

School Plan for Student Achievement



ALTA SIERRA INTERMEDIATE

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Clovis 93619-8332

7/1/23-6/30/24

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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
Alta Sierra Intermediate School	10621176109912	May 8, 2023	June 14, 2023

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)

Additional Targeted Support and Improvement

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.

The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Clovis Unified School District. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the district goals supporting the expectations that all goals shall have objectives that are measurable, actionable, and develop monitoring metrics to assess progress that guides program evaluation and resource allocation. Within our SPSA we have created a plan that focuses on ELA, math, and our MTSS system. It is our ultimate goal to implement this plan and continue to increase our academic achievement.

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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).

The following surveys are administered annually:

- *SART- School Assessment Review Team
- *Student body ELCAP survey
- *CUSD school climate assessment
- *English Learner needs assessment Survey
- *Native American Education Survey
- *Parent LCAP survey

Overall, parents and students feel very positively towards the staff at Alta-Sierra. They feel that the teachers, support staff, and administration care about their students. Survey results also showed that students feel well prepared and informed for academics, time management, and opportunities to participate in ASI activities and clubs to address the 'mind, body, and spirit' connection to school and beyond. Additionally, students, parents, and teachers alike had positive comments regarding the culture and sense of community at Alta-Sierra. Relational Capacity is one of Alta-Sierra's most important aspect of each day and class. Surveys showed an appreciation for ASI communication, but continue to emphasize increased communication avenues through which information is disseminated. At our May SSC meeting, parents were advised of our status of ATSI for Chronic Absences and Suspensions, particularly our African American subgroups.

Classroom Observations

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

As per CUSD Board Policy 6211Clovis Unified Board Policy #4315 and ED CODE #44664 require that all certificated teachers are evaluated on a regular bases. Informal and formal classroom observations occur throughout the school year. Administrators from both the site level and the district level regularly communicate their findings with the classroom teacher. The findings are used to illustrate best practices that can be replicated in other classrooms across the site and district. Site administrators also use this as an opportunity for teachers to learn from one another by observing each other within the classroom setting. The observation process also allows site administrators to use corrective feedback, provide coaching and to provide additional supports in specific areas of growth opportunities based on each individual teachers needs.

Common findings for growth opportunities include:

- Behavior management
- Classroom management
- Articulation of Learning Objective
- Frequency of Checking for Understanding
- Differentiated Instruction

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)

A variety of tools are used to measure and monitor academic progress at our site and within our school district. Assessments are designed to provide staff with data so that instruction can be modified to meet individual needs, to monitor student achievement and to assess the school's overall success. Some examples of the assessments that we utilize include:

- *SBAC
- *ELPAC
- *iReady
- *iCAL
- *iCAM
- *Inspect

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

Teachers use the data collected from these assessments to chart progress and design an appropriate instructional program for all students. Individualized or classroom specific materials can then be produced using to address the identified academic need. The data is analyzed in PLC's where it is then used to help guide further instruction.

In addition, all students who have not meet proficiency standards are carefully evaluated for academic deficiencies and may be recommended for additional support either through the alter/before school Extended Day labs; supplemental instruction provided by Push-In Teachers, Instructional Aide/Tutors, BIAs (Instructional Aide-Bilingual); or classroom interventions. Instruction is targeted to the identified need. The Principal and GIS/Resource Teacher support, train, and provide resources necessary to assist teachers in the process.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Teachers who are appropriately credentialed have a deep understanding of the content they teach, have been trained in a variety of instructional strategies, and are in the best position to aid our students in reaching academic proficiency in their content areas.

All teachers on our campus hold an appropriate CTC credential, permit, or other document equivalent to that which a teacher in all other public schools would be required to hold. Those teachers that are in the status of seeking to complete their credentials (PIPS, STIPS and Interns) are in a program that will allow staff to meet the requirements needed in a timely manner. These staff members are supported by site and district administration for appropriate completion. An equivalent credential, permit, or other document would mean that the teacher has the appropriate authorization for their assignment.

All paraprofessionals whose duties include instructional support must meet the criteria as outlined in CUSD to be considered Highly Qualified to assist students.

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

All teachers receive site and/or district professional development on curriculum, instruction, and assessment throughout the year.

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

CUSD provides professional development for all school sites that are aligned with the needs of the schools, academic content standards, social emotional supports, and more. The district provided professional development for this school include--Tiered Writing Supports aligned to the Common Core writing standards, AVID training around WICOR that is utilized across content areas, Teaching Pyramid aligned to meet behavior needs in our primary classrooms, Science training aligned to NGSS, iReady training aligned with our district adopted curriculum and the Common Core standards in both math and reading.

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

Teachers have access to a variety of different sources of professional development both on and off-site. CUSD Teachers On Special Assignment (TOSA) provide professional learning sessions along with co-teaching opportunities and in-class coaching. Teachers on Special Assignment are experts in their specific content area and knowledgeable in the adopted curriculum. This is in addition to professional learning opportunities provided at our school site, through conferences, or at the district level. Additionally, new teachers are assigned mentor teachers (either site-based or district based) who are available to provide coaching, mentoring, and opportunities for our new teachers to observe more experienced teachers in action.

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

Grade level teams meet regularly in their professional learning communities (PLC's) to review student work samples, discuss and align curriculum to the state and district standards, evaluate where the students are performing and decide what their first-time best teaching and reteaching strategies should be. This time ensures that veteran and developing teachers are using the same evaluative procedures while assessing student work samples.

Teaching and Learning

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

The basic instructional program utilizes standards-aligned state adopted textbooks and/or instructional materials in the core four content areas: English Language Arts, Math, Social Science, and Science. Clovis Unified has adopted and approved a variety of materials that both align to the content standards, but that also meet the needs of our school sites and community. A full list of our adopted textbooks can be found on our school site's SARC found here:

<https://www.cusd.com/sarc.aspx>

In addition to the adopted textbooks and materials, CUSD utilizes Curriculum Design Teams (CDT) to produce additional materials that are standards aligned and support supplemental materials that have been purchased by school sites or the district.

Our English Learners (EL), Students with Disabilities (SWD), and students who move to an intervention program continue to receive core instruction while using the adopted instructional materials but are also provided with additional instruction using research-based materials that are aligned with the common core state standards, or in the case of our EL students aligned to the California ELD standards.

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

The administration and teachers have worked collaboratively to create a daily schedule that ensures our students receive the recommended instructional minutes in all content areas.

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

Long-term and short-term pacing guides are created by each grade-level team based on the district's assessment calendar. These pacing guides outline the lessons for major content areas on a weekly basis and are modified throughout the year based on student needs. Sites develop intervention schedules based on data collected and analyzed in PLC's to determine an intervention calendar to meet the needs of students in tier 2 and Tier 3.

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

The Williams Act requires all schools to have adopted curriculum in the four core subject areas available to all students on a daily basis. This adopted curriculum is reviewed on a regular basis to ensure it is aligned to the stated standards and the district AIMS. In addition to having adopted curriculum in the four core subject areas (ELA, Math, Social Science, and Science), CUSD also has adopted ELD curriculum that is aligned to the State's ELD standards.

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

SBE-adopted and standards-aligned instructional materials are utilized in the classrooms. For more specific curriculum information please visit our school site link at the following site:
<https://www.cusd.com/sarc.aspx>

Opportunity and Equal Educational Access

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

Teachers regularly monitor students progress through assessments, observation and by analyzing work samples. This information is used by teachers to prepare an individualized plan for all students achieving below grade level expectations which then aides in the placement of intervention or acceleration--based on student needs.

Students in need of additional intervention resulting from academic, emotional or behavioral difficulties may be referred to SST where their needs are assessed, and they are linked with necessary intervention. Students struggling with attendance concerns may be referred to SARB, one-to-one counseling and student support groups based on specific needs with the school psychologist. When necessary, students may be referred to Fresno County Mental Health Services.

CUSD also offers a comprehensive summer school or extended year program designed to meet the specific needs of students K-12. A variety of extended year programs are offered for students at risk of retention, performing below proficiency and in need of credit for graduation.

Evidence-based educational practices to raise student achievement

Teachers and administration work together to continually provide first time best instruction and delivery. Training, collaboration, walk-throughs, and consistent feedback all provide research-based practices to raise student achievement. Professional learning communities (PLC's) review data, modify instruction, and provide intervention on a continuing basis so that students meet the standards.

