

School Plan for Student Achievement



CLOVIS HIGH SCHOOL

1055 Fowler
Clovis 93611-2099

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 High School	10621171031053	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)

Schoolwide Program

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
- *Student LCAP survey
- *CUSD school climate assessment
- *English Learner needs assessment Survey
- *ELAC parent survey
- *Native American Education Survey
- *Parent LCAP survey

Summary of Results from Needs Assessment Surveys:

1) Strengths:

- Student participation in co-curricular teams and events (sports, VAPA, school related activities and events)
- Parent participation and involvement in school related activities and meetings
- Great quality education for students
- School-to-home communication
- Caring adults and staff on campus for students
- Great maintenance of school buildings and grounds
- Use of technology in classrooms
- Student support (teachers, counselors)
- School safety and school personnel and implementation of school safety procedures to maintain a safe, secure school environment
- Student behavior and actions toward others - caring and positive
- Student accessibility to find academic and co-curricular support on campus

2) Improvement Areas:

- Academic improvement in ELA, math, science, and other core content areas
- School communication of mutual respect and acceptance of diversity and cultural beliefs
- School's value and respect of race and ethnicity on campus
- District dress code expectations
- Increase of career technical education and CART school experiences
- Increase of student interest and school experiences
- Increase of school being a welcoming place for students
- Increase of respect and care for students from school staff, teachers, and other students on campus

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

Common findings for growth opportunities include:

Behavior management
Classroom management
Articulation of Learning Objectives
Differentiated Instruction
Frequency of Academic Conversation
Rigorous teaching practices
Effective Tier 1 and Tier 2 instructional strategies
AVID WICOR strategies (Writing, Inquiry, Collaboration, Organization, Reading)
First-time best instruction
Articulation of essential standards and learning targets (in PLC teams and department vertical articulation)
MTSS and response to intervention strategies

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
- *Open House

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

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

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

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

Funding

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

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

Fiscal support (EPC)

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

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

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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

The following recommendations were made: (Continue to...)

- Monitor progress and provide supplemental support for all students and all significant sub-groups in ELA, math, science, and all other content areas.
- Monitor progress and provide supplemental support for all students including Migrant, Immigrant, and LCAP (English Learners, Foster Youth, Low Income/SED).
- Monitor progress and provide supplemental support for significant sub-groups in ELA, math, science, social science, and all other content and elective areas; Hispanic, White, Asian, African American, Students with Disabilities, Socio-Economic Disadvantaged/Low Income, English Learners (EL), Redesignated Fluent English Proficient (RFEP), Native American/Alaskan Native, Filipino, Two or More Races, etc.
- Provide needs assessment to support student learning including but not limited to LCAP student surveys, SART surveys, school-created needs assessment, PLC common assessments, teacher created assessments, etc.
- Provide additional personnel support for students including but not limited to bilingual instructional assistants, intervention teachers, MTSS tiered supports, push-in and pull out intervention, before/during lunch/after school tutoring and intervention, LCAP intervention, additional support for students with IEP or 504 (as needed and as agreed based on team meetings).

Resource Inequities

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

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	1.1%	0.99%	0.9%	32	29	26
African American	2.1%	2.12%	2.41%	63	62	70
Asian	10.8%	11.34%	11.02%	317	332	320
Filipino	1.5%	1.40%	1.62%	44	41	47
Hispanic/Latino	42.3%	44.71%	45.99%	1,247	1,309	1336
Pacific Islander	0.6%	0.55%	0.41%	18	16	12
White	39.4%	36.51%	35.15%	1,163	1,069	1021
Multiple/No Response	2.2%	2.39%	2.48%	66	70	72
Total Enrollment				2,950	2,928	2905

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	758	703	739
Grade 10	764	734	674
Grade 11	677	706	693
Grade 12	751	785	799
Total Enrollment	2,950	2,928	2,905

Conclusions based on this data:

- Over the last three years, the enrollment and student groups have been consistent with a slight increase and decrease of students in 2019 to 2022.
- The student body at Clovis High School is highly diverse ranking in this order with the highest population in the last three years; Hispanic/Latino, White, Asian, Black/African American, Filipino, American Indian, Pacific Islander. Hispanic/Latino and White are the majority ethnic student groups who make up the student population at Clovis High School.
- From 2019 to 2022, Clovis High enrollment continued to stay near 3000 students which portrays the importance of the school's supplemental support for students to increase their academic achievement and college and career readiness.

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	45	70	57	1.5%	2.4%	2.0%
Fluent English Proficient (FEP)	483	467	481	16.4%	15.9%	16.6%
Reclassified Fluent English Proficient (RFEP)	5	8		11.1%	12%	

Conclusions based on this data:

1. At Clovis High School, English Learners enrollment data shows an increase of ELLs due to the COVID-19 distance learning that impacted effective face-to-face ELD instruction.
2. From 2019 to 2022, reclassification rates are steadily increasing since students have been back on campus learning face-to-face ELD instruction and receiving in-person intervention and additional support from teachers and instructional aides.
3. English Learners will continue to receive effective ELD instruction as well as instructional intervention and supplemental instructional aide support to increase reclassification rates.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	662	651		0	640		0	638		0.0	98.3	
All Grades	662	651		0	640		0	638		0.0	98.3	

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		2665.			45.45			37.46			12.54			4.55	
All Grades	N/A	N/A	N/A		45.45			37.46			12.54			4.55	

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 11		39.09			53.38			7.54	
All Grades		39.09			53.38			7.54	

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		56.29			39.94			3.77	
All Grades		56.29			39.94			3.77	

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		23.08			71.74			5.18	
All Grades		23.08			71.74			5.18	

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		36.99			57.21			5.80	
All Grades		36.99			57.21			5.80	

Conclusions based on this data:

1. Students resulted in a growth of 4.6% in English Language Arts from 2018-2019 to 2021-2022.
2. 2021-22 results showed that the reading claim area has 7.54% below standard and is an area of focus to improve upon for ELA articulation in 9-12th grade at Clovis High School.
3. Overall, all ELA tested claims need specific intervention to support students to meet and exceed standards/targets in each claim (listening, reading, writing, research/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	662	651		0	619		0	619		0.0	95.1	
All Grades	662	651		0	619		0	619		0.0	95.1	

* 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		2589.			10.66			25.36			33.44			30.53	
All Grades	N/A	N/A	N/A		10.66			25.36			33.44			30.53	

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		17.77			52.50			29.73	
All Grades		17.77			52.50			29.73	

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		13.41			67.53			19.06	
All Grades		13.41			67.53			19.06	

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		13.89			68.98			17.12	
All Grades		13.89			68.98			17.12	

Conclusions based on this data:

1. The three year data of the Math CAASPP show that students at Clovis High School are demonstrating proficiency in communicating and reasoning and problem solving/modeling/data analysis.

