School Plan for Student Achievement

CLOVIS COMMUNITY DAY

1715 David E. Cook Way
Clovis 93611-0581

7/1/23-6/30/24

Contact:
Sean Osterberg
Principal
(559) 327-1980
seanosterberg@cusd.com

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
Clovis Community Day School	10621170101949	May 17, 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)

Comprehensive 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.

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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
*CUSD school climate assessment
*English Learner needs assessment Survey
*Native American Education Survey

Clovis Community Day School has reviewed the student referral, discipline, attendance, suspension/expulsion reports, California Healthy Kids Survey, crime data, property damage data, and other means of sharing and reporting out data from the School Accountability Report Card (SARC) in addition to staff and parent climate surveys. The data is reviewed by staff on an ongoing basis as well as sharing with our site parents at SSC meetings, site SART meetings, district SART meetings, LCAP meetings and other forms of community outreach. The SSC has reviewed this data and has developed this Comprehensive School Site Safety Plan based on this information.
Office Referrals and Consequences 2021-22
Suspensions Off-Campus – 66
Suspension and Recommendations for Expulsions – 30

The number of suspension and expulsion rates have continued to decrease over the past three years. Of the 66 suspensions, 30 of those were recommended for expulsions. This is partly due to our implementing the Positive Behavioral Intervention and Supports (PBIS) system last year. Staff had more opportunities to reward positive behaviors. In addition, they have had more tools to manage classroom behaviors through the same program and implementing our Intervention classrooms.

Attendance Rates/School Attendance Review Board Data 2021-22
Average Daily Attendance – Elementary 78.02% Secondary 74.55%
Number of SARB's – 11
District SARB Referrals – 11

Clovis Community Day School has an aggressive SARB program that utilizes the District SARB process.

Parent SART Survey

According to the 2021 SART Parent Survey Results:
100% of the parents/guardians surveyed felt that CCDS has adults that care about students.
100% of the parents/guardians surveyed felt that CCDS provides a quality education that promotes academic success.
100% of the parents/guardians surveyed felt that the school has a positive climate.

100% of the parents/guardians surveyed felt that school personnel and site safety procedures are in place to maintain a safe and secure school environment for their child.

Overall, parents feel that the adults at CCDS care about their children. They also feel that the school provides a quality education, has a positive climate and that safety procedures are in place to maintain a safe and secure school environment.

Staff Climate Assessment Survey

According to the 2021-2022 Staff Climate Assessment Survey Results:
100% of the teachers felt that the principal acknowledged good work by staff members during the 2020-21 school year.
100% of the teachers felt that the principal helped create an environment that invites input from staff members during the 2020-21 school year.
100% of the teachers felt that the principal treated them with respect during the 2020-21 school year.
100% of teachers enjoyed the working environment at CCDS during the 2020-21 school year.

Overall, the teachers feel the school site principal creates a working environment where input from staff members is encouraged, they were treated with respect and their work is positively acknowledged.

Local Law Enforcement Juvenile Crime Data
Currently this information is not available. Clovis Unified Police Department is currently working with technology services to develop a plan to capture the needed data.

Property Damage Data
There were no incidents of property damage for the 2020-2021 school year.

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 6211, Clovis Unified Board Policy #4315 and ED CODE #44664 require that all certificated teachers are evaluated on 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 provide additional support in specific areas of growth opportunities based on each individual teacher's needs.

Common findings for growth opportunities include:

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

Frequency of Academic Conversation

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 support 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, 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 on May 17, 2023, 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 following recommendations were made to continue to review the ELA and Math goals regarding student achievement. Overall, Clovis Unified School District has lower math scores and the SSC committee recommended CCDS look into different interventions to support students in math.

Resource Inequities

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

During meetings with District personnel dashboard data was reviewed with a focus on Comprehensive Support and Improvement. Clovis Community Day School qualified for Comprehensive Support and Improvement for all student groups under the suspension category and attendance for grades 4th-8th grades. Through school and District meetings that include staff, parents, community members, school administration and District personnel, it was determined that there is a need for further staff development in the area of student discipline, increasing discipline strategies, and to reorganize our PBIS Program that will assist in motivating students to behave more appropriately and to increase our student attendance.

Attendance and suspension information was gathered and analyzed by stakeholders to help target areas covered in CSI. Clovis Community Day School is working closely with our Attendance Officer to monitor student attendance and help connect with families in need of support. Incentives through our PBIS Program have been established to help encourage students to attend school regularly. Suspensions are being monitored more closely and two intervention classes have been put into

place to assist with counseling and working with students to help prevent suspensions. These intervention classes also assist in transitioning student returning from a suspension. The Teaching Fellows Program has also been utilized to help establish a strong rapport with students, so students have individuals to talk to closer to their age and are modeling appropriate behaviors.

A behavior management flow chart has also been created and will be monitored closely as it relates to suspensions and in communicate existing suspension structures and procedures. Current structures will also be reviewed in relationship to what is working and what is not working and in need or revising. The dashboard indicators will constantly be monitored on a regular basis.

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%		0	0
African American	100.0%	%	0%	1	0	0
Asian	%	%	100%		0	1
Filipino	%	%	0%		0	0
Hispanic/Latino	%	50.00%	0%		1	0
Pacific Islander	%	%	0%		0	0
White	%	%	0%		0	0
Multiple/No Response	%	50.00%	0%		1	0
			Total Enrollment	1	2	1

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Grade 4	1		1
Grade 5		1	
Grade 6		1	
Total Enrollment	1	2	1

Conclusions based on this data:

1. This data presented in the graphs above is based on CBEDS day which is just a small snapshot of the number of students attending Clovis Community Day School for a full school year.

