

School Plan for Student Achievement



CLOVIS EAST HIGH SCHOOL

2940 Leonard
Clovis 93619-8446

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
Clovis East High School	10621171030683	May 10, 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. Our plan also includes actions around decreasing suspension rates for our African American subgroup. 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).

Clovis East High School administers several districts, school, and community surveys and evaluations throughout the year. The purpose of these surveys and evaluations is to assess the effectiveness of our school programs, personnel, professional development, parent engagement and involvement activities. The data assists in determining what action needs to be taken, if any, to increase participation and to gather input for our school programs. This process is a vital part of the goal of continuous improvement of the school programs. Parent and community input is valued and appreciated.

These annual school surveys and evaluations afford our site to evaluate, review and reflect on their program from an internal point of view collaborating with all stakeholders both classified, certificated, parents, and district departments. Whereas our Parent Survey provides valuable information from the parent's perspective on many critical issues concerning our overall school Program.

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

The feedback from our parents indicated that our strengths are:

- *Our staff is supportive and caring
- *That we have a quality Ag program
- *We provide a high-quality education

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 a regular base. Informal and formal classroom observations occur throughout the school year. The observation process involves various classroom visitations throughout the school year. Administrators document the effectiveness of the instructional program, the learning community, and the overall learning experience. 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 Common Language across content areas--we would also like to see this occur at our feeder schools, so students are better prepared for Reyburn and CE

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. Assessments are an important part of the district's standards-based instruction. Some examples of the assessments that we utilize include:

*Smarter Balance Common Core Assessment (SBAC): ELA, Math, and Science

*English Language Proficiency Assessments for California (ELPAC)

*iReady

*iCAL

*iCAM

*Inspect

The data/results of the assessments are readily available to administrators and teachers to monitor student progress and guide instruction.

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. CHES offers a variety of professional development workshops pertaining to curriculum, classroom management, and instructional strategies. Some examples of professional development opportunities are: Reading Apprenticeship, AVID strategies, PLCs, Culturally Relevant Teaching, Content Specific trainings, and Social Emotional Learning.

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. Clovis East PLC teams work together to create a shared vision/mission statement and goals. The teams collaborate to improve instruction and increase student achievement. 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. All core curriculum materials and instruction are aligned to California state standards. 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)

The Clovis East master schedule is based on California Department of Education Content Standards and the Clovis Unified School District graduation requirements. The coursework is based on California Common Core State Standards or subject area standards. 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)

Clovis East offers a variety of school and community resources to assist and support our students and their families including:

- *Clovis East holds parents meetings at both the site and district level which include, Timberwolf foundation, School Assessment and Review Team (SART)
- *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. Our educational partners were also notified of our status in ATSI for suspension rates within our AA subgroup and were given the opportunity to provide feedback in this area.

The following recommendations were made:

- *Increase communication
- *Academic Growth

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 AA subgroup. Our needs assessment and data analysis revealed that our AA student groups are suspended more often/ disproportionately than other subgroups and to address this inequity, our site will provide professional learning for our staff about trauma informed practices, alternatives to suspension, and other research-based practices that 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	0.5%	0.73%	0.58%	13	20	16
African American	2.9%	2.74%	3.32%	79	75	92
Asian	25.4%	25.17%	25.83%	689	688	715
Filipino	3.8%	4.61%	4.55%	102	126	126
Hispanic/Latino	43.6%	42.63%	41.98%	1,184	1,165	1162
Pacific Islander	0.2%	0.22%	0.25%	5	6	7
White	22.0%	22.06%	21.35%	598	603	591
Multiple/No Response	1.7%	1.79%	1.95%	45	49	54
Total Enrollment				2,715	2,733	2768

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	737	727	769
Grade 10	701	716	724
Grade 11	673	633	671
Grade 12	604	657	604
Total Enrollment	2,715	2,733	2,768

Conclusions based on this data:

1. Student enrollment at CEHS has increased every year.
2. The Filipino subgroup increased the most in new student enrollment.
3. We had a decline in enrollment of our 9th grade 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	93	92	100	3.4%	3.4%	3.6%
Fluent English Proficient (FEP)	697	679	649	25.7%	24.8%	23.4%
Reclassified Fluent English Proficient (RFEP)	8	16		8.6%	17%	

Conclusions based on this data:

1. our EL student enrollment has remained similar over the years
2. Our FEP enrollment has decreased slightly
3. Our reclassification rates are starting to rebound after COVID

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 11	656	587		0	576		0	576		0.0	98.1	
All Grades	656	587		0	576		0	576		0.0	98.1	

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 11		2641.			36.81			37.50			17.53			8.16	
All Grades	N/A	N/A	N/A		36.81			37.50			17.53			8.16	

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 11		30.56			59.72			9.72	
All Grades		30.56			59.72			9.72	

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 11		43.75			49.13			7.12	
All Grades		43.75			49.13			7.12	

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 11		16.67			76.04			7.29	
All Grades		16.67			76.04			7.29	

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 11		32.64			59.20			8.16	
All Grades		32.64			59.20			8.16	

Conclusions based on this data:

1. Overall met and exceeded remained similar in ELA
2. Writing was the lowest domain in this testing year
3. Majority of our students fell into at/near in the domain of research and inquiry

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 11	656	586		0	553		0	553		0.0	94.4	
All Grades	656	586		0	553		0	553		0.0	94.4	

* 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 11		2577.			10.49			22.78			28.75			37.97	
All Grades	N/A	N/A	N/A		10.49			22.78			28.75			37.97	

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 11		15.19			49.19			35.62	
All Grades		15.19			49.19			35.62	

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 11		13.92			61.84			24.23	
All Grades		13.92			61.84			24.23	

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 11		13.92			68.17			17.90	
All Grades		13.92			68.17			17.90	

Conclusions based on this data:

1. Our overall math scores went down
2. Our lowest domain was concepts and procedures

3. Majority of students in the communicating reasoning domain fell into the at/near standard range

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 9	1547.6	1550.8	1539.6	1539.6	1555.0	1561.3	26	31
Grade 10	1566.9	1581.0	1565.1	1572.5	1568.2	1588.7	19	27
Grade 11	1551.1	1589.1	1536.0	1593.4	1565.8	1584.3	21	18
Grade 12	1558.6	1576.6	1560.9	1577.7	1555.5	1575.1	12	17
All Grades							78	93

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
9	15.38	13.33	30.77	53.33	38.46	16.67	15.38	16.67	26	30
10	21.05	29.63	47.37	48.15	21.05	18.52	10.53	3.70	19	27
11	14.29	16.67	38.10	61.11	23.81	16.67	23.81	5.56	21	18
12	16.67	17.65	16.67	52.94	50.00	17.65	16.67	11.76	12	17
All Grades	16.67	19.57	34.62	53.26	32.05	17.39	16.67	9.78	78	92

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
9	38.46	26.67	19.23	40.00	38.46	16.67	3.85	16.67	26	30
10	42.11	40.74	36.84	37.04	15.79	18.52	5.26	3.70	19	27
11	23.81	22.22	42.86	66.67	14.29	5.56	19.05	5.56	21	18
12	33.33	35.29	33.33	47.06	25.00	5.88	8.33	11.76	12	17
All Grades	34.62	31.52	32.05	45.65	24.36	13.04	8.97	9.78	78	92

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
9	3.85	0.00	26.92	33.33	50.00	50.00	19.23	16.67	26	30
10	10.53	3.70	21.05	62.96	57.89	29.63	10.53	3.70	19	27
11	4.76	5.56	19.05	27.78	52.38	61.11	23.81	5.56	21	18
12	0.00	11.76	8.33	29.41	66.67	41.18	25.00	17.65	12	17
All Grades	5.13	4.35	20.51	40.22	55.13	44.57	19.23	10.87	78	92

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	
9	7.69	6.67	73.08	76.67	19.23	16.67	26		30
10	15.79	3.70	57.89	85.19	26.32	11.11	19		27
11	4.76	11.11	71.43	72.22	23.81	16.67	21		18
12	8.33	11.76	50.00	64.71	41.67	23.53	12		17
All Grades	8.97	7.61	65.38	76.09	25.64	16.30	78		92

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	
9	50.00	73.33	38.46	13.33	11.54	13.33	26		30
10	84.21	81.48	10.53	11.11	5.26	7.41	19		27
11	71.43	83.33	14.29	11.11	14.29	5.56	21		18
12	66.67	88.24	25.00	11.76	8.33	0.00	12		17
All Grades	66.67	80.43	23.08	11.96	10.26	7.61	78		92

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	
9	11.54	16.67	69.23	56.67	19.23	26.67	26		30
10	10.53	14.81	73.68	74.07	15.79	11.11	19		27
11	4.76	11.11	66.67	83.33	28.57	5.56	21		18
12	0.00	5.88	75.00	64.71	25.00	29.41	12		17
All Grades	7.69	13.04	70.51	68.48	21.79	18.48	78		92

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
9	7.69	0.00	73.08	93.33	19.23	6.67	26	30
10	5.26	7.41	89.47	88.89	5.26	3.70	19	27
11	28.57	16.67	57.14	77.78	14.29	5.56	21	18
12	8.33	11.76	75.00	76.47	16.67	11.76	12	17
All Grades	12.82	7.61	73.08	85.87	14.10	6.52	78	92

Conclusions based on this data:

1. We had an increase in level 4 in overall scores
2. Majority of students fell in the somewhat/moderate domain for writing
3. The speaking domain is our strongest domain

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
2,733	55.3	3.4	0.8
Total Number of Students enrolled in Clovis East High 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	92	3.4
Foster Youth	22	0.8
Homeless	2	0.1
Socioeconomically Disadvantaged	1,512	55.3
Students with Disabilities	210	7.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	75	2.7
American Indian	20	0.7
Asian	688	25.2
Filipino	126	4.6
Hispanic	1,165	42.6
Two or More Races	49	1.8
Pacific Islander	6	0.2
White	603	22.1

Conclusions based on this data:

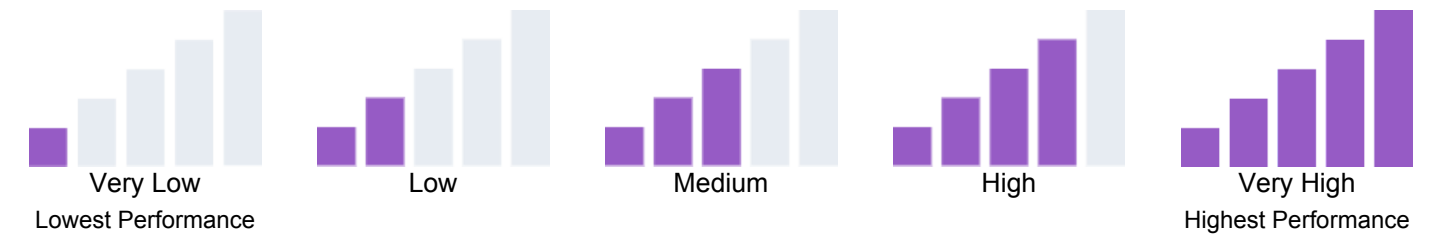
- 1. Our largest subgroup is the Hispanic subgroup at 43%
- 2. The next largest subgroup is Asian at 25%
- 3. Our SED represents a large group of students at over 1700 students

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).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>High</div>	<div>Graduation Rate</div> <div>Very High</div>	<div>Suspension Rate</div> <div>Medium</div>
<div>Mathematics</div> <div>Medium</div>		
<div>English Learner Progress</div> <div>High</div>		
<div>College/Career</div> <div>Not Reported in 2022</div>		

Conclusions based on this data:

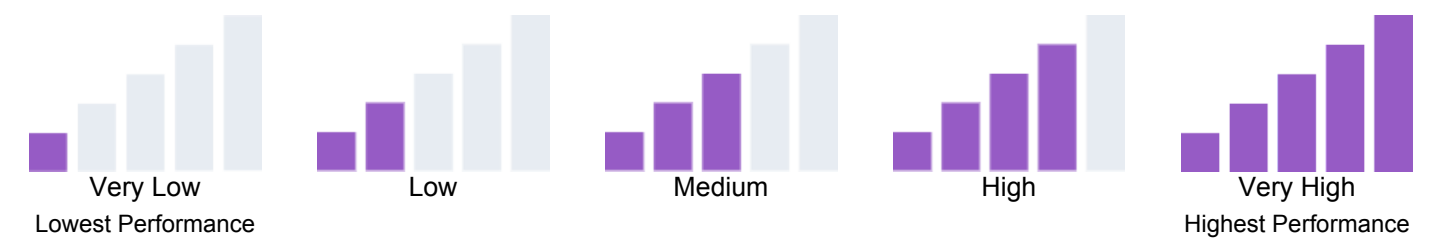
- 1. Our overall status reports indicate higher scores in ELA than math
- 2. Our graduation rates fell into the very high range
- 3. Our suspension rates fell into the medium range indicating we may need to look at our suspension data

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).



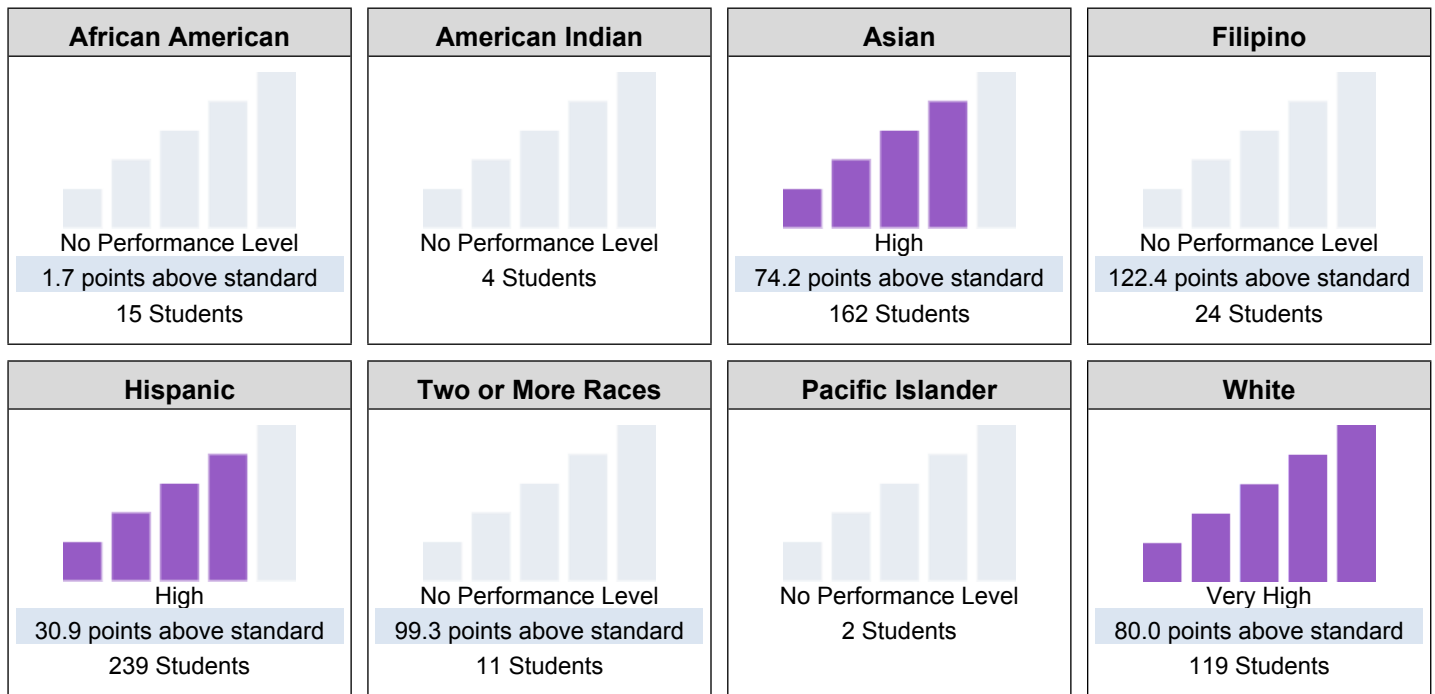
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	1	0	3	1

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>High</p> <p>58.9 points above standard</p> <p>574 Students</p>	<p>Low</p> <p>26.0 points below standard</p> <p>43 Students</p>	<p>No Performance Level</p> <p>5 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>1 Student</p>	<p>High</p> <p>40.0 points above standard</p> <p>318 Students</p>	<p>Very Low</p> <p>92.1 points below standard</p> <p>40 Students</p>

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
80.1 points below standard 16 Students	4.1 points below standard 28 Students	61.0 points above standard 396 Students

Conclusions based on this data:

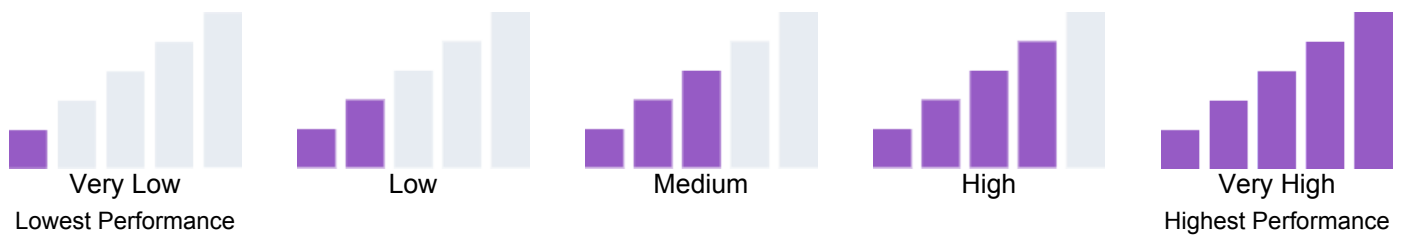
1. Overall, our status for all students fell into the high range
2. Our Hispanic and Asian subgroups both fell into the high status range
3. Our SWD subgroup fell into the lowest range of all of our subgroups