Parental Engagement

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

Our site offers a variety of school and community resources to assist and support our families including:

- *Parent communication through weekly newsletters
- *Updated School Website
- *Social Media Posts
- *Referrals to outside resources as needed and based on needs

Additionally, we hold regular parent events and meetings to keep our families informed. These include:

- *IDAC
- *SART
- *ELAC
- *SSC
- *Back to school night

Our site also offers social emotional supports in collaboration with our school psychologists and area transition teams in order to ensure students are available for learning. These supports include CSI groups, transition supports, All 4 Youth, CYS referrals, and small group interventions.

The district also provides parent opportunities through the district parent academies which are offered six times throughout the school year and cover a variety of topics that were requested by families from within the school district.

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)

Members of the School Site Council (SSC) - composed of principal, certificated teachers, classified staff, and parents - work together to develop, review, and evaluate school improvement programs and school budgets. The SSC meets quarterly throughout the school year.

Funding

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

Categorical funds allow our site to provide supplemental services to enable under-performing students to meet grade-level standards. Our categorical funds are used for the following but is not limited to: bilingual instructional aides to support our ELD students, push-in teachers, supplemental instructional supplies, copies and equipment, technology equipment and supplies, and professional development for classroom teachers. Federal and state laws require the COE to monitor the implementation of categorical programs operated by local educational agencies (LEAs) or district. Districts are responsible for creating and maintaining programs that meet requirements.

Fiscal support (EPC)

In addition to categorical funds, our school receives funding through the Local Control Funding Formula (LCFF). The LCFF allows for sites to purchase additional items and provide additional supports for students with greater flexibility and allows us to address the priorities listed within our district Local Control Accountability Plan (LCAP). LCFF funds will be used to help achieve the goals of the LEA and district while maintaining transparency and accountability in relation to how funds will be spent to provide high-quality and equitable educational programs for all students.

Additionally, our site receives monies through the district general fund. These funds are utilized to provide basic needs for students (ex. curriculum) and to purchase other items that support our district goal of supporting students in mind, body, and spirit.

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

Both our SSC and our ELAC play a critical role in the creation and revisions of our SPSA. Throughout the year, we regularly revisit our SPSA at our SSC meetings by discussing the budget and goals, student achievement, available supports, etc. At our most recent SSC and ELAC meetings, our SPSA monitoring tool was reviewed with our committees to allow them to see where we were with last year's goals, where we see continued gaps, and where we have identified wins in achievements. The two committees then discussed next steps and needed changes as well as made recommendations to site administration for the new SPSA.

The 2022 SSC/ELAC Committees reviewed the content requirements for school plans of programs included in the 2022 SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 8, 2023.

Resource Inequities

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

Based on a review of quantitative data along with parent and educational partner input, and student interviews, we found a resource inequity exists within our program in the area of suspension rates within our African American subgroup. Our needs assessment and data analysis revealed that our African American student group is suspended more often than other subgroups and to address this inequity, our site will provide professional learning for our staff around trauma informed practices, alternatives to suspension, and other research-based practices that will allow us to close the suspension gap. More information around these actions can be found in goal 3 of our site plan.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.46%	0.7%	5	6	9
African American	2.4%	2.22%	2.88%	35	29	37
Asian	11.3%	11.81%	12.46%	162	154	160
Filipino	1.6%	1.38%	1.95%	23	18	25
Hispanic/Latino	34.7%	34.51%	35.05%	499	450	450
Pacific Islander	0.4%	0.23%	0.23%	6	3	3
White	45.5%	45.78%	42.21%	655	597	542
Multiple/No Response	3.8%	3.53%	4.05%	54	46	52
Total Enrollment				1,439	1,304	1284

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	685	638	643
Grade 8	754	666	641
Total Enrollment	1,439	1,304	1,284

Conclusions based on this data:

1. Alta has seen a slight decrease in overall enrollment from last year to this year.
2. Our largest subgroup is white.
3. Our second largest subgroup is our Hispanic subgroup.

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	61	35	35	4.2%	2.7%	2.7%
Fluent English Proficient (FEP)	135	139	137	9.4%	10.7%	10.7%
Reclassified Fluent English Proficient (RFEP)	5	3		8.2%	8%	

Conclusions based on this data:

1. We have seen a slight decrease in our EL subgroup this year
2. Our FEP percents have remained about the same over the years
3. Our reclassification rates are still lower than pre-COVID rates

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (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 7	673	623		0	614		0	614		0.0	98.6	
Grade 8	750	633		0	617		0	617		0.0	97.5	
All Grades	1423	1256		0	1231		0	1231		0.0	98.0	

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 7		2621.			41.21			38.93			12.87			7.00	
Grade 8		2625.			34.85			39.38			17.99			7.78	
All Grades	N/A	N/A	N/A		38.02			39.16			15.43			7.39	

Reading Demonstrating understanding of literary and non-fictional texts									
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 7		36.54			55.46			7.99	
Grade 8		38.47			49.19			12.34	
All Grades		37.51			52.32			10.17	

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 7		50.57			43.88			5.55	
Grade 8		38.41			53.65			7.94	
All Grades		44.47			48.78			6.75	

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 7		23.82			70.15			6.04	
Grade 8		24.96			69.21			5.83	
All Grades		24.39			69.67			5.93	

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 7		35.34			57.17			7.49	
Grade 8		36.95			54.94			8.10	
All Grades		36.15			56.05			7.80	

Conclusions based on this data:

1. Of the 98% of students enrolled tested, approximately 78% of the overall achievement of students either exceeded or met the state standards in ELA.
2. The largest subgroup of the four domains is the % At or Near Standard with Listening showing the highest percentage of students with 69.67% needing direct instruction in demonstrating effective communication skills.
3. The largest ELA Domain with % of students exceeding the standard was Writing with 44.47%

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 7	673	623		0	602		0	602		0.0	96.6	
Grade 8	750	633		0	612		0	612		0.0	96.7	
All Grades	1423	1256		0	1214		0	1214		0.0	96.7	

* 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 7		2581.			30.73			28.07			24.42			16.78	
Grade 8		2594.			33.82			17.32			24.51			24.35	
All Grades	N/A	N/A	N/A		32.29			22.65			24.46			20.59	

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 7			34.55			47.34			18.11	
Grade 8			37.32			42.39			20.29	
All Grades			35.94			44.85			19.21	

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 7		29.57			54.65			15.78	
Grade 8		28.43			49.02			22.55	
All Grades		29.00			51.81			19.19	

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 7		26.74			59.80			13.46	
Grade 8		27.29			58.99			13.73	
All Grades		27.02			59.39			13.59	

Conclusions based on this data:

1. Of the 96% of students tested in Math, 54.94% of students either met or exceeded standards, leaving a 45.06% of student near or below state standards.
2. 59.39% of students are at or near standard in Communicating Reasoning, 51.81% in Problem Solving and Modeling Data, and 44.89% in Applications of Mathematical Concepts.
3. 21% of the students tested Below Standard.

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	20-21	21-22	20-21	21-22	20-21	21-22
Grade 7	1599.0	1576.9	1607.8	1583.9	1589.9	1569.6	32	17
Grade 8	1599.4	1611.7	1613.8	1608.1	1584.5	1614.8	20	18
All Grades							52	35

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	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
7	59.38	47.06	34.38	29.41	3.13	17.65	3.13	5.88	32	17
8	45.00	61.11	50.00	33.33	5.00	5.56	0.00	0.00	20	18
All Grades	53.85	54.29	40.38	31.43	3.85	11.43	1.92	2.86	52	35

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	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
7	59.38	64.71	34.38	23.53	3.13	5.88	3.13	5.88	32	17
8	50.00	77.78	50.00	16.67	0.00	5.56	0.00	0.00	20	18
All Grades	55.77	71.43	40.38	20.00	1.92	5.71	1.92	2.86	52	35

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	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
7	43.75	17.65	40.63	47.06	12.50	17.65	3.13	17.65	32	17
8	25.00	50.00	45.00	44.44	25.00	0.00	5.00	5.56	20	18
All Grades	36.54	34.29	42.31	45.71	17.31	8.57	3.85	11.43	52	35

