 ext. 5602

FAMILY/GUARDIAN

Activities to Build ENGAGEMENT

Student Learning

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- Universal access
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Social-Emotional Development and Growth

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- Second Step Curriculum
- Multi-Tiered System of Support - Behavior (MTSS-B)

Family Engagement

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  - participate in "activities to build engagement" (see above)

www.chino.k12.ca.us/BRE

Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS

for

STUDENT ACHIEVEMENT

2024-2025

1st grade

"Always walk through life as if you have something new to learn and you will."
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Butterfield Ranch Elementary

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Chino Hills, CA 91709

909-591-0766

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Teachers, Parents, Students   Shared Responsibility for Learning

In the Classroom

As a first grade teacher, I will engage all students with a vibrant learning climate and high-quality instruction. Here are some of the student learning strategies your child will use this year.

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GOAL 2

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SUPPORT WITH:
STUDENT ENROLLMENT
DATA CONFIRMATION
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909 628-1201 ext. 5601/5604
(English/Spanish)

(Chinese) 909 628-1201 ext. 5602

FAMILY/GUARDIAN

Activities to Build ENGAGEMENT

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- Universal access
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Social-Emotional Development and Growth

- Positive Behavior Intervention System (PBIS)
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- PTA
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  - participate in "activities to build engagement" (see above)

www.chino.k12.ca.us/BRE

Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS

for

STUDENT ACHIEVEMENT

2024-2025

Kindergarten

"Always walk through life as if you have something new to learn and you will."
-Vernon Howard

Butterfield Ranch Elementary

6350 Mystic Canyon

Chino Hills, CA 91709

909-591-0766

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Chronic Absenteeism: The school-wide attendance rate will increase to 96.5% as measured by the monthly school year attendance rate report by May 2025.

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In the Classroom

As a Kindergarten teacher, I will engage all students with a vibrant learning climate and high-quality instruction. Here are some of the student learning strategies your child will use this year.

GOAL 1

Provide high quality curriculum and instruction aligned with Common Core State Standards.

GOAL 2

Provided opportunities for parent involvement such as volunteering in the classroom, PTA, special family nights and other school-wide events.

GOAL 3

Provide high quality curriculum and instruction aligned with the California Common Core State Standards.

Provide daily, integrated English Language Development for our English Language Learners.

Our school provides high quality curriculum and instruction in supportive and effective classroom environments to enable students to meet state academic standards. We support our students and work hard to provide a welcoming, safe school environment.

At Home

I will provide these activities and/or supports at home to support my child's learning this year.

➢ Allow your child to practice with educational games at home using computers/tablets/iPad and view educational programs.

➢ Ensure that your child reads (or is read to) on a nightly basis.

➢ Reinforce writing strategies learned in class at home.

➢ Check your child's homework and class work daily for accuracy and understanding.

➢ Encourage your child to write often outside of homework (i.e. Thank you notes, lists, letters).

➢ Volunteer time in the classroom when available.

➢ Communicate with teacher as needed.

➢ Ensure that your child is at school, on time each and every day.

FAMILIES ARE WELCOME TO CONTRIBUTE IDEAS AT ANY TIME.

PARTNERSHIPS

What is Home-School Partnerships?

Home-School Partnerships is an agreement that parents/guardians, students, and teachers develop together. It explains how parents/guardians and teachers will work together to make sure all students reach or exceed grade-level standards.

Effective compacts:

- **Link** to goals of the school's single plan for student achievement
- **Focus** on student learning skills.
- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment.
- **Share** strategies parents/guardians can use at home.
- **Explain** how teachers and parents/guardians will communicate about student progress.
- **Describe** opportunities for parents/guardians to volunteer, observe, and participate in the classroom.