2. The three year data of the Math CAASPP show that students need to improve most in the mathematical claim area of concepts and procedures.
3. Data shows that mathematics still continues to be an area of improvement and intervention is greatly needed at Clovis High School. The overall math CAASPP for Clovis High is 36.02% met or exceeded standards.

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	1566.4	1581.8	1560.5	1576.5	1571.7	1586.6	18	21
Grade 10	1583.8	1582.4	1589.4	1585.9	1577.8	1578.4	13	21
Grade 11	*	*	*	*	*	*	7	8
Grade 12	*	*	*	*	*	*	*	7
All Grades							41	57

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	16.67	23.81	55.56	61.90	16.67	9.52	11.11	4.76	18	21
10	30.77	42.86	46.15	33.33	23.08	14.29	0.00	9.52	13	21
11	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*
All Grades	21.95	35.09	51.22	43.86	21.95	14.04	4.88	7.02	41	57

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	44.44	47.62	38.89	47.62	11.11	0.00	5.56	4.76	18	21
10	69.23	57.14	15.38	28.57	15.38	4.76	0.00	9.52	13	21
11	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*
All Grades	56.10	49.12	29.27	42.11	12.20	1.75	2.44	7.02	41	57

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	16.67	14.29	27.78	38.10	44.44	42.86	11.11	4.76	18	21
10	15.38	19.05	23.08	42.86	53.85	14.29	7.69	23.81	13	21
11	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*
All Grades	12.20	15.79	26.83	43.86	51.22	28.07	9.76	12.28	41	57

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	11.11	14.29	77.78	80.95	11.11	4.76	18	21	
10	23.08	14.29	61.54	76.19	15.38	9.52	13	21	
11	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*
All Grades	17.07	14.04	70.73	78.95	12.20	7.02	41	57	

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	83.33	95.24	11.11	0.00	5.56	4.76	18	21	
10	92.31	80.95	7.69	9.52	0.00	9.52	13	21	
11	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*
All Grades	85.37	87.72	12.20	5.26	2.44	7.02	41	57	

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	16.67	38.10	66.67	42.86	16.67	19.05	18	21	
10	23.08	23.81	61.54	57.14	15.38	19.05	13	21	
11	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*
All Grades	14.63	29.82	68.29	50.88	17.07	19.30	41	57	

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	5.56	0.00	83.33	90.48	11.11	9.52	18	21
10	0.00	9.52	100.00	71.43	0.00	19.05	13	21
11	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	2.44	14.04	92.68	73.68	4.88	12.28	41	57

Conclusions based on this data:

1. 78.95% of English Learners at Clovis High School performed at a Level 3-4 on the ELPAC.
2. English Learners at Clovis High are mostly performing at the somewhat/moderate level of English proficiency in reading, writing, and listening domains and well developed in the speaking domain.
3. English Language Development (ELD) support services and intervention are still needed to help students who have not met English language proficiency.

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
2,928	52.0	2.4	0.3
Total Number of Students enrolled in Clovis 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	70	2.4
Foster Youth	10	0.3
Homeless	4	0.1
Socioeconomically Disadvantaged	1,522	52.0
Students with Disabilities	338	11.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	62	2.1
American Indian	29	1.0
Asian	332	11.3
Filipino	41	1.4
Hispanic	1,309	44.7
Two or More Races	70	2.4
Pacific Islander	16	0.5
White	1,069	36.5

Conclusions based on this data:

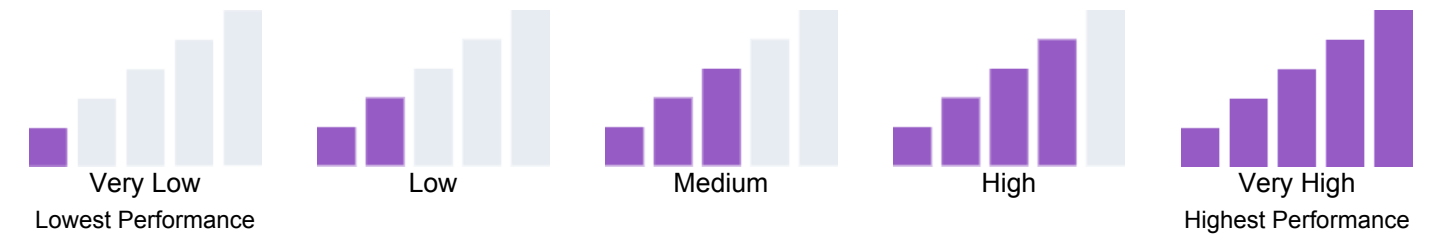
1. In 2021-22, 60% of the student population representation at Clovis High School are socio-economic disadvantaged enrollment which results in ensuring that additional and supplemental support are given to support students and increase student achievement.
2. In 2021-22, the three largest ethnic student groups at Clovis High school are White, Hispanic, and Asian. 81.7% of students enrolled at Clovis High are of the Hispanic/Latino and White ethnicities.
3. Data shows that intervention is needed for the students who are socio-economic disadvantaged (60.6%), English Learners (1.5%) to be redesignated, and students with disabilities (10.9%) to increase student achievement at Clovis High School.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Very High</div>	<div>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>Very High</div>		
<div>College/Career</div> <div>Not Reported in 2022</div>		

Conclusions based on this data:

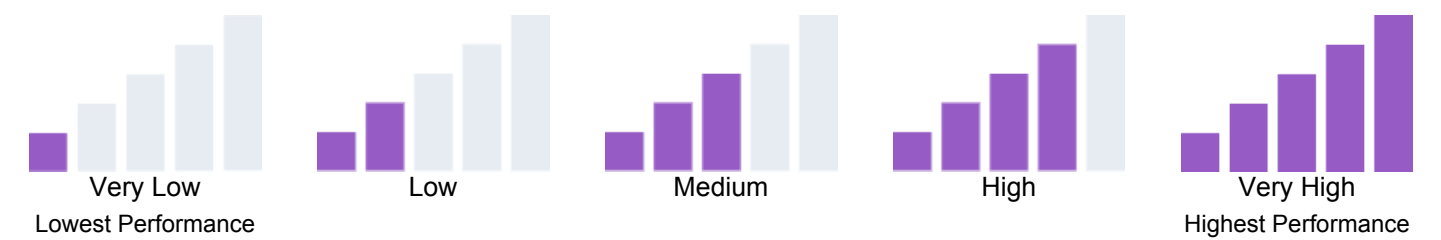
- 1. Our students performed higher in ELA than they did in Math.
- 2. Our English Learner progress was in the very high range.
- 3. Our suspension data in the medium range and could use some improvement.