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	20-21	21-22	20-21	21-22	20-21	21-22
7	37.50	23.53	56.25	64.71	6.25	11.76	32	17
8	20.00	50.00	80.00	44.44	0.00	5.56	20	18
All Grades	30.77	37.14	65.38	54.29	3.85	8.57	52	35

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	20-21	21-22	20-21	21-22	20-21	21-22
7	78.13	76.47	21.88	11.76	0.00	11.76	32	17
8	89.47	77.78	10.53	22.22	0.00	0.00	19	18
All Grades	82.35	77.14	17.65	17.14	0.00	5.71	51	35

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	20-21	21-22	20-21	21-22	20-21	21-22
7	53.13	29.41	37.50	41.18	9.38	29.41	32	17
8	45.00	61.11	35.00	33.33	20.00	5.56	20	18
All Grades	50.00	45.71	36.54	37.14	13.46	17.14	52	35

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	20-21	21-22	20-21	21-22	20-21	21-22
7	40.63	29.41	59.38	64.71	0.00	5.88	32	17
8	10.00	27.78	90.00	72.22	0.00	0.00	20	18
All Grades	28.85	28.57	71.15	68.57	0.00	2.86	52	35

Conclusions based on this data:

1. The greatest achievement was in the Oral Language, with the second greatest achievement in Listening.
2. The Reading Domain dropped 1% in those scoring in Levels 3-4 combined.
3. 54% of our EL students scored at a level 4 making them eligible for reclassification.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,304	39.6	2.7	0.4
Total Number of Students enrolled in Alta Sierra Intermediate 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	35	2.7
Foster Youth	5	0.4
Homeless	2	0.2
Socioeconomically Disadvantaged	517	39.6
Students with Disabilities	107	8.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	29	2.2
American Indian	6	0.5
Asian	154	11.8
Filipino	18	1.4
Hispanic	450	34.5
Two or More Races	46	3.5
Pacific Islander	3	0.2
White	597	45.8

Conclusions based on this data:

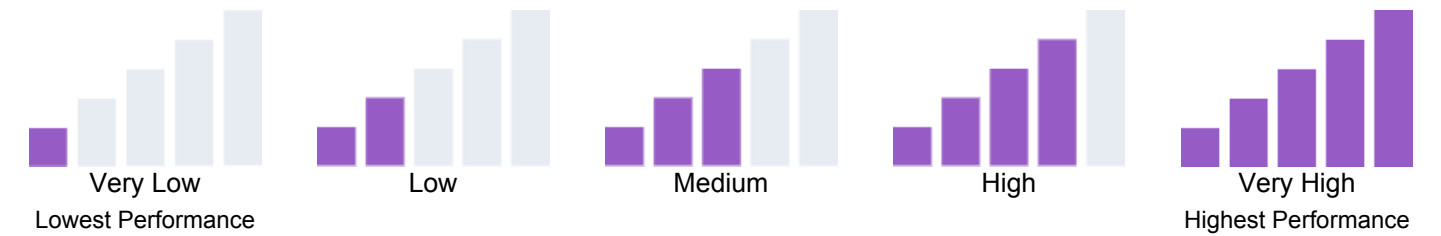
- 1. White, Hispanic and Socioeconomically Disadvantaged represent the three largest student subgroups.
- 2. There were 61 EL students and 109 students with disabilities being served at ASI.
- 3. Our FY and Homeless subgroups are very low this year.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Very High</div>	<div>Chronic Absenteeism</div> <div>High</div>	<div>Suspension Rate</div> <div>Medium</div>
<div>Mathematics</div> <div>High</div>		
<div>English Learner Progress</div> <div>Very High</div>		

Conclusions based on this data:

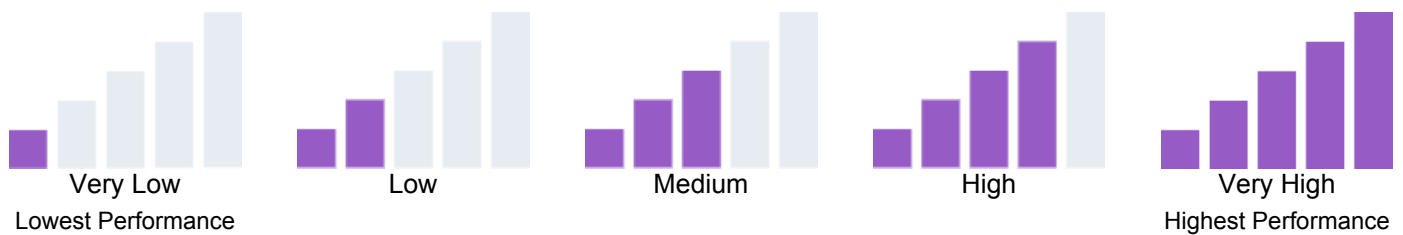
- Our overall performance in ELA was very high
- We were not as successful in math as we were in ELA
- Our chronic absenteeism is one of our biggest areas of concern

School and Student Performance Data

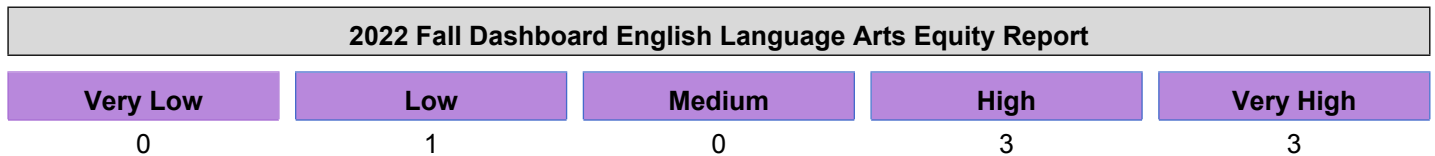
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

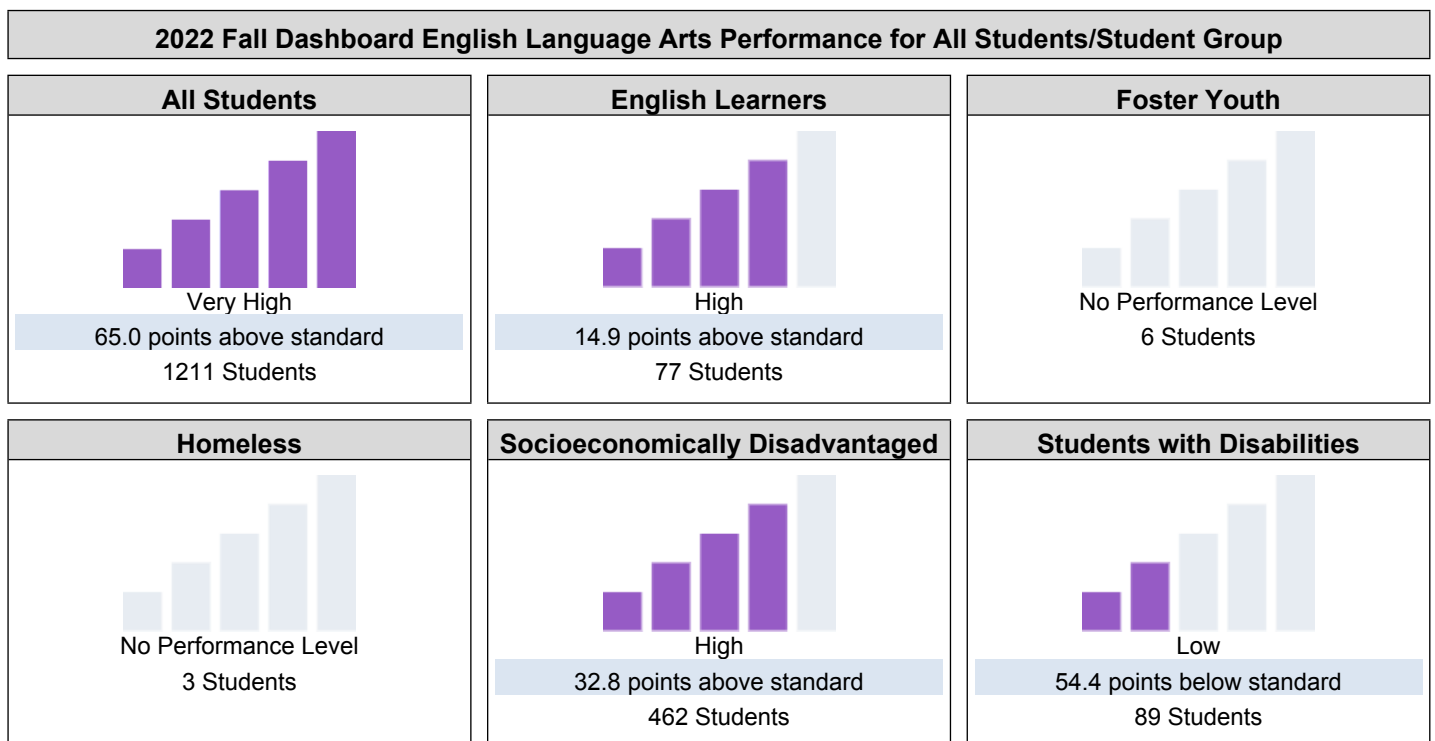
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