School and Student Performance Data

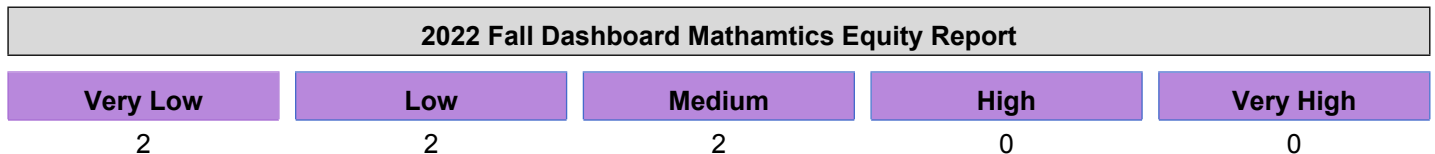
Academic Performance Mathematics

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](#).

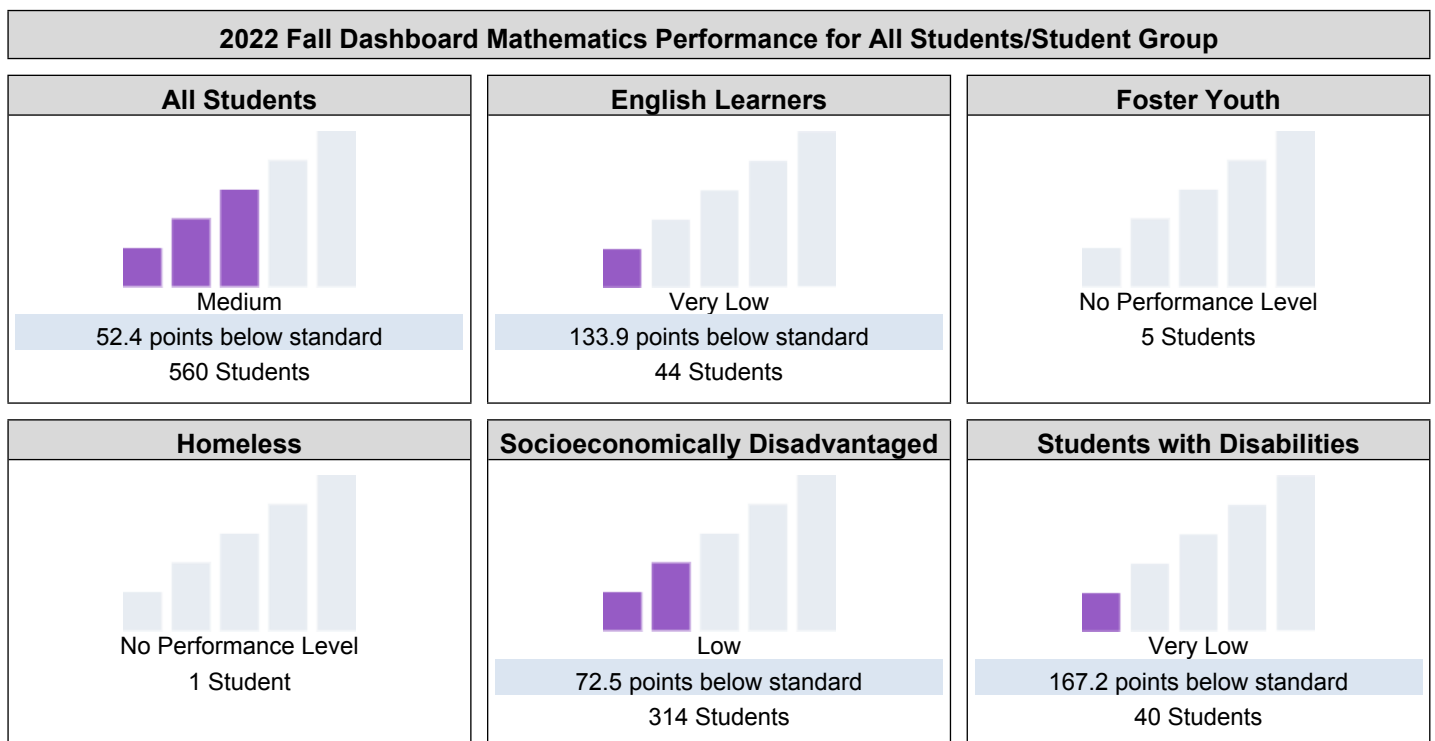
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