School and Student Performance Data

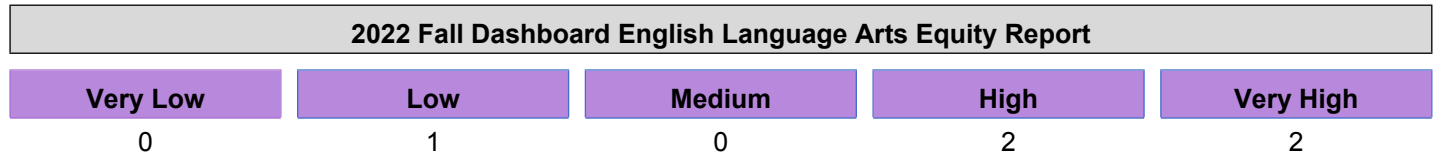
Academic Performance English Language Arts

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

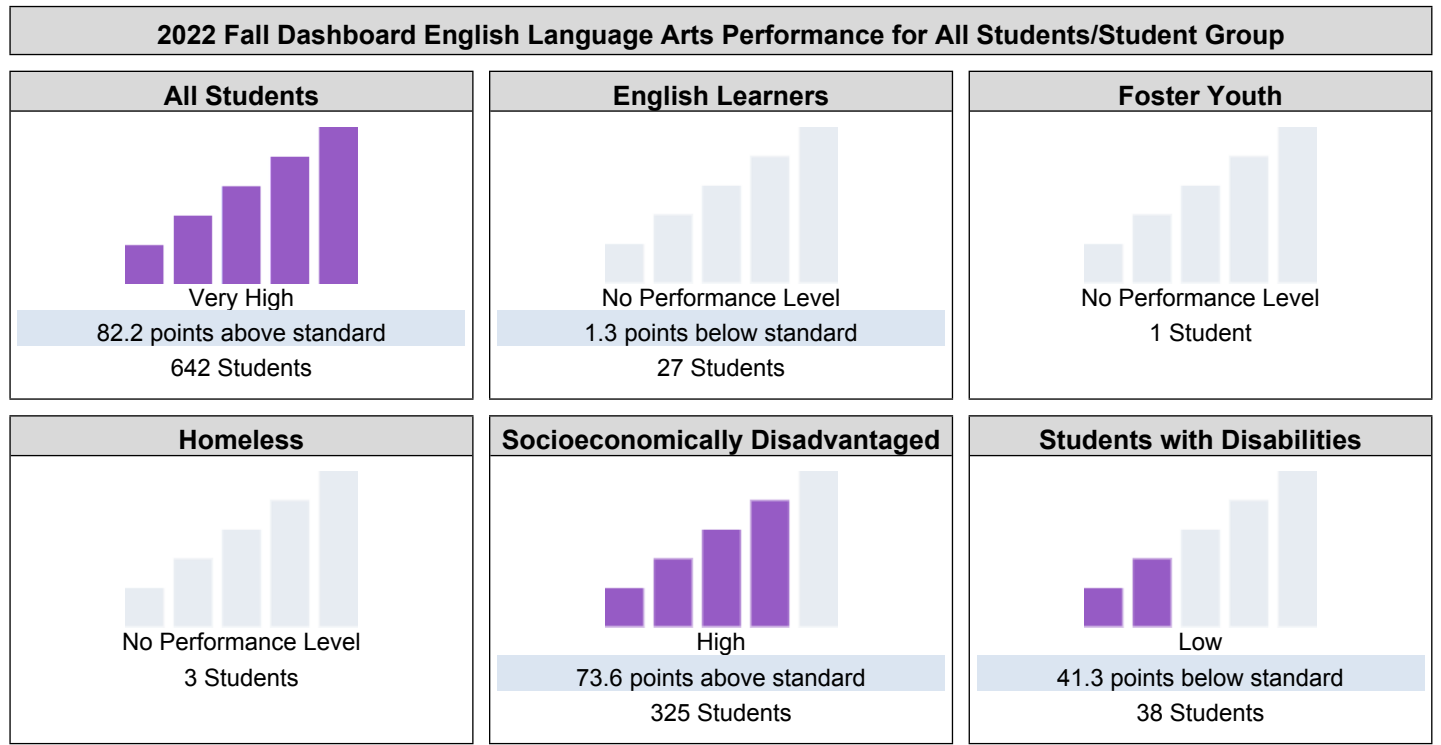
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



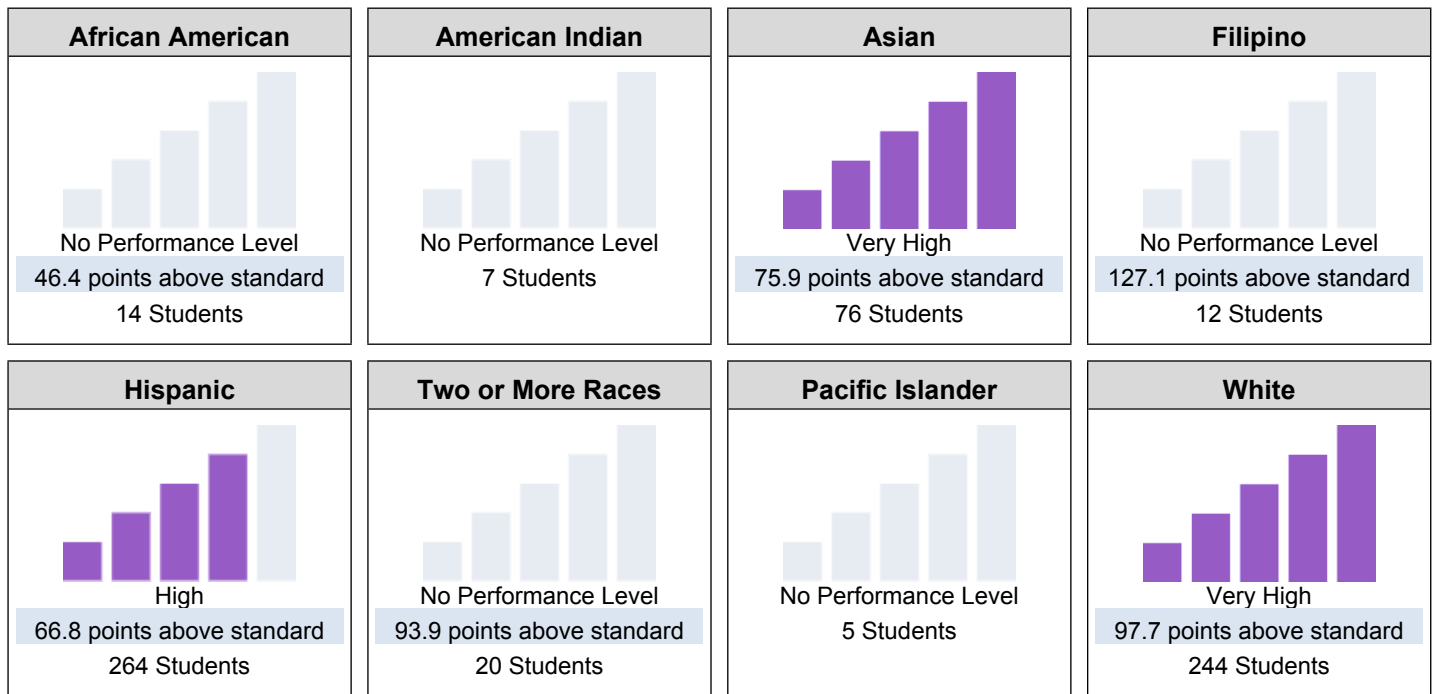
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
8 Students	29.0 points above standard 19 Students	82.3 points above standard 515 Students