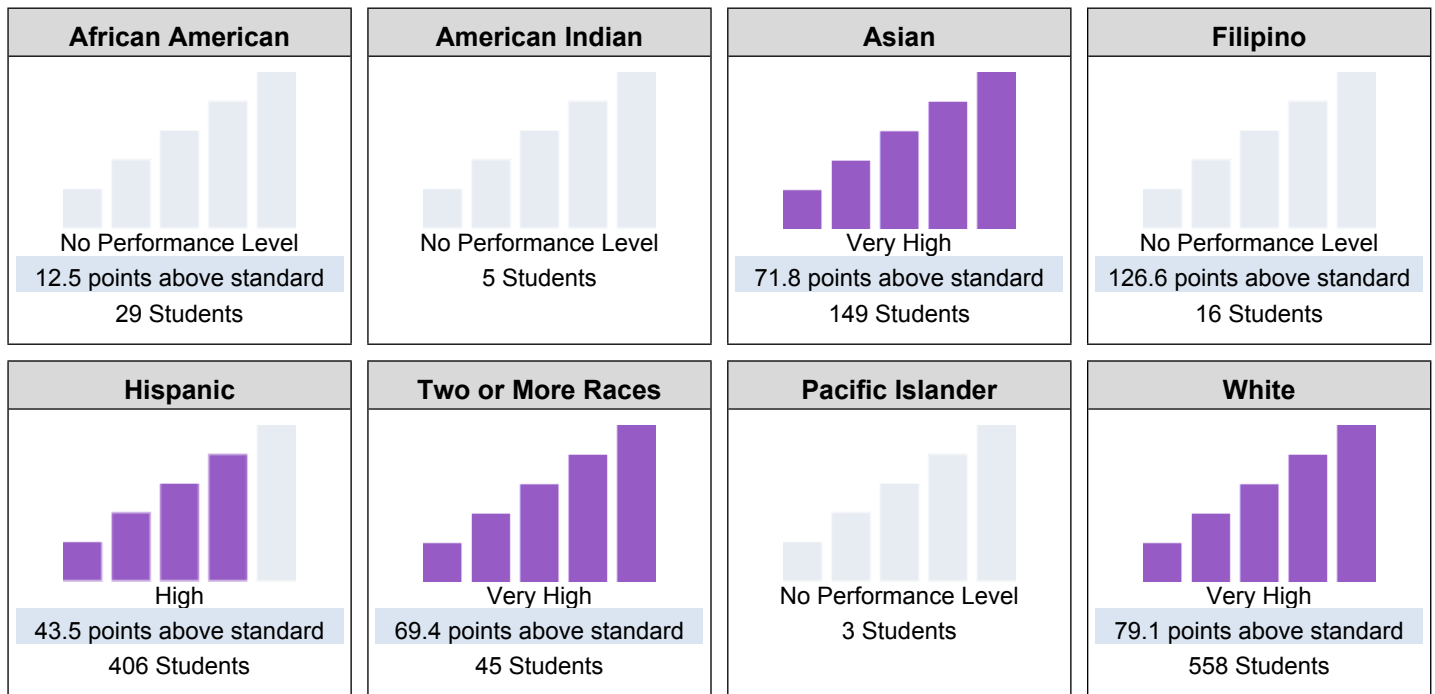
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
7.2 points below standard 30 Students	29.0 points above standard 47 Students	67.4 points above standard 1049 Students

Conclusions based on this data:

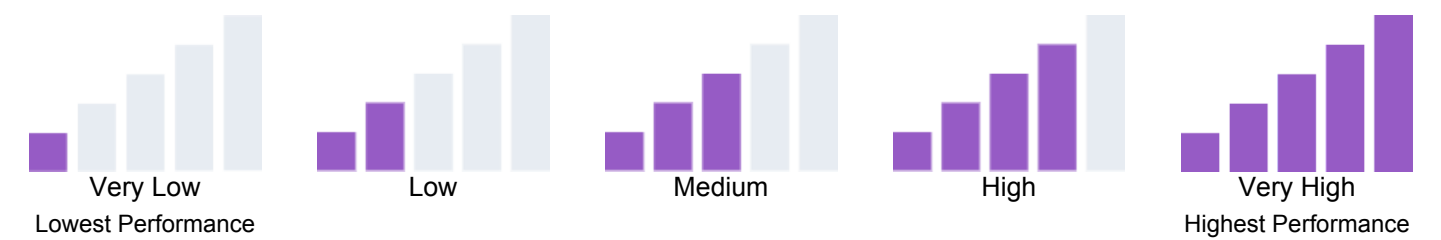
1. Overall, for ELA all students scored 65.0 points above standard
2. Our SWD subgroup scored 54.4 points below standard making them our least successful subgroup
3. Our Hispanic, White, and Two or more race subgroups all ranked very high on the ELA status indicator

School and Student Performance Data

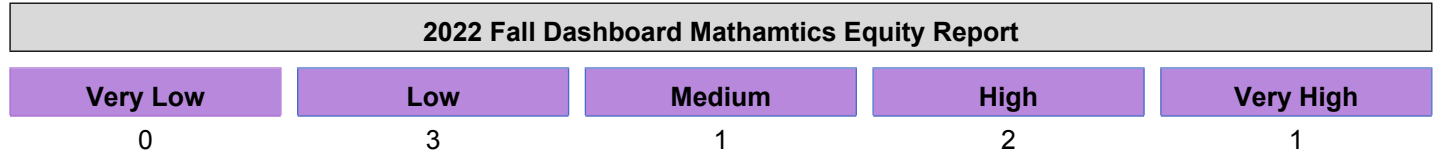
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

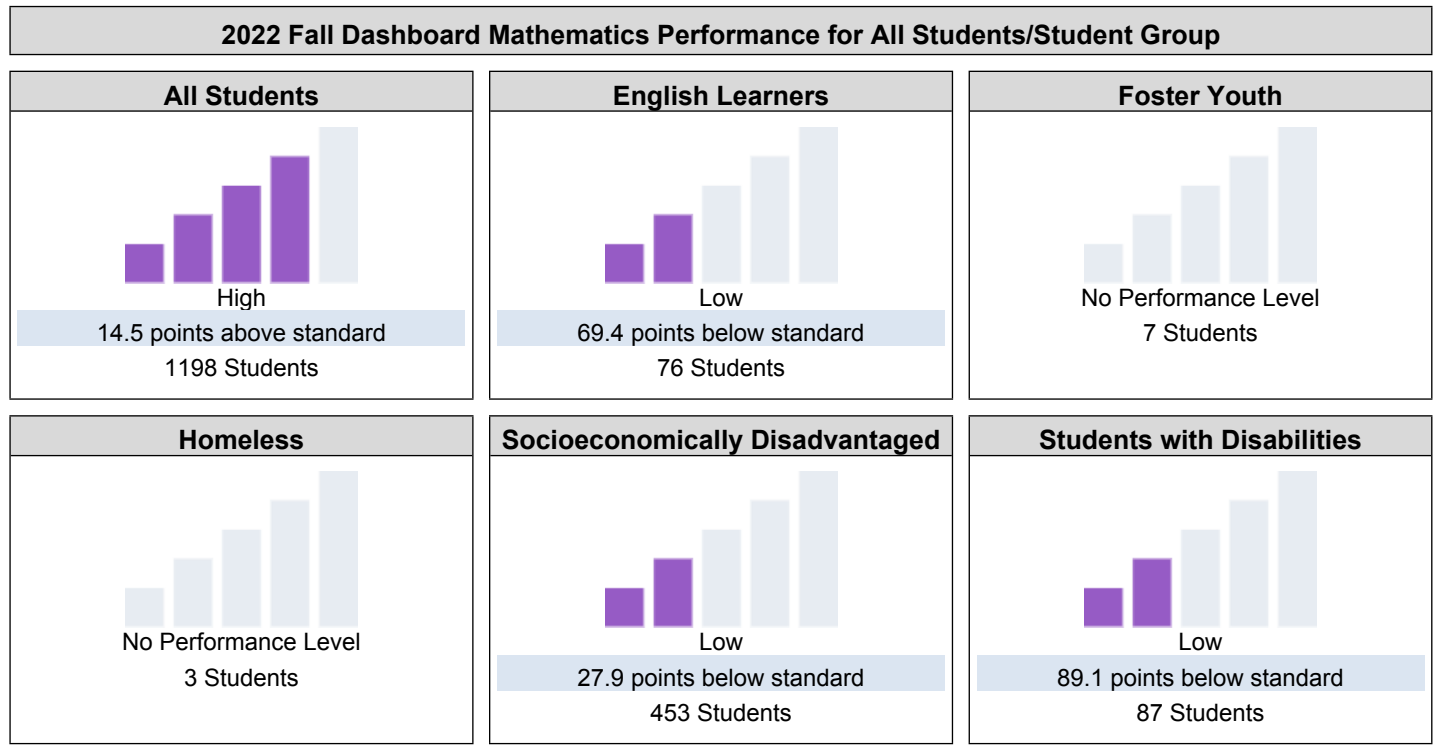
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