2. Clovis Community Day School usually has approximately 200 students in attendance throughout the school year. Basing information just on the numbers on CBEDS Day is not an accurate account of the number of students who attend CCDS throughout the school year. Most of the students in attendance on CBEDS Day are students who have returned from the previous school year.

3. Since Clovis Community Day School is an alternative education school site, the student population is very transient creating a more difficult situation in obtaining complete data during the school year. It is important to gather information from the previous year on students attending CCDS, as there will be a more accurate record of the student population. Information on reports and data is utilized for the entire school year in order to incorporate accurate and complete information related to the students.

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		1		0.0%	50.0%	0.0%
Fluent English Proficient (FEP)	0	0	0	0.0%	0.0%	0.0%
Reclassified Fluent English Proficient (RFEP)		0		0.0%	0.0%	

Conclusions based on this data:

1. This data presented in the graphs above is based on CBEDS day which is just a small snapshot of the number of students attending Clovis Community Day School for a full school year.

2. Clovis Community Day School usually has approximately 200 students in attendance throughout the school year. Basing information just on the numbers on CBEDS Day is not an accurate account of the number of students who attend CCDS throughout the school year. Most of the students in attendance on CBEDS Day are students who have returned from the previous school year.

3. The students represented in the graphs above may have attended CCDS for a short period of time during a school. Usually, most students remain at CCDS for up to 8 weeks (elementary or intermediate) or a semester (high school). Since students do not stay at CCDS for short periods of time, most students are reclassified at their comprehensive campuses.

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 4	*	*		0	*		0	*				
Grade 5	*	*		0	*		0	*				
Grade 6	*	10		0	9		0	9			90.0	
All Grades	4	12		0	11		0	11		0.0	91.7	

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 4		*			*			*			*			*	
Grade 5		*			*			*			*			*	
Grade 6		*			*			*			*			*	
All Grades	N/A	N/A	N/A		9.09			9.09			27.27			54.55	

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 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	

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 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	

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 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	

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 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	

Conclusions based on this data:

1. A large percentage of Clovis Community Day School students performed below the standard on the ELA portion of the assessment.

2. Clovis Community Day School is an alternative education campus, so the transient rate is high. Students are not present long enough to compare data over a years' time period. A large percentage of students that participated in the CAASPP assessment during the second semester were not present at CCDS during the first semester or come during the middle of the second semester

3. Due to the fact that CCDS has a high transient rate and most students are not in attendance over a large portion of the school year, CCDS has designed ELA quarterly benchmark assessments that test students each quarter prior to the CAASPP. Students are administered a pretest at the beginning of quarters 1-3 and then given a post-test at the end of each quarter to study and examine student performance throughout a quarter. This gives the teachers a better snapshot of student learning since most students remain at CCDS from 8 weeks to a semester.

School and Student Performance Data

CAASPP Results
Mathematics (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 4	*	*		0	*		0	*				
Grade 5	*	*		0	*		0	*				
Grade 6	*	10		0	9		0	9			90.0	
All Grades	4	12		0	11		0	11		0.0	91.7	

Overall Participation for All Students

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

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 4		*			*			*			*			*	
Grade 5		*			*			*			*			*	
Grade 6		*			*			*			*			*	
All Grades	N/A	N/A	N/A		0.00			9.09			45.45			45.45	

Overall Achievement for All Students

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 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	

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 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	

Problem Solving & Modeling/Data Analysis
Using appropriate tools and strategies to solve real world and mathematical problems

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 4		*			*			*	
Grade 5		*			*			*	
Grade 6		*			*			*	

Conclusions based on this data:

1. A large percentage of Clovis Community Day School students performed below the standard on the math portion of the assessment.

2. Clovis Community Day School is an alternative education campus, so the transient rate is high. Students are not present long enough to compare data over a years' time period. A large percentage of students that participated in the CAASPP assessment during the second semester were not present at CCDS during the first semester or in the middle of the second semester.

3. Due to the fact that CCDS has a high transient rate and most students are not in attendance over a large portion of the school year, CCDS has designed ELA quarterly benchmark assessments that test students each quarter prior to the CAASPP. Students are administered a pretest at the beginning of quarters 1-3 and then given a post-test at the end of each quarter to study and examine student performance throughout a quarter. This gives the teachers a better snapshot of student learning since most students remain at CCDS from 8 weeks to a semester.

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

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

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

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

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

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

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

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**

Conclusions based on this data:

1.