Conclusions based on this data:

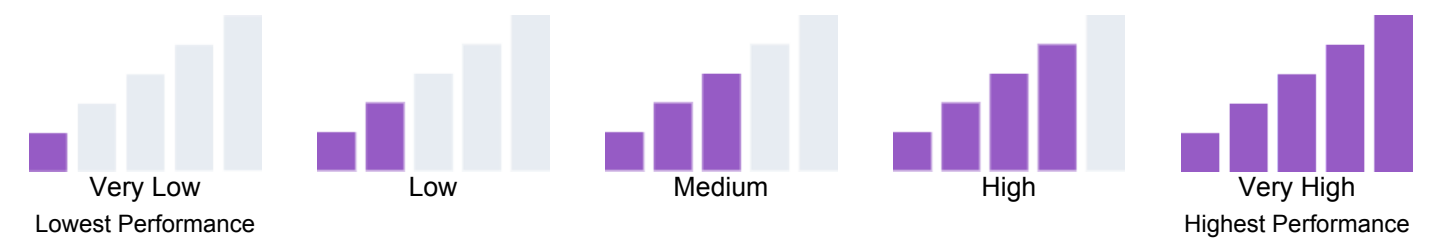
1. Our Students with Disabilities (SWB) subgroup performed the lowest of all subgroups in ELA.
2. Our White and Asian subgroups performed very high compared to our other subgroups.
3. Our Hispanic subgroup performed 66.8 points above the standard.

School and Student Performance Data

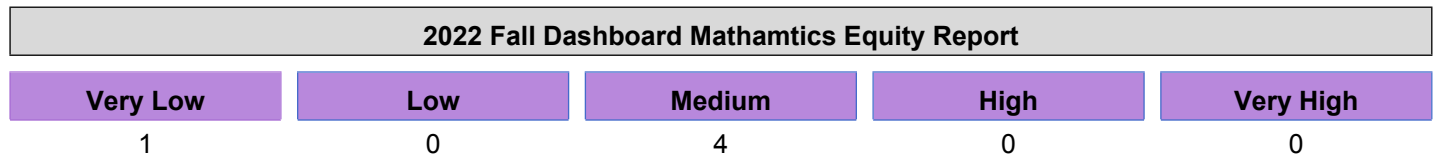
Academic Performance Mathematics

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](#).

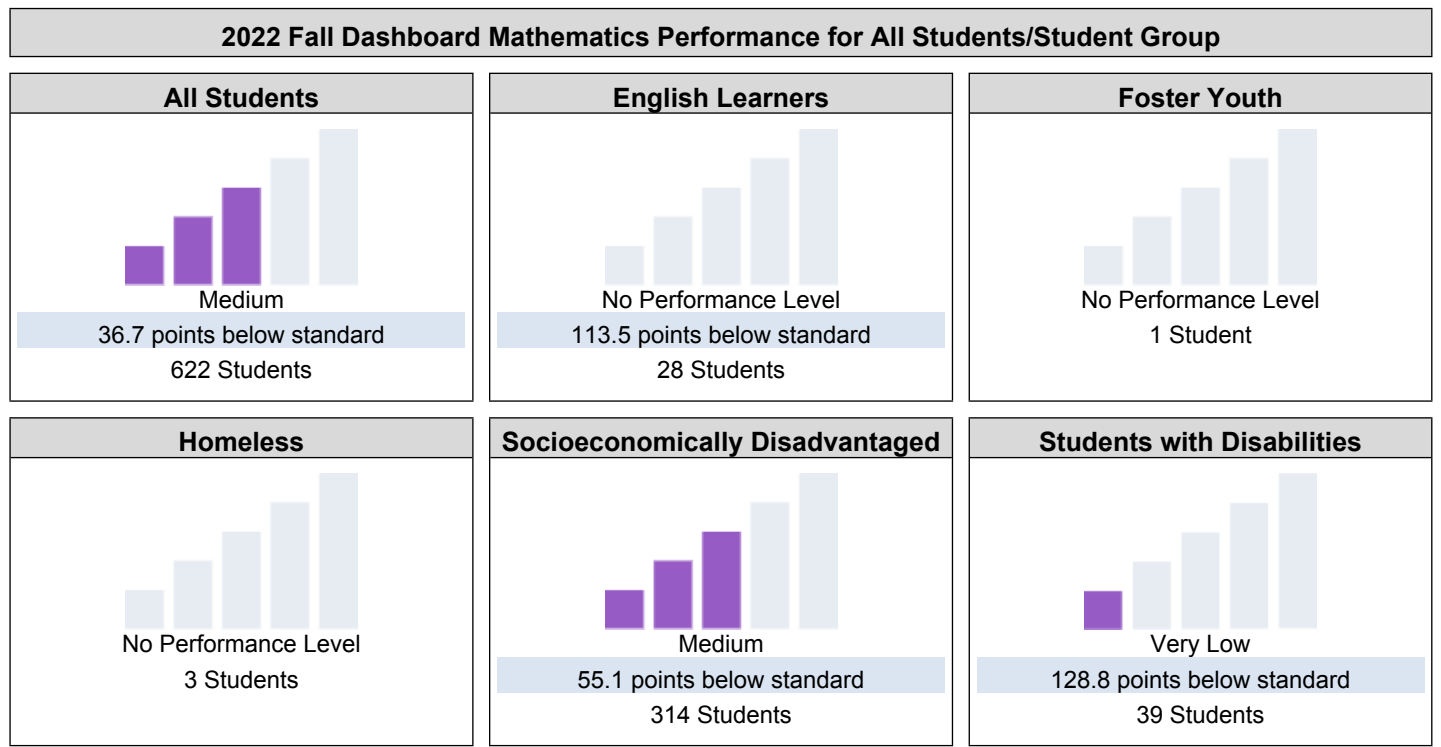
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