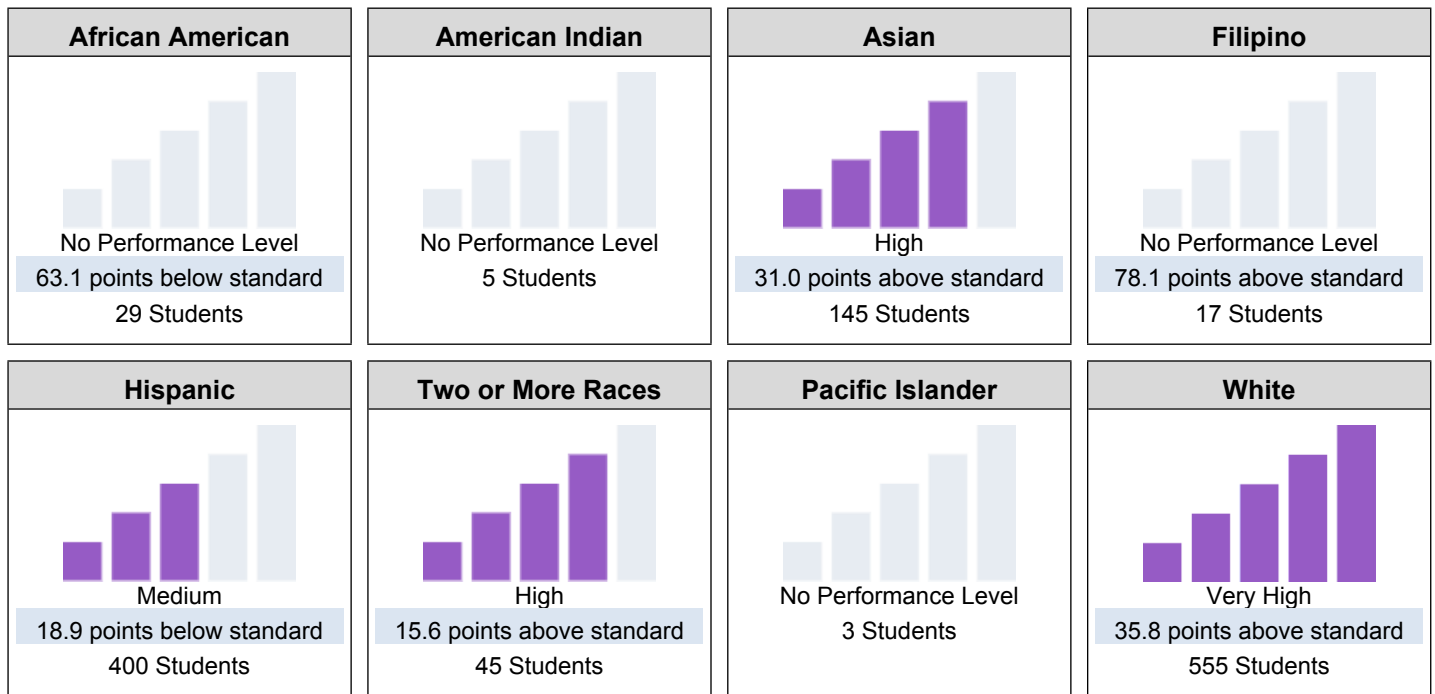
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
108.5 points below standard 31 Students	47.0 points below standard 46 Students	19.1 points above standard 1039 Students

Conclusions based on this data:

- Overall, all student groups fell into the high status indicator for math
- Our SWD subgroup performed at 89.1 points below standard giving them a low status indicator
- Our White subgroup performed at 35.8 points above the standard and were our highest performing subgroup on the status indicator

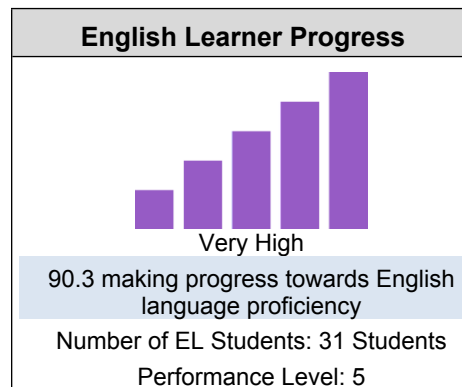
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 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
3.2%	6.5%	16.1%	74.2%

Conclusions based on this data:

1. Overall, our English Learner progress fell in the very high status area
2. 90.3% of our EL students are making progress towards English Language Proficiency
3. 23% of our EL students progressed at least one ELPI level

School and Student Performance Data

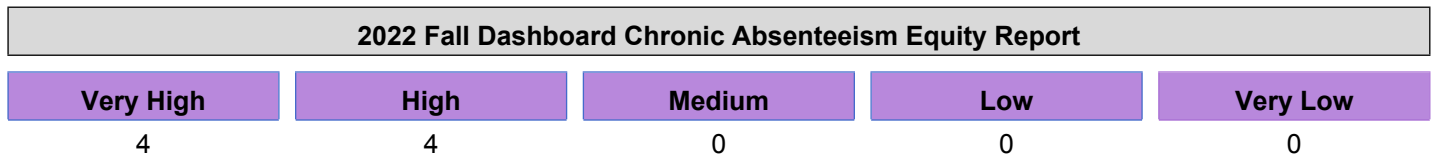
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