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**
2	**100.0**	**50.0**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Clovis Community Day 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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	1	50.0
Foster Youth		
Socioeconomically Disadvantaged	2	100.0
Students with Disabilities	1	50.0

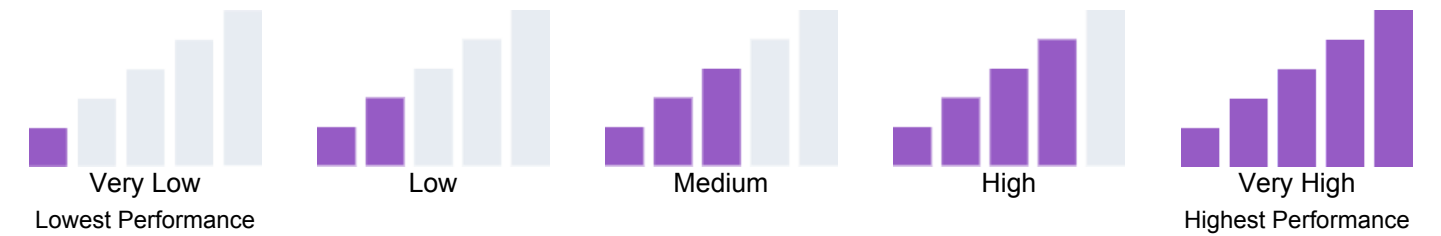| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American		
American Indian		
Asian		
Filipino		
Hispanic	1	50.0
Two or More Races	1	50.0
Pacific Islander		
White		

Conclusions based on this data:

1. This data presented in the graphs above is based on CBEDS day with is just a small snapshot of the number of students attending Clovis Community Day School during the school year.

2. Clovis Community Day School usually has approximately 200 students in attendance throughout the school year, but this number is very fluid due to the type of school we are.

3. Since Clovis Community Day School is an alternative education school site, the student population is very transient creating a more difficult situation in obtaining complete data during the school year. It is important to gather information from the previous year on students attending CCDS, as there will be a more accurate record of the student population. Information on reports and data is utilized for the entire school year in order to incorporate accurate and complete information related to the students.

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).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

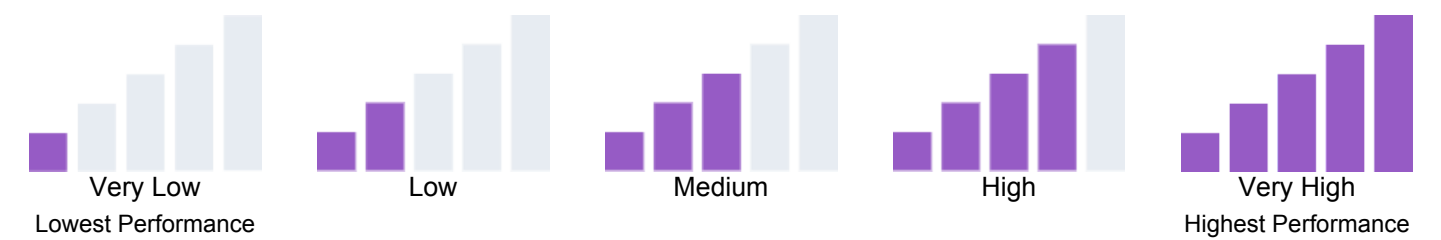| Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts	**Chronic Absenteeism**	**Suspension Rate**
No Performance Level	No Performance Level	Very High
Mathematics		
No Performance Level		

Conclusions based on this data:

1. Clovis Community Day School usually has approximately 200 students in attendance throughout the school year. Basing information just on the numbers on CBEDS Day is not an accurate account of the number of students who attend CCDS throughout the school. Most of the students in attendance on CBEDS Day are students who have returned from the previous school year.

2. The suspension rate at Clovis Community Day School is high. Staff members have the opportunity to attend conferences and trainings to better understand students, classroom management and their role in diffusing situations with students. Intervention classes have also been established to help create an alternative to suspensions.

3. Due to our lower numbers, the state didn't report on several of our areas.

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).
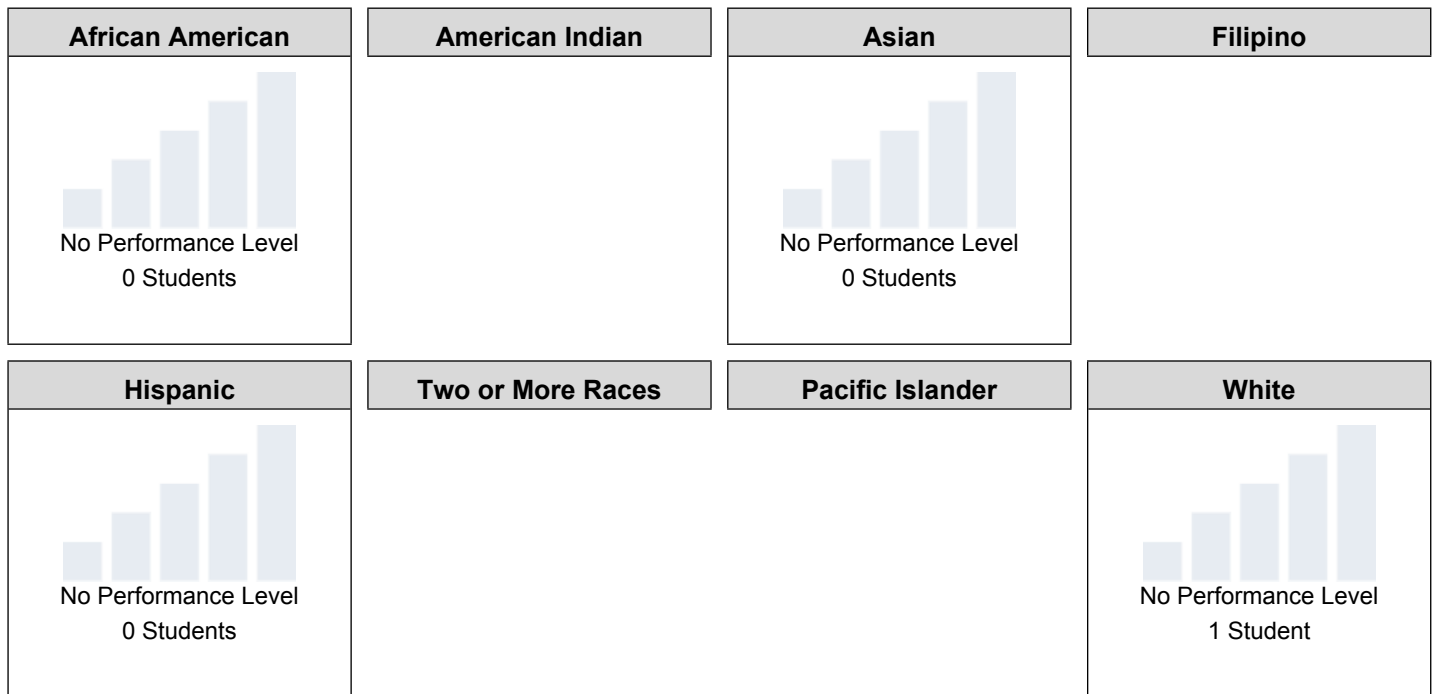
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	0	0	0