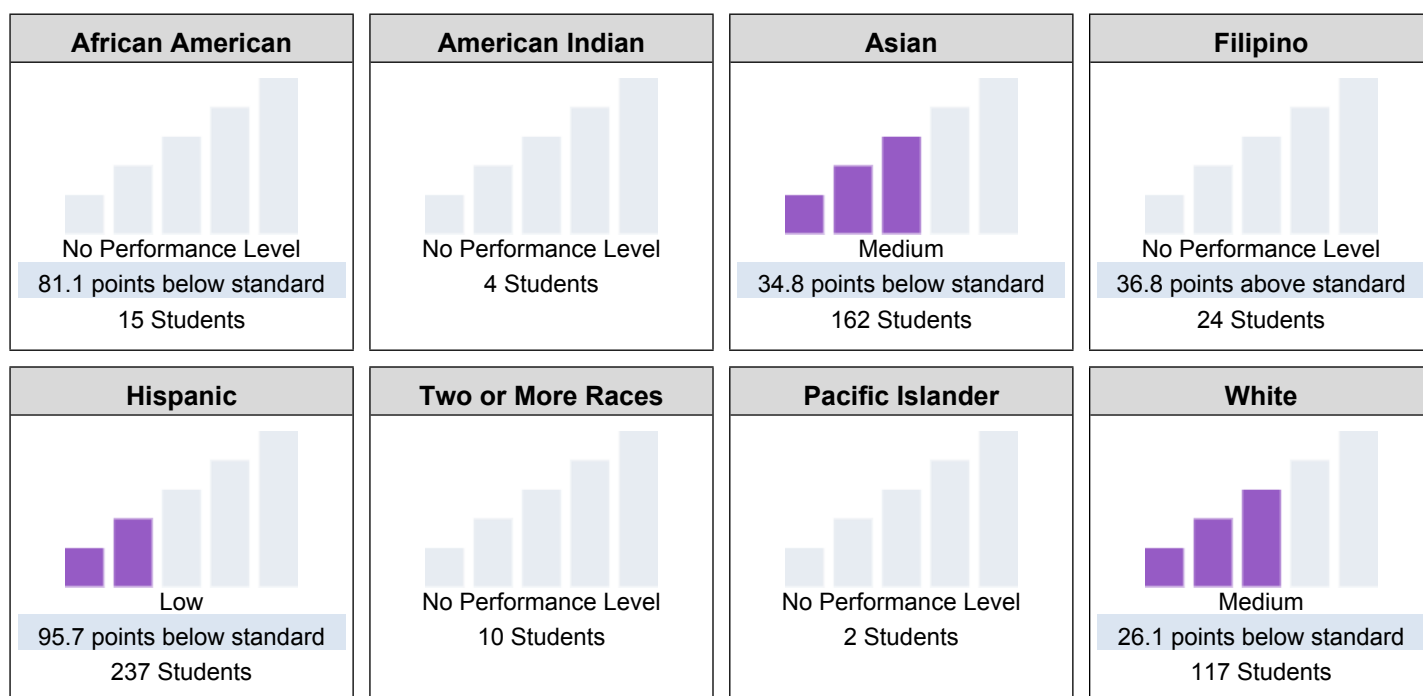
This section provides number of student groups in each level.



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
188.7 points below standard 17 Students	104.6 points below standard 28 Students	49.3 points below standard 385 Students

Conclusions based on this data:

- Overall, our students fell into the medium status range for math
- Our SWD subgroup performed the lowest of any subgroup with 167.2 points below standard
- Our Hispanic subgroup performed second to the lowest at 95.7 points below standard

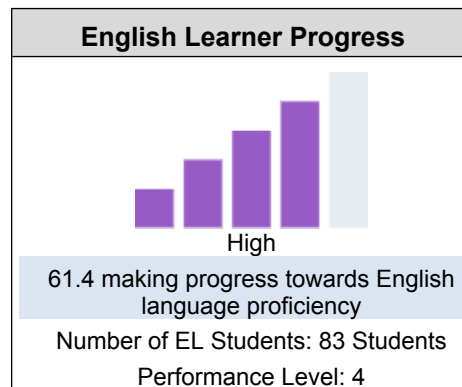
School and Student Performance Data

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
16.9%	21.7%	3.6%	57.8%

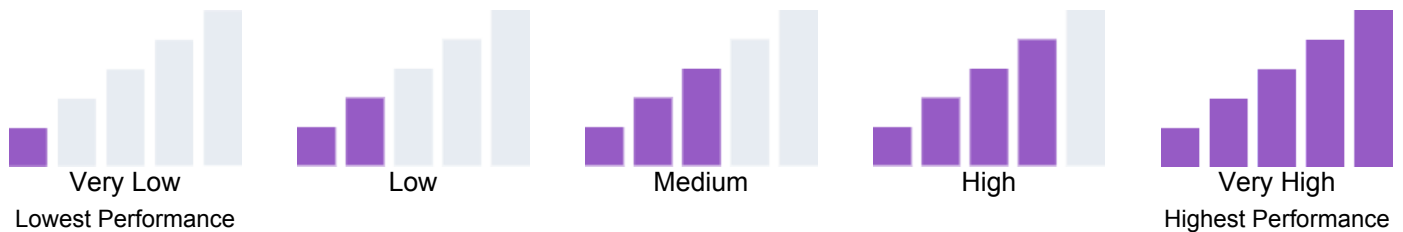
Conclusions based on this data:

1. Our English Learner progress fell into the high status range
2. 61.4% of our EL students made progress toward their EL proficiency level
3. 48% of our EL students progressed at least one ELPI level

School and Student Performance Data

Academic Engagement Graduation 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](#).