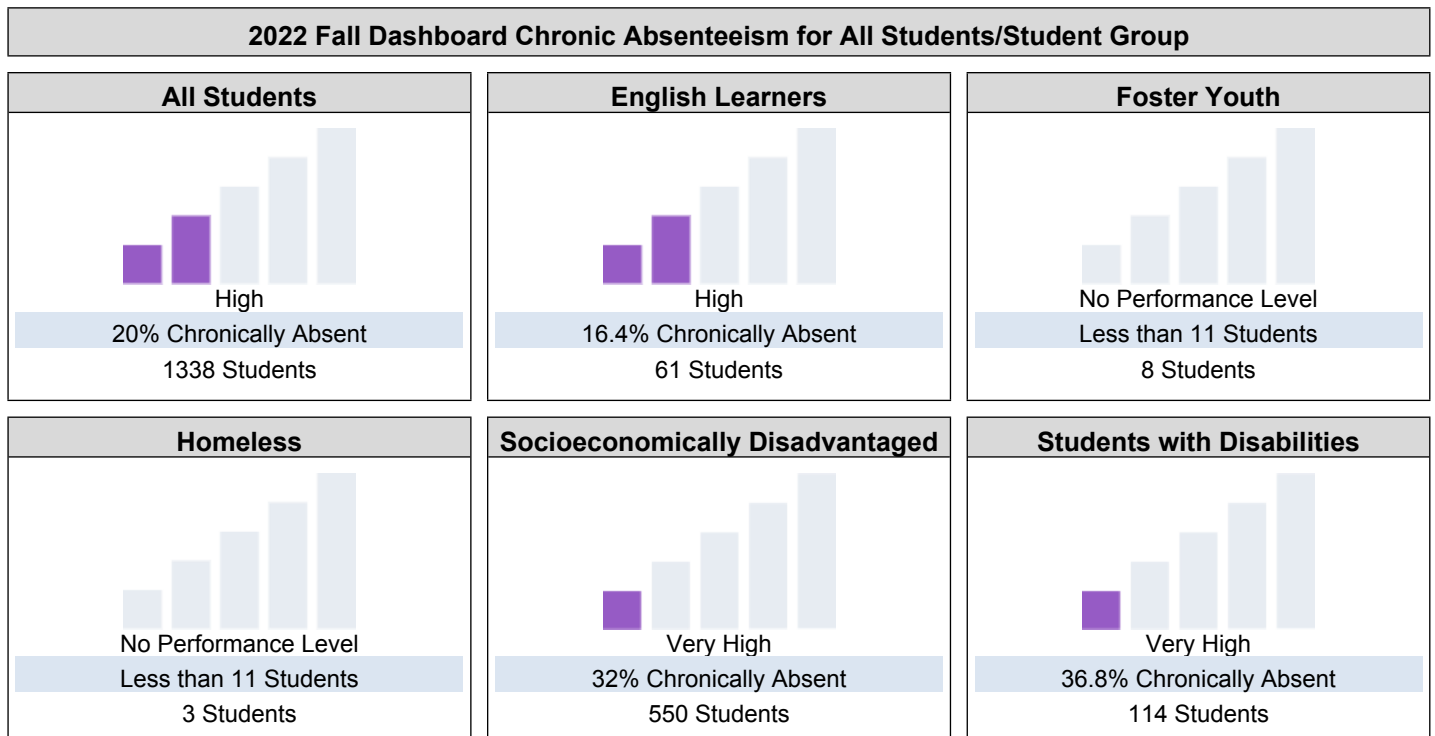
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



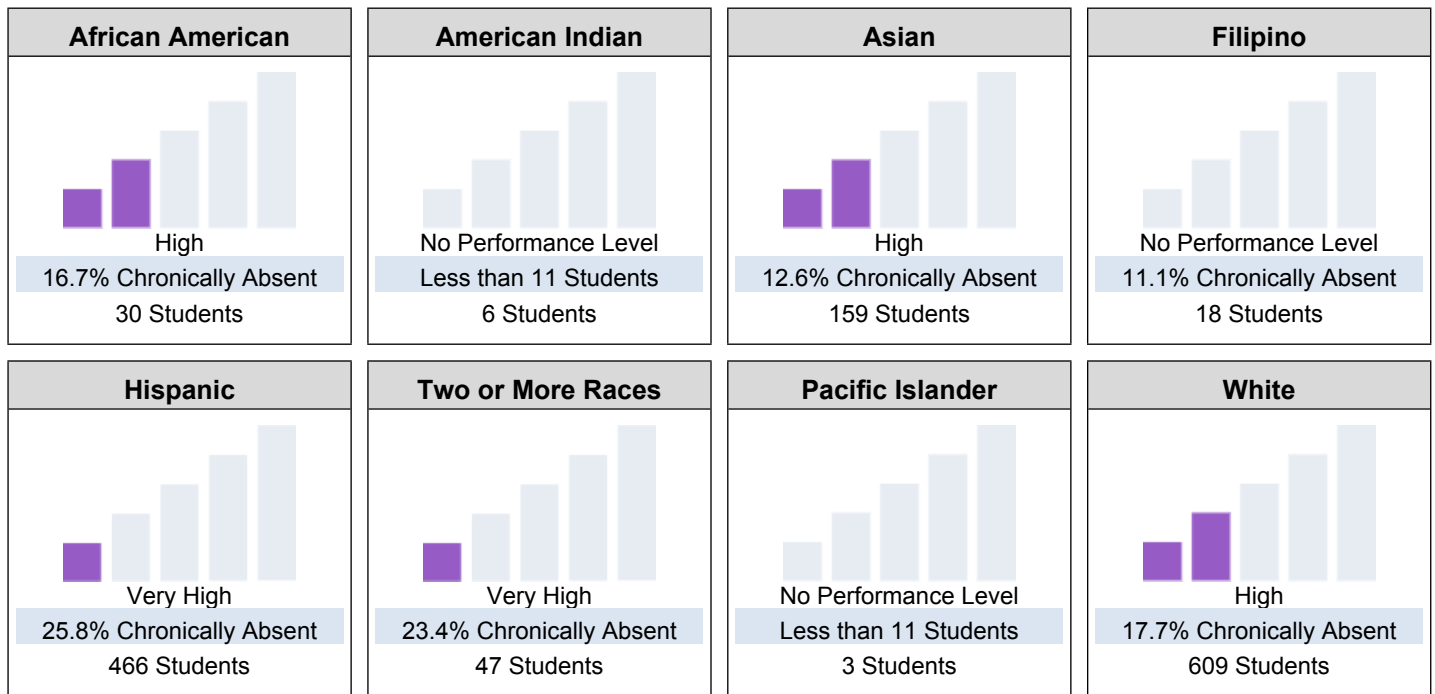
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

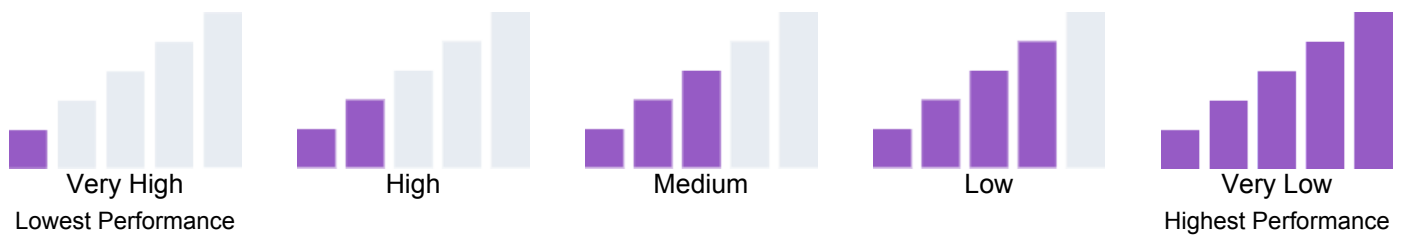
1. Overall, our chronic absentee indicator status is high at 20% chronic absentees
2. Our highest subgroup of chronic absentees is our SWD subgroup
3. Our highest ethnic subgroup of chronic absentees is our Hispanic subgroup