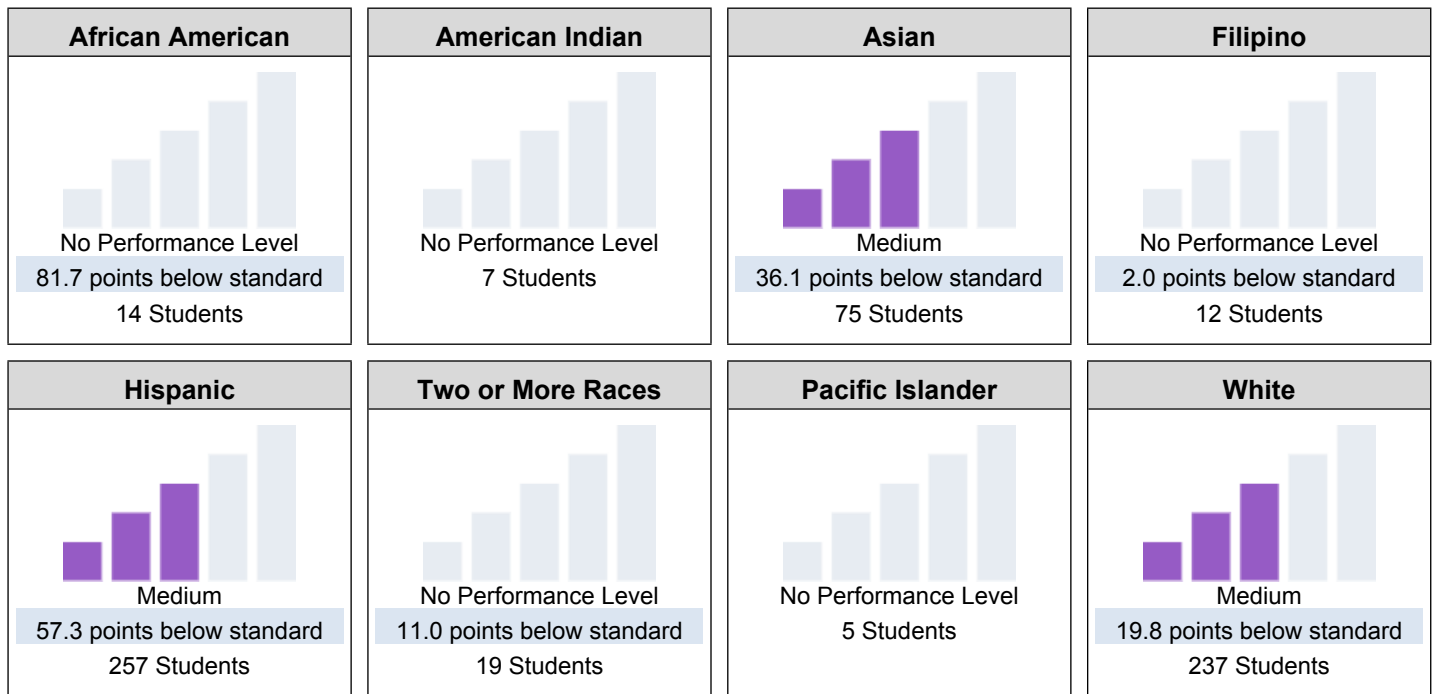
This section provides number of student groups in each level.



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
8 Students	103.9 points below standard 20 Students	36.2 points below standard 500 Students

Conclusions based on this data:

1. Our students did not perform as well in math as they did in ELA and fell in the medium range.
2. Our Students with Disabilities (SWD) subgroup performed the lowest of any subgroup.
3. Our reclassified EL students also performed below other subgroups.

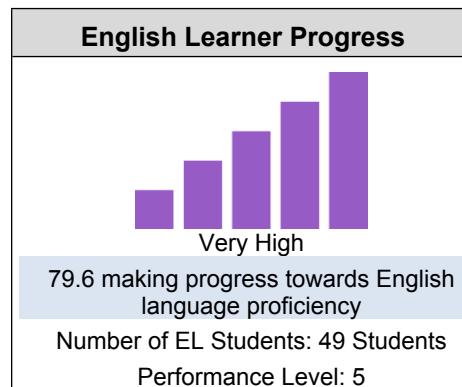
School and Student Performance Data

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
4.1%	16.3%	0.0%	79.6%

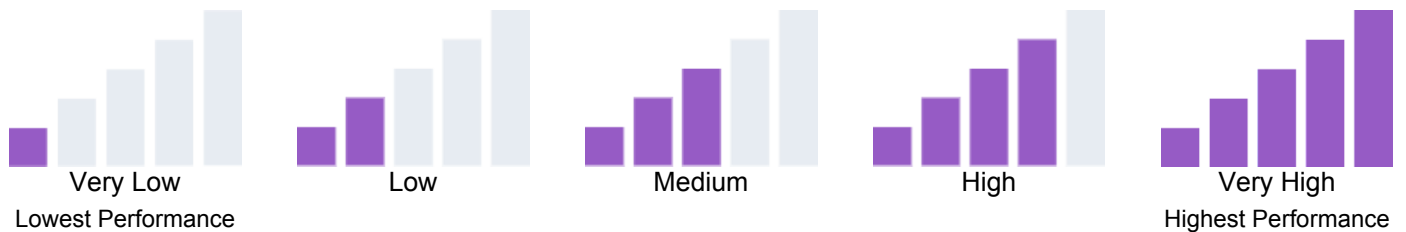
Conclusions based on this data:

1. 79%% of English Learners at Clovis High are making progress toward English language proficiency.
2. 39% of our EL students progressed at least one ELPI level
3. At least 8% maintained 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](#).



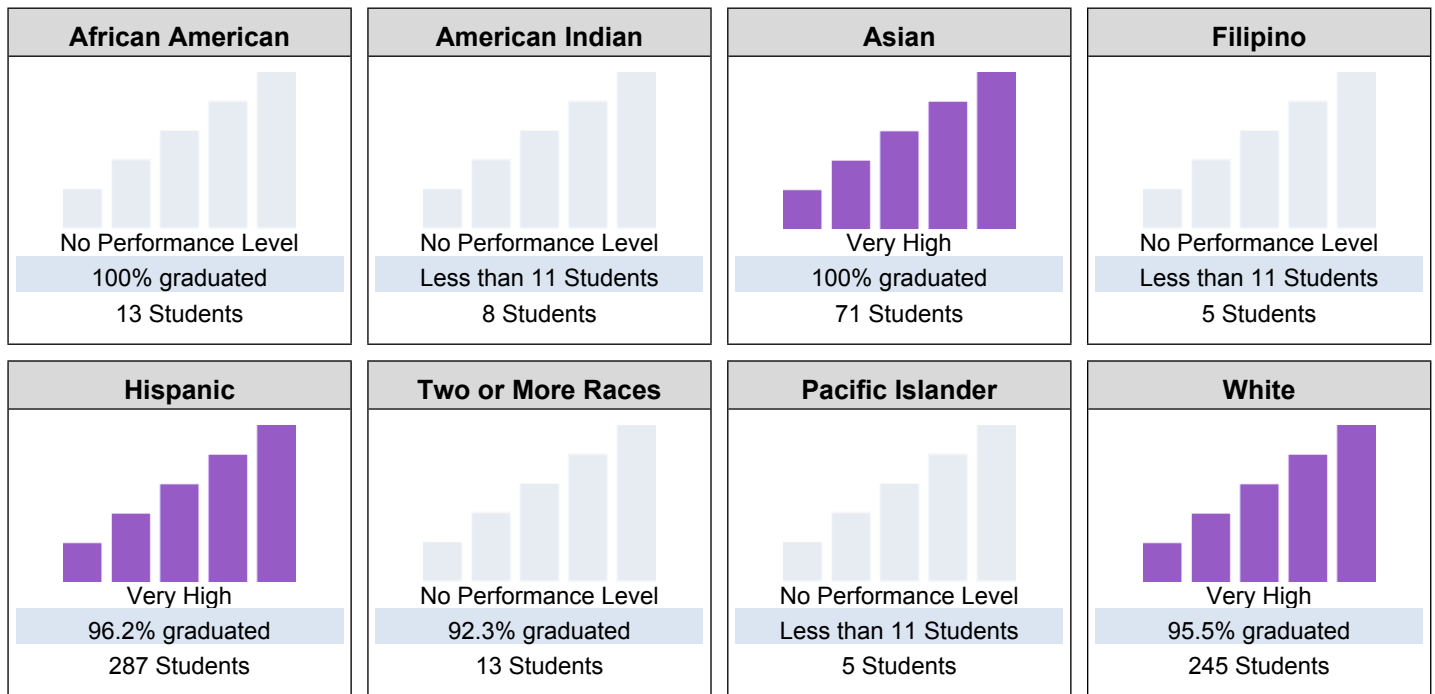
This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	1	0	0	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>96.3% graduated</p> <p>647 Students</p>	<p>No Performance Level</p> <p>100% graduated</p> <p>17 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Very High</p> <p>95.4% graduated</p> <p>390 Students</p>	<p>Low</p> <p>75% graduated</p> <p>60 Students</p>