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 for All Students/Student Group		

All Students	English Learners	Foster Youth
No Performance Level 1 Student	No Performance Level 0 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Level 1 Student	

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			

African American	American Indian	Asian	Filipino
No Performance Level 0 Students		No Performance Level 0 Students	

Hispanic	Two or More Races	Pacific Islander	White
No Performance Level 0 Students			No Performance Level 1 Student

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**
	0 Students	1 Student

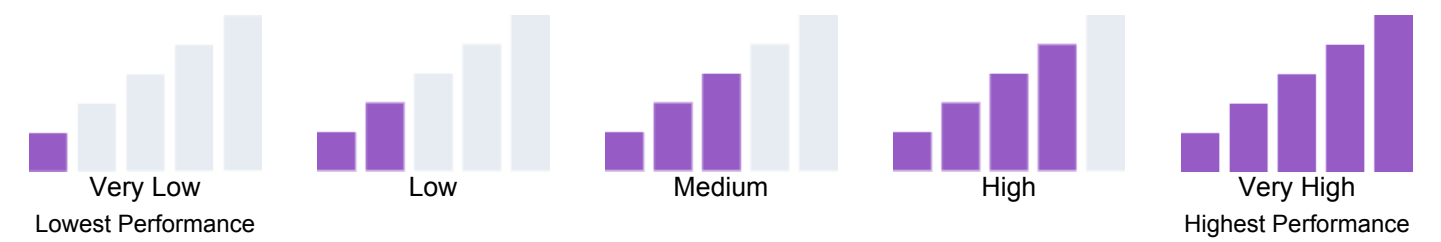**Conclusions based on this data:**

1. The state only provided status information on groups of 30 or more students this year

2. Due to the nature of our site, our numbers vary constantly making it difficult to get accurate data to present for this purpose

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).
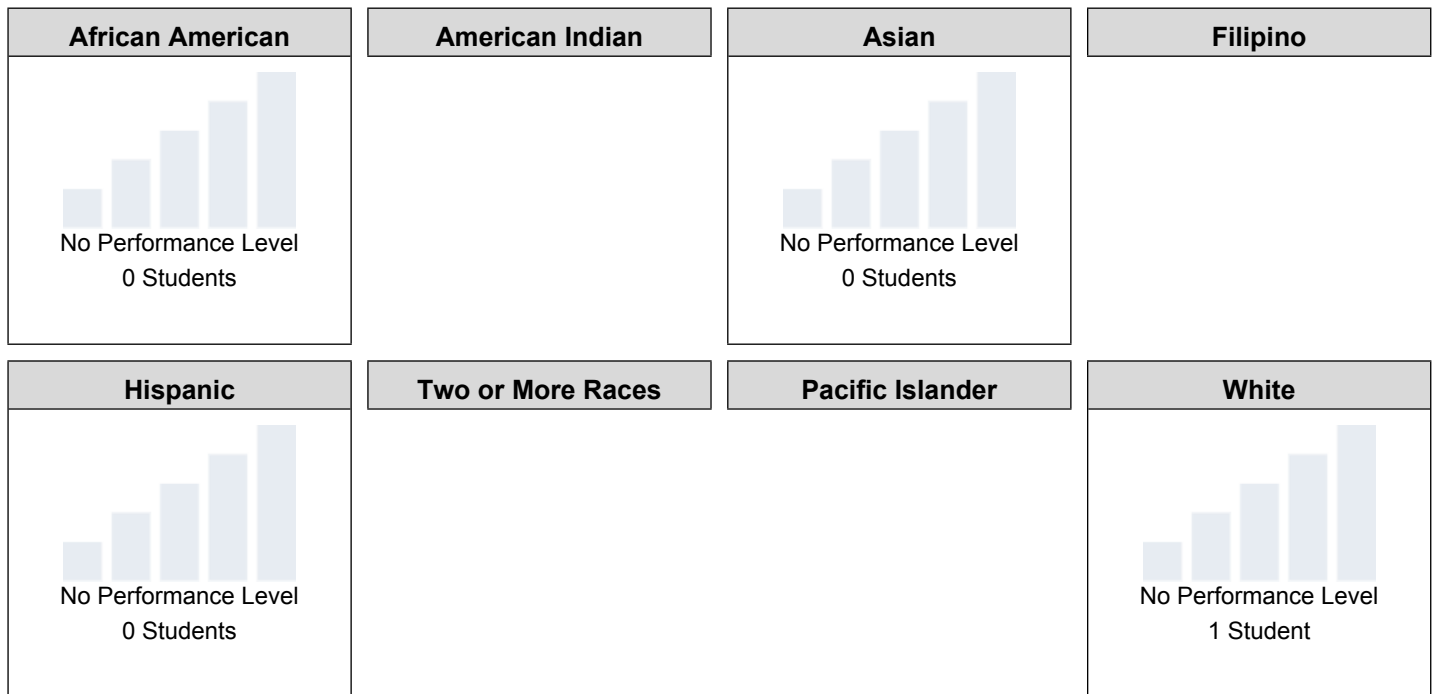
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	0	0	0