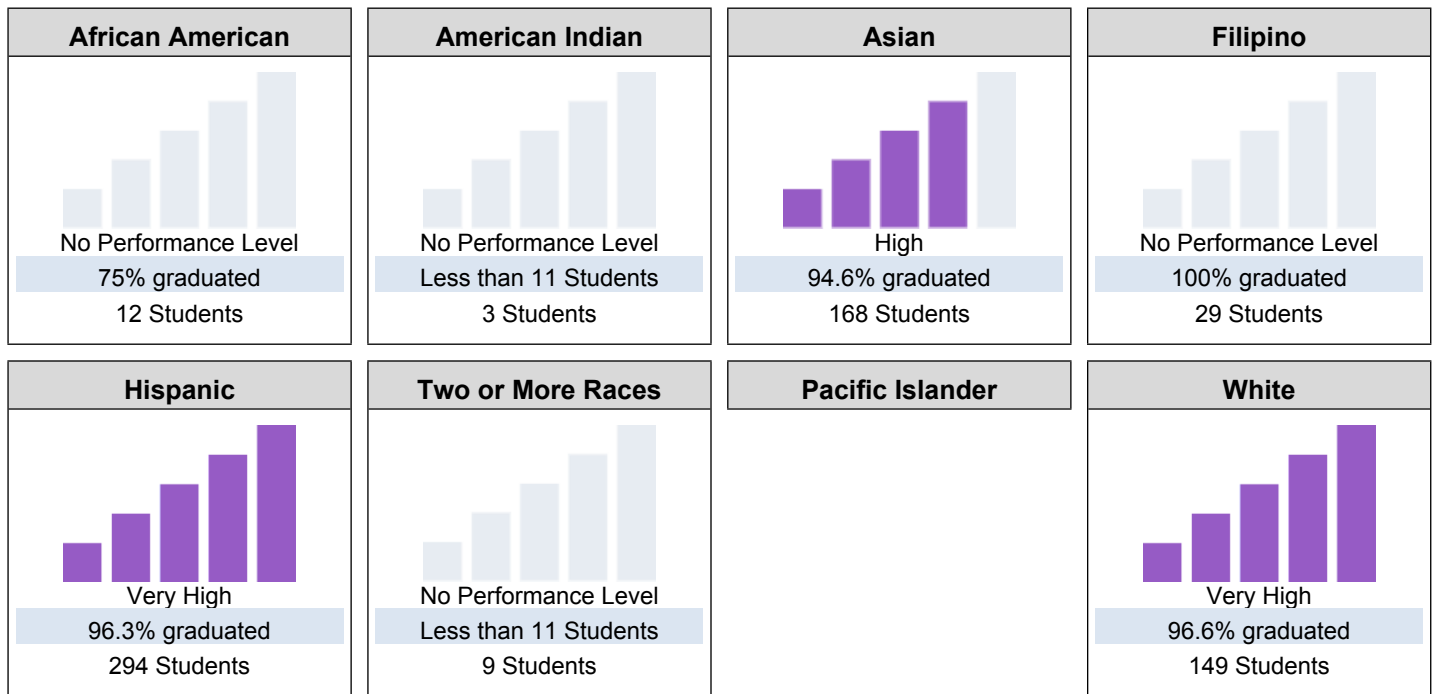
This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
1	0	0	1	4

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Very High</p> <p>95.8% graduated</p> <p>664 Students</p>	<p>Very High</p> <p>97.1% graduated</p> <p>35 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Very High</p> <p>95.2% graduated</p> <p>438 Students</p>	<p>Very Low</p> <p>58.7% graduated</p> <p>63 Students</p>

2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

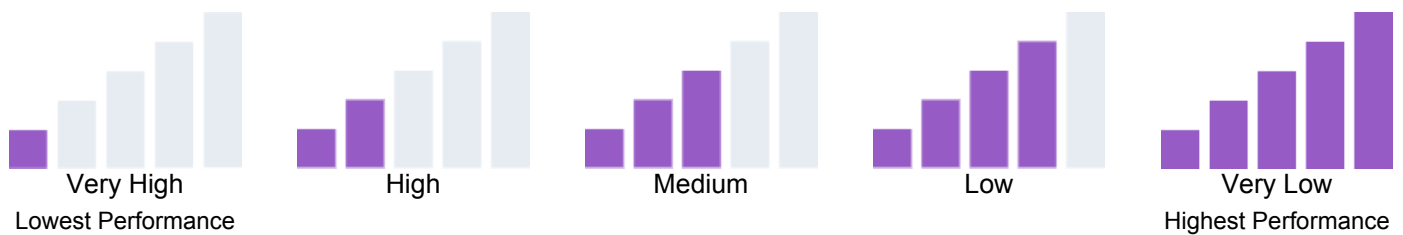
1. Overall, we fell into the very high level for graduation rates
2. Our Hispanic and White subgroups had the highest graduation rates
3. Our SWD subgroup had the lowest graduation rates

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).



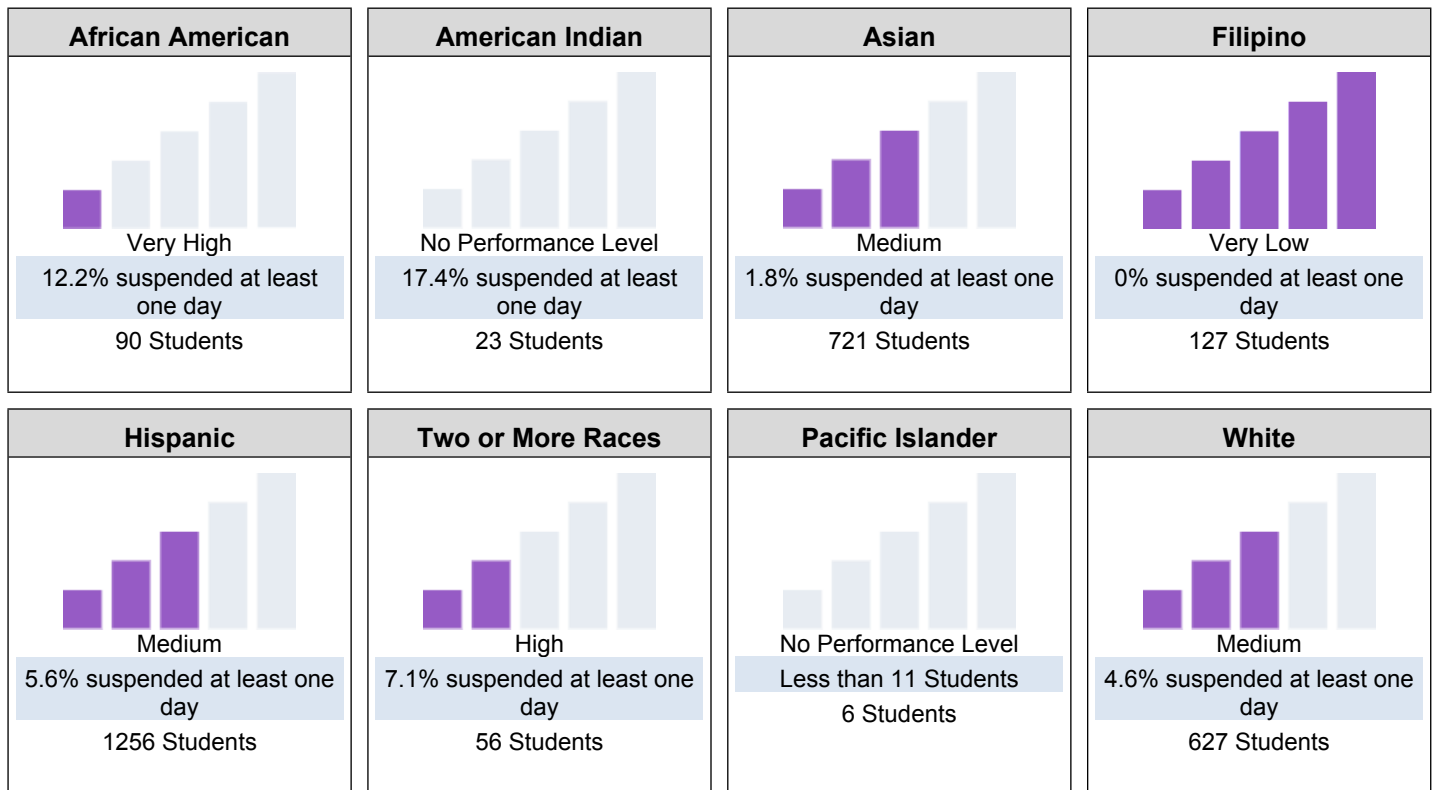
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
2	2	4	0	1