2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

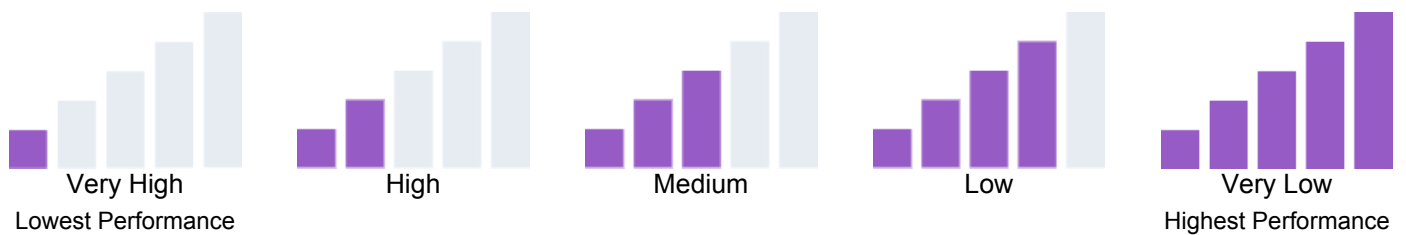
1. Our overall graduation rate was very high with 96.3% of students graduated.
2. Our lowest subgroup for graduation rates is in our Students with Disabilities (SWD) subgroup.
3. 100% of our Asian subgroup graduated this past year

School and Student Performance Data

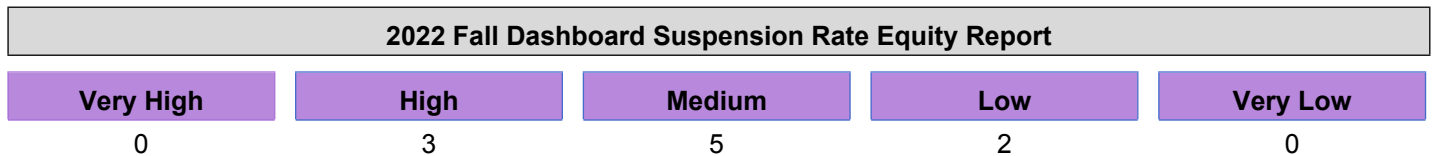
Conditions & Climate Suspension Rate

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](#).

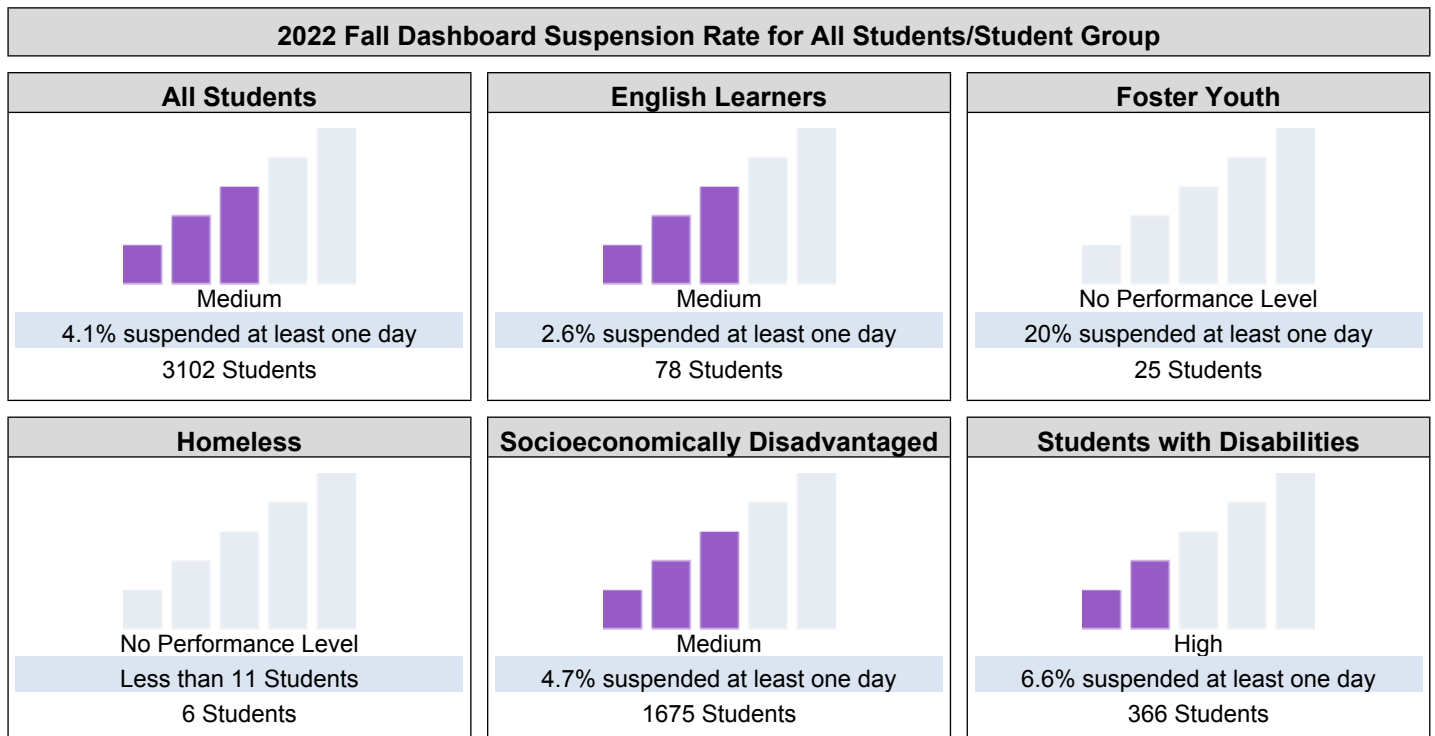
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