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 for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Level 1 Student	No Performance Level 0 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	No Performance Level 1 Student	

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 0 Students		No Performance Level 0 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 0 Students			No Performance Level 1 Student

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**
	0 Students	1 Student

Conclusions based on this data:

1. The state only provided status information for groups of 30 or more students this year

2. Due to the nature of our site, our numbers vary constantly making it difficult to get accurate data to present for this purpose

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

English Learner Progress
making progress towards English language proficiency
Number of EL Students:
Performance Level:

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

Conclusions based on this data:

1.

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).

Very High	High	Medium	Low	Very Low

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	0	0	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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Level	No Performance Level	
50% Chronically Absent	Less than 11 Students	
20 Students	1 Student	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	No Performance Level	No Performance Level
	56.3% Chronically Absent	Less than 11 Students
	16 Students	2 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 3 Students		No Performance Level Less than 11 Students 1 Student	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level Less than 11 Students 9 Students	No Performance Level Less than 11 Students 4 Students		No Performance Level Less than 11 Students 3 Students
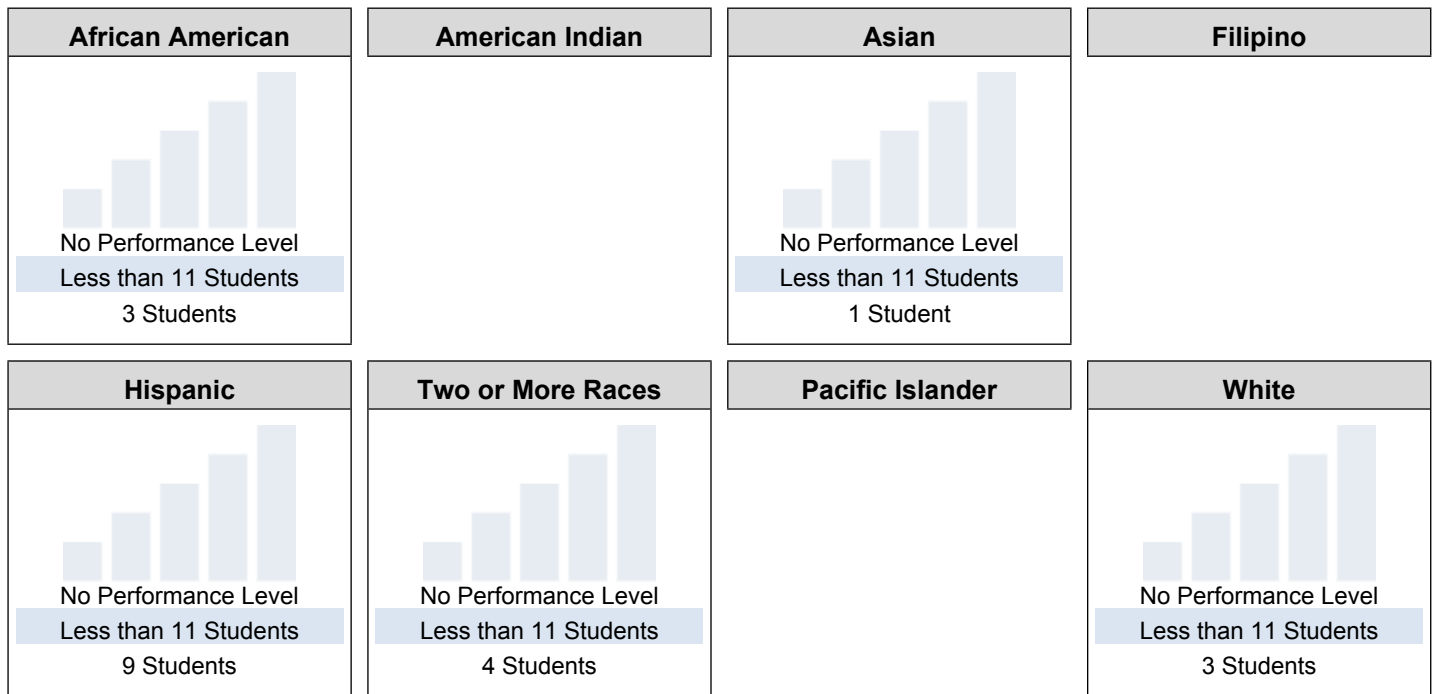
Conclusions based on this data:

1. Students are placed at the community day school for attendance issues. It is our job to try and increase their school attendance, which ultimately assists with their academic achievement.

2. The student transient rate is very high at CCDS. Students in grades 4th-8th may only stay at CCDS for eight weeks. CCDS needs to continue to be consistent with the SARB process and hold families accountable for their part in assisting their students in attending school on a regular basis.