School and Student Performance Data

Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



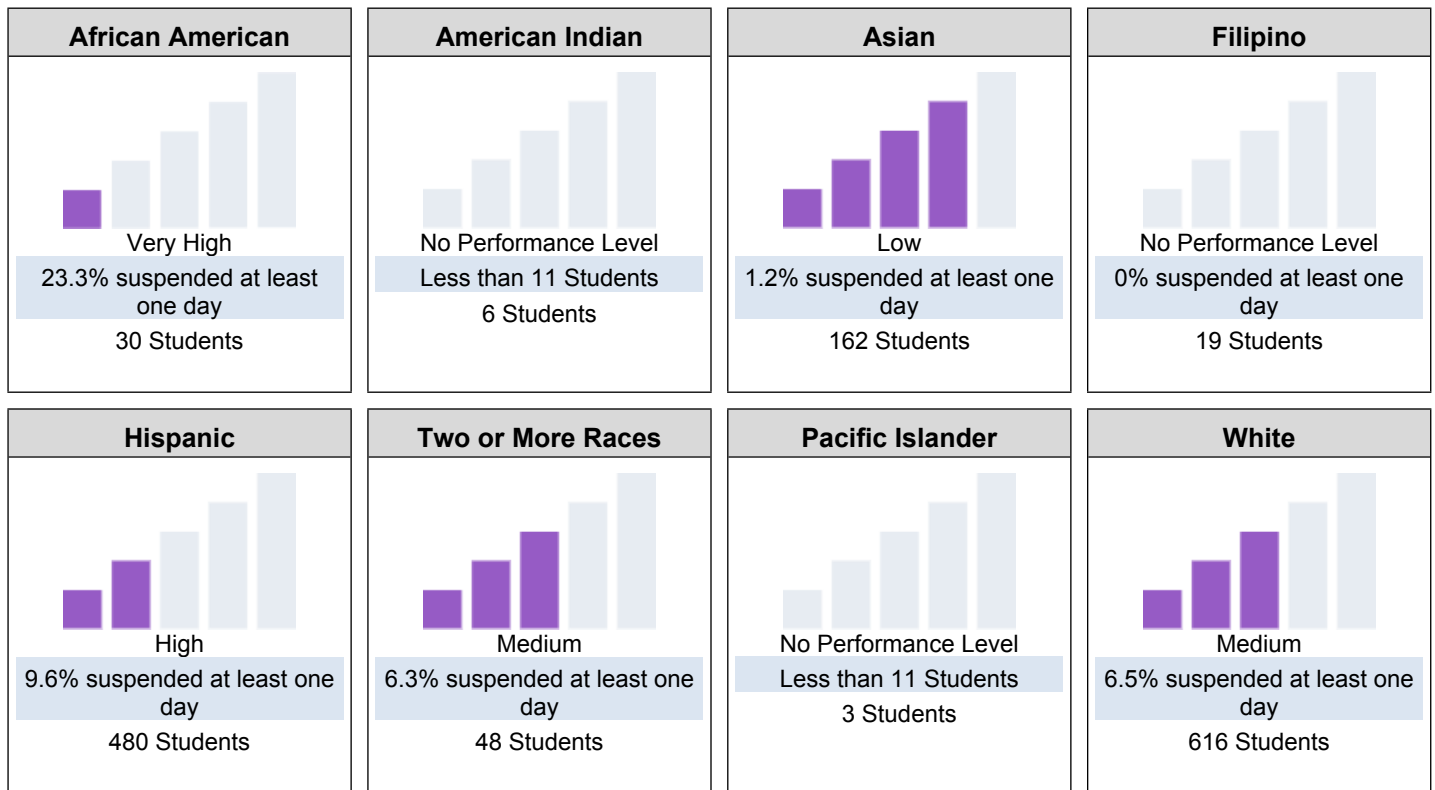
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
3	2	2	1	0

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group					
All Students		English Learners		Foster Youth	
<p>Medium</p> <p>7.2% suspended at least one day</p> <p>1364 Students</p>		<p>High</p> <p>10.8% suspended at least one day</p> <p>65 Students</p>		<p>No Performance Level</p> <p>Less than 11 Students</p> <p>10 Students</p>	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
<p>No Performance Level</p> <p>Less than 11 Students</p> <p>3 Students</p>		<p>Very High</p> <p>12.4% suspended at least one day</p> <p>566 Students</p>		<p>Very High</p> <p>19.7% suspended at least one day</p> <p>117 Students</p>	

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Overall, our suspension indicator fell into the medium status ranking at 7.2% suspended at least one day
2. Our Asian subgroup had the least amount of suspensions
3. Our African American subgroup had the most suspensions at 23.3%

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

ELA

LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students

The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness.

Goal 1

All students attending Alta Sierra Intermediate School will meet grade level proficiency in common core content standards for English Language Arts. For the 2022-2023 school year, our goal is to increase student achievement by at least 3% on the 2022-2023 Smarter Balanced Assessment Consortium (SBAC) in English Language Arts.

Identified Need

Alta Sierra Intermediate School

2022 Smarter Balance Assessment Consortium data demonstrates that 80% of 7th graders and 74% of 8th graders "Met" or "Exceeded" standards in English Language Arts which is 3% drop in 7th Grade and a 5% drop in 8th Grade.

All subgroups showed a decline in expected growth, except for white who grew by 2%.

Clovis Unified School District

2022 Smarter Balance Assessment Consortium data demonstrates that 71% of 7th graders and 68% of 8th graders "Met" or "Exceeded" standards in English Language Arts.

Overall, ASI students continue to perform above Clovis Unified School District averages.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased % of students who meet or exceed the standard in ELA on the CAASP as a whole and in each subgroup.	80% of 7th Graders "Met" or "Exceeded" standards in English Language Arts 74% of 8th Graders "Met" or "Exceeded" standards in English Language Arts Overall, 70% of Hispanic, 78% of Asian, 48% of Black/African American, 89% of Filipino, 66%	Alta Sierra Intermediate will target a growth of 3% of students "Meeting" or "Exceeding" standards in English Language Arts as a whole and in each subgroup.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	of Economically Disadvantaged, 26% of Reported Disabilities, and 38% of EL students "Met" or "Exceeded" standards in English Language Arts.	

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

Strategy/Activity

Strategy: PLC Community

Activity:

*Regularly monthly and bi-monthly standing meetings with PLC Leads to communicate expectations of data analysis and the development of common assessments, collaboration on focus strategies (RA and AVID strategies) and instructional practices, MTSS plan for intervention, release times for planning days, and professional development needs.

*The Team focus on the pacing calendar, essential standards, and analyze data twice per month through created common formative/summative assessments.

*The PLC team will incorporate Tier2 intervention. The team will reflect on the success of this intervention and adjust teaching/pacing calendar as needed to achieve mastery.

*Learning Director, ELD, and PLC Leads will attend PLC meetings to assist in guiding conversations.

*Each PLC Team will submit all agendas and supporting documents for each meeting.

*Incorporating AVID strategies within daily lessons (WICORizing lessons) AVID Meeting are held bi-monthly on site, as well as strategies through email

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)
32098.87	LCAP Supplemental
25134.36	LCAP Intervention

6131.68	Title III English Learner

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Strategy: Systematic Intervention

Activity:

- *Counseling and Intervention team will monitor the D and F list to identify students for intervention. PLCs will gather evidence and discuss plan for in-class intervention of failing students.
- *Have Math teacher available during after-school intervention labs to assist students with individual needs.
- *Learning Director will collect evidence through the use of Walk Through observations and follow up emails that identify Tier I instructional strategies being implemented in classrooms and further instructional supports in place to help students reach mastery.
- *Teachers will use Common Assessments and Unit Assessments to compare data on student progress.
- *In-class intervention will be focused on Essential Standards identified by PLC teams.

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: 2022-23

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.

- * Department-wide curriculum mapping and pacing guides have allowed for consistency across classes and grade levels.
- * Essential Standards have been identified to focus Tier 1 Instruction.
- * Instructional aides support school wide academic programs and initiatives.
- * Professional Development was offered to ensure best instruction and best practices.

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

All activities were implemented to meet the articulated goal.

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.

- * Implement peer observation to share best practices for Tier 1 instruction.
- * Continue to evolve the PLC process from 'data analysis' to 'next steps' with focus and follow up of essential standards for all students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Math

LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students

The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

Goal 2

All students attending Alta Sierra Intermediate School will meet grade level proficiency in common core content standards for Math. For the 2022-2023 school year, our goal is to increase student achievement by at least 3% on the 2022-2023 Smarter Balanced Assessment Consortium (SBAC) in Math.

Identified Need

Alta Sierra Intermediate School

2022 Smarter Balance Assessment Consortium data demonstrates that 59% of 7th graders and 51% of 8th graders "Met" or "Exceeded" standards in Math.

Both 7th and 8th Grade showed a decline in the % of students who 'met' or 'exceeded' standards.

All subgroups showed a decline in expected growth, except for white who grew by 2%.

Clovis Unified School District

2022 Smarter Balance Assessment Consortium data demonstrates that 48% of 7th graders and 45% of 8th graders "Met" or "Exceeded" standards in Math.

Overall, ASI students continue to perform above Clovis Unified School District averages.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 Mathematics SBAC data	59% of 7th Graders "Met" or "Exceeded" standards in Mathematics 51% of 8th Graders "Met" or "Exceeded" standards in Mathematics	Alta Sierra Intermediate will target a growth of 3% of students "Meeting" or "Exceeding" standards in Math.

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

Strategy/Activity

Strategy: PLC Meetings

Activity:

*Regularly monthly and bi-monthly standing meetings with PLC Leads to communicate expectations of data analysis and the development of common assessments, collaboration on focus strategies (RA and AVID strategies) and instructional practices, MTSS plan for intervention, release times for planning days, and professional development needs.