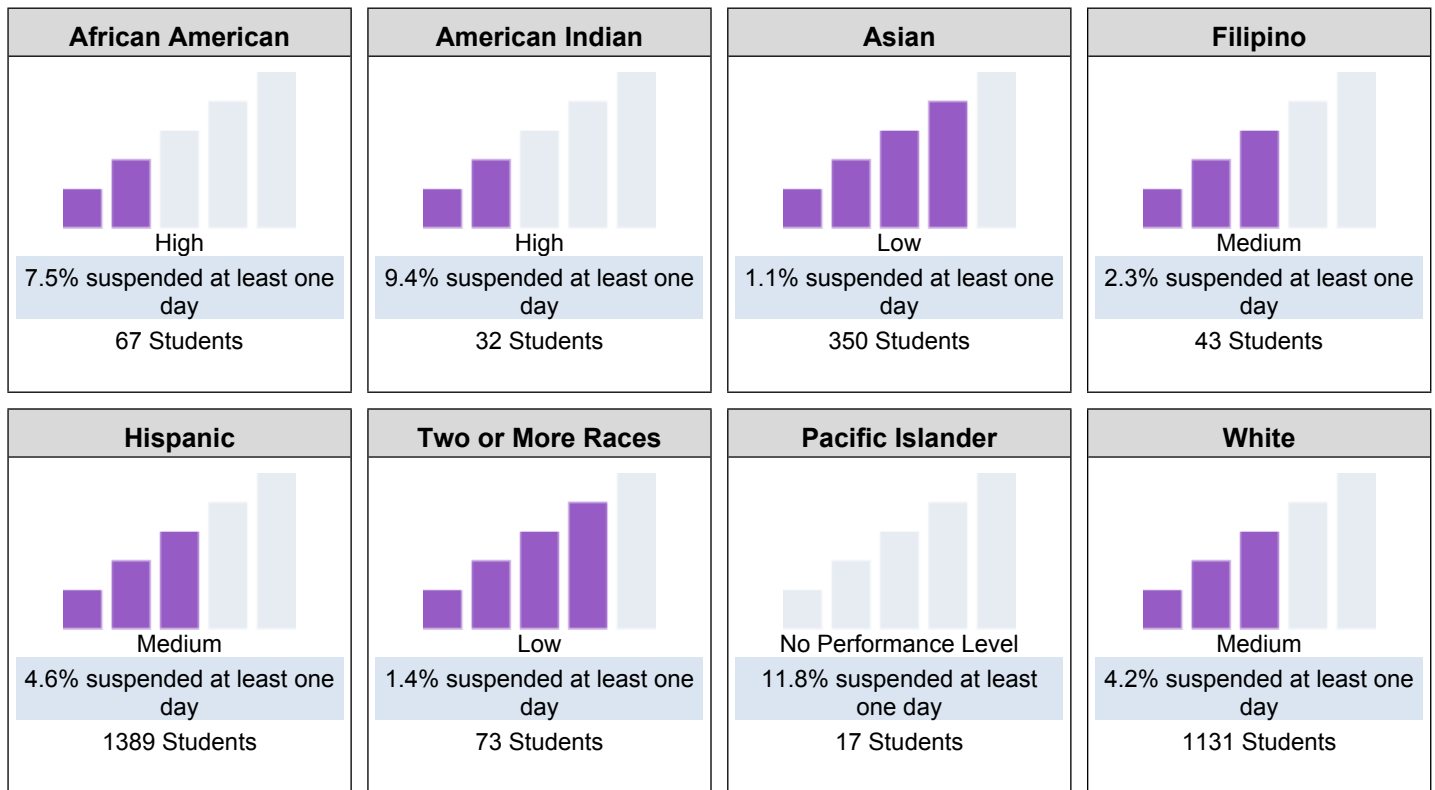
This section provides number of student groups in each level.



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 by Race/Ethnicity



Conclusions based on this data:

1. Our overall suspension rate status is medium as determined by the CDE
2. Our highest suspension rates are in our SWD subgroup
3. Both our African American and American Indian subgroups fell into the high range.

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

Mathematics

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

Overall, 11th grade students and students in significant sub-groups will show an increase of 3-5% proficiency meeting and exceeding math standards from the previous year as measured by the 11th grade CAASPP Math state assessment, district benchmarks, summative tests, and/or ongoing math formative assessments.
Clovis High's SPSA Goal #1 addresses the Clovis Unified School District Local Accountability Plan (LCAP): Eight State Priorities: Credentials/Materials/Facilities, Student Engagement Student Outcomes, School Climate, Adopt Standards, Course of Study, Parent Involvement, Student Achievement

Identified Need

STUDENT GROUPS PARTICIPATING IN THIS GOAL

- 1) Socio-economic Disadvantaged (SED)
- 2) Students with Disabilities (SWD)
- 3) English Learners (EL)
- 4) Hispanic
- 5) Black/African American
- 6) White
- 7) Asian
- 8) Re-designated Fluent English Proficient (RFEP)

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Goal Objective 1 To increase schoolwide Mathematics proficiency as measured by the Local and State Assessment in all math courses to meet or exceed the state average.

Goal Objective 2 To increase schoolwide Mathematics proficiency as measured by the SBAC CAASPP assessment in eleventh grade to meet or exceed the state average.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Ongoing progress toward goal objective will be measured by:

- 1. CAASPP
- 2. District Benchmarks
- 3. Common Formative Assessments
- 4. Math Lab attendance and assessments
- 5. ELPAC Data for English Learner students
- 6. COE Dashboard
- 7. Reclassification Rates

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Ongoing progress toward goal objective will be measured by:

1. CAASPP
2. District Benchmarks
3. Common Formative Assessments
4. Math Lab attendance and assessments
5. ELPAC Data for English Learner students
6. CDE Dashboard
7. Reclassification Rates
8. 6-week, 12-week, and semester grades

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Achievement - show increase of 3-5% of math proficiency based on assessments of math standards as determined by the CAASPP state assessments, district benchmarks, summative and formative assessments, and every grading period related to academic performance.	<p>CAASPP Math results (taken in May of each academic year) Source: Data Quest/CAASPP Assessments Website</p> <p>Stated below are the percentage of Grade 11 students met and exceeded standards:</p> <p>California: 26.97% Fresno County: 2.74% Clovis Unified: 41.08%</p> <p>2021-2022 Clovis High CAASPP Math - Meet or exceed standards Overall Students: 46.02% SED: 29.32% SWD: 16.0% English Learners: 0% (not a significant sub-group) RFEP: 31.25% LTELs/Ever-ELs: 30.39% Hispanic/Latino: 28.13% White: 42.68% Black/African American: 23.08% Asian: 36.84% Two or More Races: 47.37% Filipino: 58.34% Native Hawaiian/Pacific Islander: not a significant sub-group American Indian/Alaska Native: not a significant sub-group</p>	<p>1. As measured by the Math CAASPP or as measured on district assessments, summative and formative assessments, students in grade 11 and student groups participating in the SPSA goals will meet and exceed the state average of math proficiency.</p> <p>2. As measured by the Math CAASPP or as measured on district assessments, summative and formative assessments, students in grade 11 and student groups participating in CAASPP will show an increase of proficiency meeting and exceeding standards by 3-5% growth.</p>

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 student groups are stated in the goals for mathematics.