3. We need to continue to work with families to understand the importance for their child to attend school to eventually graduate high school. Provide resources and assist families in solving problems in motivating their child to attend school. Continue to utilize the Alternative Area Student Attendance Officer to assist families and provide resources for families.

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).
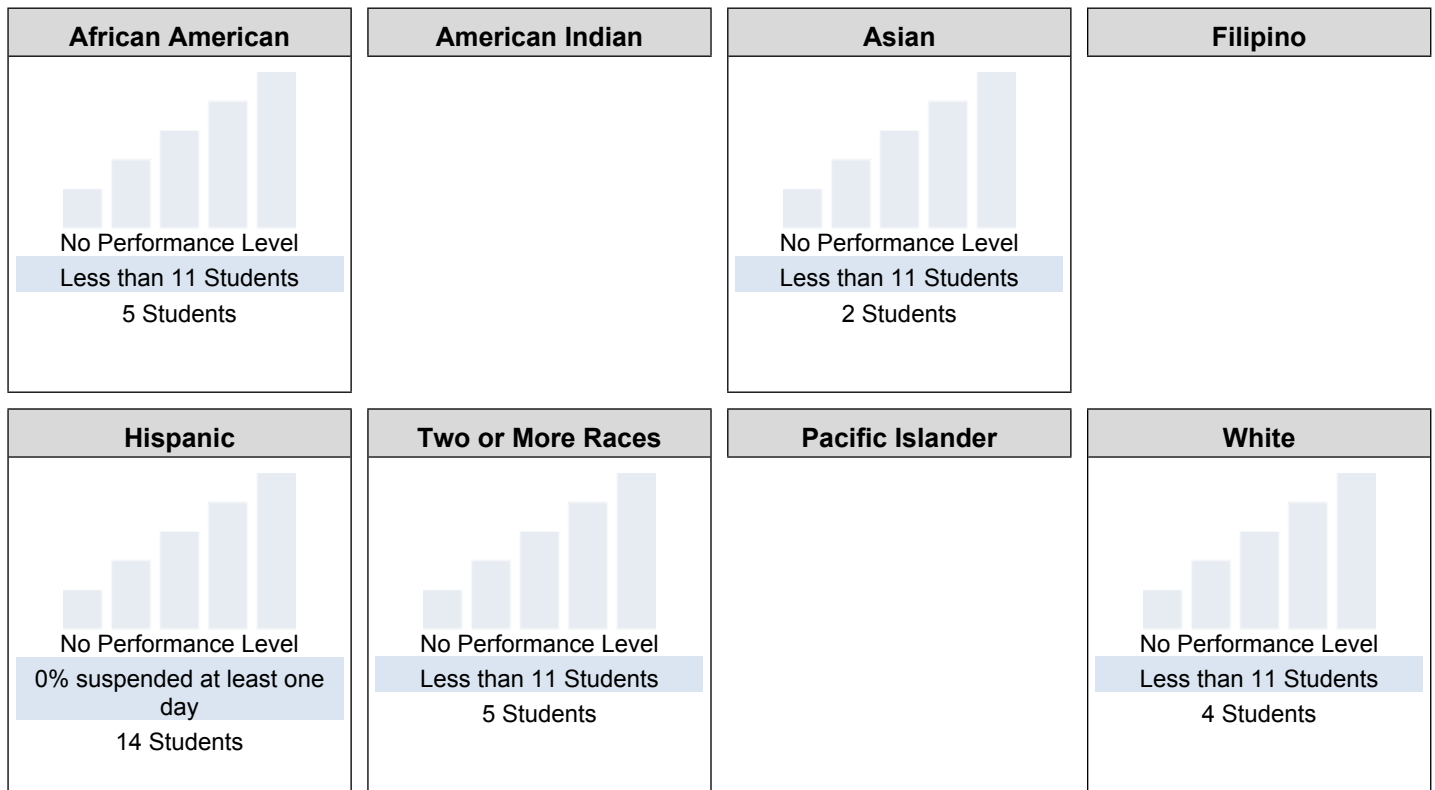
| Very High | High | Medium | Low | Very Low |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	0	0	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**
Very High	No Performance Level	
10% suspended at least one day	Less than 11 Students	
30 Students	1 Student	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	No Performance Level	No Performance Level
	12% suspended at least one day	Less than 11 Students
	25 Students	2 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level		No Performance Level	
Less than 11 Students		Less than 11 Students	
5 Students		2 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level	No Performance Level		No Performance Level
0% suspended at least one day	Less than 11 Students		Less than 11 Students
14 Students	5 Students		4 Students

Conclusions based on this data:

1. The suspension rate fell into the very high status range this year

2. There is not adequate subgroup data due to our enrollment numbers varying so much

3. We can see that our Hispanic subgroup, while not large enough to report on, had 0 students suspended.

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

Students attending Clovis Community Day School taking both the pre and post tests will increase their ELA scores 3-5% as measured by the quarterly benchmark assessments during the 2021-2022 school year. Students scoring at 70% or above on the benchmark assessment must maintain the goal percentage and not decline in their achievement level.