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>4.5% suspended at least one day</p> <p>2906 Students</p>		<p>High</p> <p>7% suspended at least one day</p> <p>115 Students</p>		<p>No Performance Level</p> <p>20% suspended at least one day</p> <p>25 Students</p>	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
<p>No Performance Level</p> <p>Less than 11 Students</p> <p>5 Students</p>		<p>Medium</p> <p>5.7% suspended at least one day</p> <p>1672 Students</p>		<p>Very High</p> <p>11.4% suspended at least one day</p> <p>236 Students</p>	

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Our overall suspension rates fell into the medium range
2. Our African American and SWD suspension rates were the highest of all subgroups
3. Our Filipino suspension rates were the lowest

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

English

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

CEHS in 11th grade English will strive for a 6% overall growth on the CAASP, reaching a total of 80%

Identified Need

Increase proficiency rate in English for the CAASP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased % of students who meet or exceed standards in English on the CAASP	74% who meet or exceed standards in English on the CAASP	80% who meet or exceed standards in English on the CAASP

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 11th Grade English students

Strategy/Activity

Strategy: PLC Community

Activity:

*Regular 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 Strategies)/Instructional practices, MTSS plan for Intervention, Professional Development needs, and implementation of BCII vision.

*Meetings with District ELA Administration at Curriculum and Instruction Department regarding department needs and targeted Professional Development opportunities.

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

*Each PLC team will have a Google Doc file, where Department Leads will submit all agendas and supporting documents weekly.

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)

25,000

Source(s)

LCAP Supplemental
1000-1999: Certificated Personnel Salaries
Release and extra support for teachers to meet
with LD, ELA Administration, training

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All 11th grade students

Strategy/Activity

Strategy: Systematic Intervention

Activity:

*Every 12 week grading period, PLC teams will monitor the D, F and I list as a team. They will gather evidence and discuss plan for intervention of failing students.

*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 every 4-6 weeks through the use of Illuminate and Inspect Assessments.

*PLC Common Assessments-Common Lit, Inspect Assessment, Illuminate Quick Checks, Interim Block Assessments (IAB's), and CAASPP data (annual) to determine students by teacher who need additional support in Tier II instruction. 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)
79259.57	LCAP Intervention 1000-1999: Certificated Personnel Salaries Supplemental for ELA
47136.31	LCAP Supplemental
11300.51	Title III English Learner

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All 11th grade English students

Strategy/Activity

Strategy: Focus on Learning

Activity:

- *Expanded use and training for all English teachers on available District Assessments, Inspect Assessments and the Collections Curriculum.
- *Professional development and conferences such as AVID to expand learning and teaching strategies
- *Continued use and training to all teachers on the use of Illuminate reports and the creation of Common Assessments.
- *Reading Apprenticeship Training provided to all English teachers.

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)
25,000	LCAP Supplemental 1000-1999: Certificated Personnel Salaries Reading Apprenticeship Training, District Intervention training

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Strategy: Technology in the classrooms

Activity:

*Teachers will utilize technology in the classrooms for instruction and supplemental use

*Teachers will utilize technology to support opportunities for students to be college and career ready

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)

1000

Source(s)

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.

During the school year, we implemented the following strategies and actions:

*PLC's

*Utilized the TSA to support intervention

*Expanded use of technology and supported teachers in utilizing them

*Held after school interventions

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

No discrepancies

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.

Based on the feedback and the data, we will continue to focus on PLC's, continue expanding use of technology, and continue to hold interventions. We will also continue to provide PD for our teachers around a variety of areas of growth.

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

CEHS in 11th-grade math will strive for overall growth on the CAASPP, reaching above the 46% proficiency level for the 2022-2023

Identified Need

Increase proficiency rate in Math on the CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased % of students who meet or exceed standards in Math on the CAASPP	33% (2021-2022) who meet or exceed standards in Math on the CAASPP	46% or above (2022-2023) who meet or exceed standards in Math on the CAASPP

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 11th Grade students

Strategy/Activity

Strategy: PLC Community

Activity:

*Monthly and bi-monthly standing meetings with PLC Leads to discuss implementation of Internal Coherence within the Math Department. These standings will have discussions around data analysis and common assessments. These teams will collaborate on instructional practices and professional development needs. Use of substitutes as a means to provide release time and support.

*Psychological Safety Surveys and PLC Reflection Notes will be used to increase collective efficacy. Ice Breakers will be created by the LD and BCII Team as well.

*Standing meetings with District Math TSA's and Learning Director along with other CUSD Math LD's.