DISTRICT FAMILY RESOURCES

Family Engagement Center
Adult School, Room 25
12970 Third St.   Chino, CA 91710
WORKSHOPS PROVIDED:
ENGLISH LEARNER PARENT ACADEMY
PARENTS AS PARTNERS
LEARNING TO READ
NURTURING PARENTS

SUPPORT WITH:
STUDENT ENROLLMENT
DATA CONFIRMATION
TECHNOLOGY
AERIES PARENT PORTAL

Family Engagement Center Link:

http://www.chino.k12.ca.us/Page/8882

909 628-1201 ext. 5601/5604
(English/Spanish)

(Chinese) 909 628-1201 ext. 5602

FAMILY/GUARDIAN

Activities to Build ENGAGEMENT

Student Learning

- Accelerated Reading Program
- Universal access
- Multi-Tiered Systems of Support – Academics (MTSS-A)

Social-Emotional Development and Growth

- Positive Behavior Intervention System (PBIS)
- Second Step Curriculum
- Multi-Tiered System of Support - Behavior (MTSS-B)

Family Engagement

- Wild West Night
- English Language Advisory committee (ELAC)
- PTA
- Mother/Son and Father/Daughter Dance
- Family Movie night
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Volunteering Opportunities
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Communication about Student Learning

Our school and families are committed to regular two-way communication about our children's' learning. Some of the ways families and staff communicate all year are:

- **School to Home**
  - school website
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www.chino.k12.ca.us/BRE

Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS

for

STUDENT ACHIEVEMENT

2024-2025

5th grade

"Always walk through life as if you have something new to learn and you will."
-Vernon Howard

Butterfield Ranch Elementary

6350 Mystic Canyon

Chino Hills, CA 91709

909-591-0766

Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

All students are provided a high-quality teaching and learning environment.

Staff, parents/guardians, families, and students are connected and engaged at their school to ensure student success.

All students are prepared for college and career beyond graduation.

School Goals

Goal 1 - Plan and implement professional development for all teachers in order to support First Best Instruction of Essential Standards, Student Engagement through Collaborative Communication, and Collaborative Team time. Professional development to support effective data-driven instructional strategies, including re-engagement and extension in ELA/Math Essential Standards, with a focus on teacher clarity (Hattie effect size 0.7). By May 2025, there will be an increase (over last year) in classroom lessons that include visible learning intentions ("I can" statements), success criteria, relevance statements, and student reflection as measured by classroom walkthrough data, goal setting, and District Essential Standards Assessments (ESAs).

Goal 2 - School Connectedness. PBIS Tier 1, 2, and 3 behavior interventions will further support a positive school environment, as measured by the External TFI results and Platinum Status.

Chronic Absenteeism: The school-wide attendance rate will increase to 96.5% as measured by the monthly school year attendance rate report by May 2025.

Goal 3 - On the 2025 SBAC, the percentage of students scoring at Standards Met/Exceeded in Math and ELA will increase by 3%. English Learner will continue to make progress from 71.4% on the California Dashboard.

Teachers, Parents, Students   Shared Responsibility for Learning

In the Classroom

As a fifth grade teacher, I will engage all students with a vibrant learning climate and high-quality instruction. Here are some of the student learning strategies your child will use this year.

GOAL 1

Provide high quality curriculum and instruction aligned with Common Core State Standards.

GOAL 2

Provided opportunities for parent involvement such as volunteering in the classroom, PTA, special family nights and other school-wide events.

GOAL 3

Provide high quality curriculum and instruction aligned with the California Common Core State Standards.

Provide daily, integrated English Language Development for our English Language Learners.

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At Home

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Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS

for

STUDENT ACHIEVEMENT

2024-2025

6th grade

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Butterfield Ranch Elementary

6350 Mystic Canyon

Chino Hills, CA 91709

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Teachers, Parents, Students Shared Responsibility for Learning

In the Classroom

As a sixth grade teacher, I will engage all students with a vibrant learning climate and high-quality instruction. Here are some of the student learning strategies your child will use this year.

GOAL 1

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Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS

for

STUDENT ACHIEVEMENT

2024-2025

4th grade

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Butterfield Ranch Elementary

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Chino Hills, CA 91709

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In the Classroom

As a fourth grade teacher, I will engage all students with a vibrant learning climate and high-quality instruction. Here are some of the student learning strategies your child will use this year.

GOAL 1

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