Identified Need

Increased proficiency rate in ELA on quarterly benchmark assessments

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Quarterly ELA Benchmark assessments	95% of students taking pre/post assessments received a 70% or above	95% of students or above will receive a 70% on benchmark assessments

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: Classroom Intervention

Activity:
- Utilize LCAP meetings to plan to meet the needs of all students
- Continue professional learning communities
- Continue to learn about and utilize project based learning
- Utilize the RSP classroom
- Individualized instruction/support

- Utilize classroom instructional aides for small group and individualized instruction
- Utilize ELA intervention instructional assistants
- ELD resources to instruct EL students
- Continue to promote the Project SMART Program for supporting students
- Use Transition personnel to mentor students
- Utilize CenCal Mentor to tutor students and target specific areas of need
- Continue to utilize Healthy Start Program
- Utilize school psychologists to support students social-emotional well being
- Supplemental instructional materials, supplies and graphic arts

* Utilize Teaching Fellows for in class support and Tier 2 small group instruction to support mastery of skills

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)
9250.43	Title I Utilized to purchase supplemental instructional supplies that includes literature materials, educational website subscriptions and technology equipment and accessories. Staff members also use this funding to attend conferences/inservices and substitutes for the training.
483.46	Title I Part A: Parent Involvement Utilized to purchase parent resource literature.
226.02	Title III English Learner Utilized to purchase supplemental materials for our English learners.
1554.00	LCAP Supplemental Utilized for technology equipment, supplemental materials, educational website subscriptions and planning day substitutes.
11666.62	LCAP Intervention Utilized to fund two intervention instructional aides. 1) English/language arts intervention aide

	salary and 2) math intervention aide split funded salary.
183969.50	ESSA: School Improvement Utilized to fund the Teaching Fellows Program. This program assists in making appropriate choices as related to behavior and attendance as well as assisting in engaging students with their school work. CSI funds have also been used to attend conferences and inservices related to discipline and attendance. Materials associated with safety and discipline have also been purchased.

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.

Supplemental instructional materials and educational website subscriptions were ordered to assist in teaching ELA standards and English/language arts intervention programs. Supplemental literature books were purchased to teach literary devices and enhance reading comprehension. CCDS also purchased Moby Max, Brain Pop and Spelling City websites to enhance student learning and use as intervention tools. During the summer at CCDS, we have summer school for our 6th-8th grade students in the areas of ELA and math that better prepares students for reentry into intermediate and high schools. Title I funding is reserved to purchase two instructional aides for our summer school program to assist in student learning.

Technology is constantly being utilized and updated to provide the students the latest equipment to enhance their educational opportunities. Computers, document cameras, projectors, screen beams, head phones and various accessories are purchased yearly to help enhance instruction.

Professional development is offered to ensure best practices and to provide staff with new, innovate strategies that are researched based. Staff development opportunities are presented to staff throughout the school-year and may include English/language arts, math and science instruction as well as improve classroom management strategies, increase student motivation, reduce suspensions, raise attendance and keep up with the latest emerging technology.

Books have been purchased and distributed to parents/guardians to assist them in better understanding student development and needs.

Materials have been purchased to assist our EL students acquire English as a second language.

Intervention instructional aides help the teachers in articulating curriculum to the students. They support student learning, help run small group instruction and assist in engaging students with their class work.

The Teaching Fellows Program are young college age adults who assist students in making appropriate decisions and keep students engaged in learning the curriculum. This will ultimately help lower suspensions and keep students in school by developing positive relationships with our students. The Teaching Fellows Program provides positive role models and assist in connecting students with school.

CSI funding has also been utilized to allow staff members to participate in conferences, inservices and trainings related to discipline and attendance. This gives our staff members the opportunity to add new strategies and ideas to their classroom management techniques.

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.

All activities were implemented to meet the articulated 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

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

Students attending Clovis Community Day School taking both the pre and post tests will increase their math scores 3-5% as measured by the quarterly benchmark assessments during the 2021-2022 school year. Students scoring at 70% or above on the benchmark assessment must maintain the goal percentage and not decline in their achievement level.

Identified Need

Increased proficiency rate in math on quarterly benchmark assessments

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Quarterly Math Benchmark assessments	95% of students taking pre/post assessments received a 70% or above	95% of students or above will receive a 70% on benchmark assessments

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: Classroom Intervention

Activity:
- Utilize LCAP meetings to plan to meet the needs of all students
- Continue professional learning communities
- Continue to learn about and utilize project based learning
- Utilize the RSP classroom

- Individualized instruction/support
- Utilize classroom instructional aides for small group and individualized instruction
- Utilize ELA intervention instructional assistants
- ELD resources to instruct EL students
- Continue to promote the Project SMART Program for supporting students
- Use Transition personnel to mentor students
- Utilize CenCal Mentor to tutor students and target specific areas of need
- Continue to utilize Healthy Start Program
- Utilize school psychologists to support students social-emotional well being
- Supplemental instructional materials, supplies and graphic arts

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)
26675.57	Title I Utilized to purchase supplemental instructional supplies that includes literature materials, educational website subscriptions and technology equipment and accessories. Staff members also use this funding to attend conferences/inservices and substitutes for the training. We will also use this funding to assist in purchasing an intervention instructional assistant in the area of math.
11520.84	LCAP Intervention Utilized to fund two intervention instructional aides. 1) English/language arts intervention aide salary and 2) math intervention aide split funded salary.
52278.50	ESSA: School Improvement Utilized to fund the Teaching Fellows Program. This program assists in making appropriate choices as related to behavior and attendance as well as assisting in engaging students with their school work. CSI funds have also been used to attend conferences and inservices related to discipline and attendance. Materials associated with safety and discipline have also been purchased.

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.