*Learning Director, Department Chair and math department TSA's will be present during PLC's to guide conversations around data. PLC teams will submit data through email or google doc for each unit. D,F&I lists will be discussed and monitored in PLC's every 6 weeks, 12 weeks and at the semester grading period. Teams will gather evidence and create a plan to intervene with these 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)

50320.32

Source(s)

LCAP Intervention
1000-1999: Certificated Personnel Salaries
Substitute teachers to provide support and
release time for teachers to collaborate

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All 11th Grade students

Strategy/Activity

Strategy: Systematic Intervention

Activity:

*Using walk-through observations and providing immediate feedback, the Learning Director will collect evidence that identifies Tier 1 instructional strategies being implemented in classrooms. Teacher rosters will be turned into the Learning Director when teachers have identified their Tier 2 and 3 students based off of pre-assessment data. These will be submitted after each common assessment.

*Progress monitoring data will be documented, and targeted small group intervention strategies will be discussed. Ongoing data from the mid-unit assessments and quick checks will continue to drive the intervention. A post-assessment will be given, and that data will be analyzed in PLC's with teachers. Teachers will also be responsible for holding Tier 2 Intervention at the end of each block day along with 1 regular schedule day each week.

*Data Progress Monitoring Goal charts will be reviewed with each student and collected by the teacher.

*Math Academy after school 4 days a week will also be held as a Tier 2 and 3 Intervention.

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)
28939.26	LCAP Intervention 2000-2999: Classified Personnel Salaries Math Academy Intervention support for Tier 2 and 3 students
32713.69	LCAP Supplemental 1000-1999: Certificated Personnel Salaries Math Academy Intervention support for Tier 2 and 3 students

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

11th grade Math students

Strategy/Activity

<p>Strategy: Focus on Learning</p> <p>Activity:</p> <p>*Expanded use and training for teachers on how to use Illuminate and CAASPP reports and assessments to drive instruction.</p> <p>*Professional Development</p> <p>*Walk-through observations and immediate feedback will be provided by Learning Director and Department Chair. Formal observations and evaluations will focus on Claim 3, Communicating Reasoning, and MTSS.</p> <p>Unit Assessments (4-6 wks.)</p> <p>*Data from Tier 2 Intervention (6 wks.) CAASPP Data annually and CAASPP Block assessments each semester.</p>

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)
29,000	LCAP Supplemental 1000-1999: Certificated Personnel Salaries Substitute and professional training for teachers in using intervention math programs

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Strategy: Technology in the classrooms

Activity:

*Teachers will utilize technology in the classrooms for instruction and supplemental use

*Teachers will utilize technology to support opportunities for students to be college and career ready

*Students will utilize technology to access texts, supplemental materials, etc.

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)

10000

Source(s)

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.

During the school year, we implemented the following strategies and actions:

*PLC's

*Utilized the TSA to support intervention

*Expanded use of technology and supported teachers in utilizing them

*Held after-school math academies

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

No discrepancies

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.

Based on the feedback and looking at the data, we will continue to focus on math and provide interventions. We will also continue to focus on PLC's and supporting teachers in the MTSS process.

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

Suspensions

LEA/LCAP Goal

Maximize Achievement for All Students

Goal 3

Decrease the number of students who are suspended across our campus, including in our African-American student subgroup.

Identified Need

In looking at our overall student suspension data versus our subgroup data, it is evident that our African American (AA) student subgroup represents a higher percentage of suspensions than other subgroups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Data Dashboard Suspension Rates	In 21-22, 12% of our African American (AA) student subgroup were suspended for at least one day	In 23-24, we expect there to be a decline of students in our AA subgroup who are suspended for one or more days by 3%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students including our AA student subgroup

Strategy/Activity

Professional Development/ Site administrators will be provided with PD around alternatives to suspension that they can utilize at their sites and with their staff

The PD will help our site to implement new behavior strategies that support behavior tiers of intervention and alternatives to suspension.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded

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 goal will 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	\$11,300.51
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	\$339,669.66

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 (\$)
District Funded	\$0.00
LCAP Intervention	\$158,519.15
LCAP Supplemental	\$169,850.00
Title III English Learner	\$11,300.51

Subtotal of state or local funds included for this school: \$339,669.66

Total of federal, state, and/or local funds for this school: \$339,669.66

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	\$169,850.00	0.00
LCAP Intervention	\$158,519.15	0.00
Title III English Learner	\$11,300.51	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCAP Intervention	158,519.15
LCAP Supplemental	169,850.00
Title III English Learner	11,300.51

Expenditures by Budget Reference

Budget Reference	Amount
	1,000.00
1000-1999: Certificated Personnel Salaries	241,293.58
2000-2999: Classified Personnel Salaries	28,939.26

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCAP Intervention	129,579.89
2000-2999: Classified Personnel Salaries	LCAP Intervention	28,939.26
	LCAP Supplemental	57,136.31
	LCAP Supplemental	1,000.00

1000-1999: Certificated Personnel Salaries	LCAP Supplemental	111,713.69
	Title III English Learner	11,300.51

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	188,696.39
Goal 2	150,973.27
Goal 3	0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 3 Other School Staff
- 5 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Ryan Eisele	Principal
Riley Patterson	Classroom Teacher
Uriel Miguel	Secondary Student
Jessica Garafalo	Parent or Community Member
Lori Robinson	Other School Staff
Evelyn Moore	Secondary Student
Rene Cardona	Other School Staff
Larry Vasquez	Classroom Teacher
Shanna Tyson	Other School Staff
Michael Slosarik	Classroom Teacher
Ginger Ingred	Parent or Community Member
Lucina Sanchez	Parent or Community Member
Gabriella Teran	Parent or Community Member
Edna Villegas	Parent or Community Member
Marialy Cardoza	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



Other: GIS, Rene Cardona

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 5-10-2023.

Attested:



Principal, Ryan Eisele on 5-10-2023



SSC Chairperson, Ginger Imber on 5-10-2023