*The Team focus on the pacing calendar, essential standards, and analyze data twice per month through created common formative/summative assessments.

*The PLC team will incorporate Tier2 intervention. The team will reflect on the success of this intervention and adjust teaching/pacing calendar as needed to achieve mastery.

*Learning Director, ELD, and PLC Leads will attend PLC meetings to assist in guiding conversations.

*Each PLC Team will submit all agendas and supporting documents for each meeting.

Strategy: Lesson Implementation

Activities:

* Continue to fully implement new math curriculum by:

- Adjusting instructional practices to build conceptual understanding
- Promoting greater mathematical discussions among students
- Incorporating AVID strategies within daily lessons (WICORizing lessons) AVID Meeting are held bi-monthly on site, as well as strategies through email
- Data is utilized to create small groups for reteaching (Tier 2 intervention)
- Labs offered and highly encouraged during lunch and afterschool
- Work collaboratively with GIS for utilization of Tutors in afterschool lab by BHS students

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)

32098.87

Source(s)

LCAP Supplemental

25134.36

LCAP Intervention

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students including all subgroups

Strategy/Activity

Strategy: Systematic Intervention

Activity:

- *Counseling and Intervention team will monitor the D and F list to identify students for intervention. PLCs will gather evidence and discuss plan for in-class intervention of failing students.
- *Have Math teacher available during after-school intervention labs to assist students with individual needs.
- *Learning Director will collect evidence though the use of Walk Through observations and follow up emails that identify Tier I instructional strategies being implemented in classrooms and further instructional supports in place to help students reach mastery.
- *Teachers will use Common Assessments and Unit Assessments to compare data on student progress.
- *In-class intervention will be focused on Essential Standards identified by PLC teams.

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)
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Annual Review

SPSA Year Reviewed: 2022-23

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.

Instructional aides support school wide academic programs and initiatives. Intervention opportunities are provide during class, lunch labs, and in afterschool labs. Professional Development was offered to ensure best instruction and best practices.

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

All activities were implemented to meet the articulated goal.

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.

*Collaboration Classes created to support team-teaching to allow for small group intervention.

*Professional Development of Math Teachers with IREADY Independent teaching tools to support differentiated instruction.

*PLC implementation of Weekly Meetings to discuss data analysis, monitor student progress, and inform intervention.

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

Maximize Student Achievement

LEA/LCAP Goal

Aim 1: Maximize Achievement For ALL Students

The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

Aim 2: Operate with Increasing Efficiency and Effectiveness.

The District will actively seek innovative solutions to operate with efficiency and effectiveness in all areas of operation.

Aim 3: Hire, Develop, Sustain, and Value a High-Quality and Diverse Workforce.

The District will provide a collaborative learning and working environment that effectively recruits, trains, and retains an exceptional workforce reflecting the diversity of our community and fostering the culture and traditions of the Clovis Unified School District.

Goal 3

Refine and Implement processes and systems as they relate to both academic and social emotional multi-tiered systems of support (MTSS) to increase student achievement and reduce the suspension rates for all students, specifically our African American students.

Identified Need

A performance gap on the Smarter Balances Assessment between the total population and the LCAP subgroups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Ds and Fs at each grading period	Approximately 25% of students received at least one D or F during the second semester in 21-22 school year.	Reduce the number of students receiving a D or F by the end of each semester.
Student Referrals to available social-emotional supports.	In the 21-22 school year, approximately 355 students participated in Transitional Support; 31 students participated in one of two total CSI Groups offered during the school year.	Increase number of students accessing available social--emotional supports

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

Strategy/Activity

Strategy: School-Wide Academic Intervention Systems

Activity:

*Provide after-school academic intervention for core subjects for students to access one-on-one help from content teachers.

*Streamline Mandatutorial, Study Table, and Study Skills programs to identify which interventions are most appropriate for qualifying students.

*Establish an Intervention/MTSS Team to create a unified approach to academic intervention and analyze D/F data.

*Provide professional development and instructional resources to teachers/PLCs to improve Tier II intervention support in the classroom.

* Increase staff professional development specific to CSI groups creation, implementation, and follow up.

* Increase the number of CSI student groups throughout the school year

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)

32098.87

Source(s)

LCAP Supplemental

25134.36

LCAP Intervention

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Refine and Implement processes and systems as they relate to both academic and social emotional multi-tiered systems of support (MTSS) to reduce the suspension rates for all students, specifically our African American students.

Strategy/Activity

1) By August 2023, ASI administration will present to all AB classes school expectations and consequences related to Student Services Behavior.

2) By August 2023, Student Services to meet with each African American student who was suspended in 7th Grade to create behavior goals (Blue Cards)

3) By August 2023, Student Services to communicate with African American students' teachers/counselors the behavioral goals of their students.

4) Student Services to implement Tier 1 or Tier 2 progressive means of behavior correction, prior to suspensions whenever appropriate.

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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Refine and Implement processes and systems as they relate to both academic and social emotional multi-tiered systems of support (MTSS) to increase student attendance rates for all students, specifically our African American students.

Strategy/Activity

- 1) Meet with all students in AA sub-group to set goals for school attendance percentages by August 2023. Include Parents in these meetings either in person, by Zoom, or by phone.
- 2) Monitor school attendance of AA students weekly for the first 6 weeks of school. Develop a reward system for goal achievements.
- 3) Meet for weekly or bi-weekly counseling sessions with students to monitor attendance, grades, and social emotional support needed.
- 4) Counselor and Attendance Secretary to follow up on all absences. Report any concerns to SARB Coordinator.
- 5) During Weeks 7-18, meet to revisit or create new goals.
- 6) Utilize Saturday School as needed for absences.
- 7) SARB Coordinator and Counselor to continue building participation in the African American Club.

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: 2022-23

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.

Study Skills and Afterschool Labs are provided to assist more students with D/Fs with intervention opportunities. Students grades are monitored by Intervention Team/ Counselors at each 6 week grading report period and at semester to assist with intervention needs to address student schedule such as a study strategies elective.

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

- *Student academic stamina remained low all year.
- *Student engagement with school remained low all year.
- *Teachers focus was on filling larger gaps than initially anticipated.
- *No follow-up with poor Mandatutorial attendance made it difficult to hold students accountable.
- *Academic Clinics started late in the semester which limited opportunities for students to receive help outside of class time.

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.

- *Teachers are available at breaks, lunches, and afterschool for academic/emotional support
- *Academic Support Labs began by the 3rd Week of School
- *Student Performance Data on CAASPP are to be provide to staff by the 3rd week of school. Goal and Data Folders are to be established by Week 7.
- *Continue to create and modify MTSS team to include social-emotional intervention systems for monitoring and implementation

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	\$3,955.18
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	\$177,831.37

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 (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCAP Intervention	\$75,403.08
LCAP Supplemental	\$96,296.61
Title III English Learner	\$6,131.68

Subtotal of state or local funds included for this school: \$177,831.37

Total of federal, state, and/or local funds for this school: \$177,831.37

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
LCAP Supplemental	96296.61	0.00
LCAP Intervention	75,403.08	0.00
Title III English Learner	6,131.68	0.00

Expenditures by Funding Source

Funding Source	Amount
LCAP Intervention	75,403.08
LCAP Supplemental	96,296.61
Title III English Learner	6,131.68

Expenditures by Budget Reference

Budget Reference	Amount
	32,098.87

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP Intervention	75,403.08
	LCAP Supplemental	64,197.74
	LCAP Supplemental	32,098.87
	Title III English Learner	6,131.68

Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1
Goal 2
Goal 3

63,364.91
57,233.23
57,233.23

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
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Jennifer Carter	Principal
Frances Bishop	Other School Staff
Erin Barger	Classroom Teacher
Steven Charnow	Classroom Teacher
Beth Goodrich	Classroom Teacher
Justin Bell	Parent or Community Member
Julieann Hernandez	Parent or Community Member
Sachin Patel	Parent or Community Member
Madison Villarama	Secondary Student
Sarabeth DeLaPena	Secondary Student
Annabelle Jimenez	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.



The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
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 5/8/2023.

Attested:

	Principal, Jennifer Carter on 5/8/2023
	SSC Chairperson, Sachin Patel on 5/8/2023