Supplemental instructional materials and educational website subscriptions were ordered to assist in teaching math standards and math intervention programs. CCDS also purchased the IXL Math website subscription to enhance student learning and use as an intervention tool. During the summer at CCDS, we have summer school for our 6th-8th grade students in the areas of ELA and math that better prepares students for reentry into intermediate and high schools. Title I funding is reserved to purchase two instructional aides for our summer school program to assist in student learning.

IXL math license has been purchased to support math intervention

Technology is constantly being utilized and updated to provide the students the latest equipment to enhance their educational opportunities. Computers, document cameras, projectors, head phones and various accessories are purchased yearly to help enhance instruction.

Professional development is offered to ensure best practices and to provide staff with new, innovate strategies that are researched based. Staff development opportunities are presented to staff throughout the school-year and may include English/language arts, math and science instruction as well as improve classroom management strategies, increase student motivation, reduce suspensions, raise attendance and keep up with the latest emerging technology.

Books have been purchased and distributed to parents/guardians to assist them in better understanding student development and needs.

Materials have been purchased to assist our EL students acquire English as a second language.

Intervention instructional aides help the teachers in articulating curriculum to the students. They support student learning, help run small group instruction and assist in engaging students with their classwork.

The Teaching Fellows Program are young college age adults who assist students in making appropriate decisions and keep students engaged in learning the curriculum. This will ultimately help lower suspensions and keep students in school by developing positive relationships with our students. The Teaching Fellows Program provides positive role models and assist in connecting students with school.

CSI funding has also been utilized to allow staff members to participate in conferences, inservices and trainings related to discipline and attendance. This gives our staff members the opportunity to add new strategies and ideas to their classroom management techniques.

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.

All activities were implemented to meet the articulated 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

Technology

LEA/LCAP Goal

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

Students will have access to laptops and other technology based on need to support district benchmarks, SBAC assessments and addition online learning resources to support student learning and close the achievement gap

Identified Need

Student Groups participating in the goal:
This is a schoolwide goal focused on significant subgroups, such as English Language Learners, socioeconomically disadvantaged, students with disabilities, and Hispanic students. Technology is available in every class at Clovis Community Day School, and students are encouraged to research, submit work via google classroom, access district benchmarks, and SBAC assessments via technology. Teachers will embed the use of technology throughout their class. This goal will address the Clovis Unified School District Local Accountability Plan (LCAP): Eight State Priorities: credentials/materials/facilities, student engagement, student outcomes, school climate, adopted standards, course of study, parent involvement, and student achievement

Performance expectations for the significant subgroups identified (English Language Learners, socioeconomically disadvantaged, students with disabilities, and Hispanic students):
2021-2022 goal is to meet or exceed the CAASPP & CAST state average scores for all significant subgroups

Evaluating progress on the goal:
Site administration and Teachers will evaluate progress the following ways:
* Pre and Post tests on universal screeners in both ELA and math
*walk-through observations
*formal observations
*Teacher Goal Learning Expectations (TGLE)

Data Collected to measure Academic gains:
* CAASPP & CAST assessments
* Benchmark assessments

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)

All students

Strategy/Activity

Strategy: Implementation of Technology

Activity:
*purchase resources that align with CAASPP & CAST in core subject areas
*Provide trainings for staff regarding new instructional strategies to support core content areas
*Provide substitutes for teaching planning days to deconstruct standards to meet student needs
*Ensure teachers are trained in new technology practices
* Purchase instructional materials and web based programs that align with core content

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)
2692.00	LCAP Supplemental

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.

This is a new goal to be implemented in the 23-24 school year.

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

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	$36,635.48
Total Federal Funds Provided to the School from the LEA for CSI	$236,248
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$300,316.94

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 I	$35,926.00
Title I Part A: Parent Involvement	$483.46

Subtotal of additional federal funds included for this school: $36,409.46

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 ($)
ESSA: School Improvement	$236,248.00
LCAP Intervention	$23,187.46
LCAP Supplemental	$4,246.00
Title III English Learner	$226.02

Subtotal of state or local funds included for this school: $263,907.48

Total of federal, state, and/or local funds for this school: $300,316.94

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	$4,246.00	0.00
LCAP Intervention	$23,187.46	0.00
Title I	$35,926.00	0.00
Title I Part A: Parent Involvement	$483.46	0.00
ESSA: School Improvement	$236,248	0.00
Title III English Learner	$226.02	0.00

Expenditures by Funding Source

Funding Source	Amount
ESSA: School Improvement	236,248.00
LCAP Intervention	23,187.46
LCAP Supplemental	4,246.00
Title I	35,926.00
Title I Part A: Parent Involvement	483.46
Title III English Learner	226.02

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	ESSA: School Improvement	236,248.00
	LCAP Intervention	23,187.46
	LCAP Supplemental	4,246.00

	Title I	35,926.00
	Title I Part A: Parent Involvement	483.46
	Title III English Learner	226.02

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	207,150.03
Goal 2	90,474.91
Goal 3	2,692.00

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

1 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

0 Secondary Students

Name of Members	Role
Sean Osterberg	Principal
Katie Hammond	Classroom Teacher
Kathleen Cervantes	Other School Staff
Santiago Lujan	Parent or Community Member
Aeril Hyder	Parent or Community Member
Todd DeYoung	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

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 05/17/23.

Attested:

	Principal, Sean Osterberg on 05/17/23
	SSC Chairperson, Santiago Lujan on 05/17/23