Strategy/Activity

Supplemental Instruction
 Math instruction will be provided through the classroom teacher and intervention program by a Math teacher to assist students that are below proficiency as assessed by the CAASPP and district benchmarks and assessments. The Math Lab will monitor the improvement of mathematical skills. Additional support will be provided outside of the school day to students that are below proficiency as assessed by the CAASPP, and district benchmarks and assessments. Additional support will be provided for Freshmen who are failing their classes, migrant students, and Native American students by classroom teacher, BIA's, Title VI tutors, transitions, after school tutorial, and math lab teachers as funds allow.

MATH LABS, AFTER SCHOOL & LUNCH LABS

Tasks

- 1) Identify students who qualify for the labs.
- 2) Identify focus group students.
- 3) Schedule as many Math Lab sections during the day based on needs and as funds will allow.
- 4) Identify support staff
- 5) Implement instructional program.
- 6) Use assessments to monitor student progress.
- 7) Use formative assessments to adjust curriculum and instruction
- 8) Collaborate with Math PLCs
- 9) Use data from COE Dashboard

Measures

- Annual Evaluations
- Student Achievement and Progress
- Student Attendance, Suspension and Behavior
- CLASSI I, II & III
- ELPAC Data
- Reclassification Rates
- CA Dept. of Education (CDE) Dashboard Data
- CAASPP data
- PLC data analysis and goals

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)
4646.83	LCAP Supplemental Math instructional supplies
1500.00	LCAP Supplemental student materials
35,000	LCAP Supplemental
48,058.50	LCAP Intervention Extra Teaching Period Stipend - Teachers, Intervention
8,154.03	LCAP Supplemental Technology chromebooks and resources
9,266.34	LCAP Intervention

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All migrant and Title VII students stated in math goal

Strategy/Activity

Supplemental Instruction
Math instruction will be provided through the classroom teacher and intervention program by a Math teacher to assist students that are below proficiency as assessed by the CAASPP and district benchmarks. The Math Lab will monitor the improvement of mathematical skills. Additional support will be provided outside of the school day to students that are below proficiency as assessed by the CAASPP, and district benchmarks. Additional support will be provided for Freshmen who are failing their classes, migrant students, and Native American students by classroom teacher, BIA's, Title IV tutors, transitions, after school tutorial, and math lab teachers as funds allow.

MIGRANT & TITLE VII TUTORING

Tasks

- 1) Identify Migrant students
- 2) Identify Title VII students
- 3) Identify students who are not performing a the proficient level
- 4) Inform students & parents of the services available
- 5) Tutors arrange schedules to accomodate students and meet their needs

Measures

- Annual Evaluations
- Student Achievement and Progress
- Student Attendance, Suspension and Behavior
- CLASSI I, II & III
- AMAOs: I, II & III
- ELPAC
- Reclassification Rates
- CA Dept. of Education (CDE) Dashboard
- CAASPP Data

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)

3,601.93

Source(s)

LCAP Supplemental

Technology

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All student groups stated in math goal

Strategy/Activity

Differentiated Instruction Differentiated instruction strategies provide teachers with innovative and purposeful techniques to help ALL students achieve. Responsive teaching is when teachers are proactively teaching with student variance in mind.

PROFESSIONAL DEVELOPMENT

Tasks

- 1) Identify professional development needs aligned to students' needs as funds allow
- 2) Provide professional development aligned to students' needs as funds allow
- 3) Provide EL training as funds allow
- 4) Enrich classroom with more technology and software as funds allow
- 5) Enrich classroom for differentiation strategies

Measures

- Annual Evaluations
- Student Achievement and Progress
- Student Attendance, Suspension and Behavior
- CLASSI I, II & III
- AMAOs: I, II & III
- ELPAC
- Reclassification Rates

- CA Dept. of Education (CDE) Dashboard
- CAASPP Data

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)

2,000.00

Source(s)

LCAP Supplemental

Professional Development

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All student groups stated in math goal

Strategy/Activity

COLLABORATION IN PLCs

Tasks

- 1) Analyze student performance data
- 2) Identify students who are not performing at a proficient level
- 3) Identify strengths and areas of concern for standards performance
- 4) Develop short term and long term goals
- 5) Administer benchmark assessments
- 6) Use results of formative assessments to provide focus for teaching
- 7) Plan effective, standards based instruction
- 8) Provide differentiated instruction
- 9) Administrators will observe and evaluate teacher performance, provide time for collaboration, assist teachers in collecting and analyzing data
- 10) Collaboration with RSP/EL Aides
- 11) Ongoing professional development as funds allow

Measures

- Annual Evaluations
- Student Achievement and Progress
- Student Attendance, Suspension and Behavior
- CLASSI I, II & III
- AMAOs: I, II & III
- CDE Dashboard
- ELPAC - Reclassification Rates
- CAASPP Data

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)
2614.20	LCAP Supplemental Substitute Teacher Days for Professional Development & PLC Planning Days

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners in ELD program

Strategy/Activity

EL Instruction Improve performance in math by providing additional support through hiring bilingual instructional aides, and providing an after school and/or lunch labs as funds allow.

BILINGUAL INSTRUCTIONAL AIDES

Tasks

- 1) Review list of EL students and their performance levels.
- 2) Determine the needs of the students and need for BIAs.
- 3) Staff the appropriate amount of BIAs and hours.
- 4) Develop a BIA schedule to support EL students.
- 6) Teachers will collaborate with BIAs.
- 7) BIAs will attend district trainings.
- 8) BIAs will support and translate at ELAC meetings.
- 9) BIA will support teachers by communicating home if there is a language barrier.
- 10) BIA will provide support with instruction in classrooms.

Measures

- Annual Evaluations
- Student Achievement and Progress
- Student Attendance, Suspension and Behavior
- CLASSI: I, II & III
- AMAOs: I, II & III
- ELPAC Data
- Reclassification Rates
- CDE Dashboard
- CAASPP Data

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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1,587.32

Title III English Learner

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

EL INSTRUCTIONAL SUPPLIES

Tasks

- 1) Analyze student performance data.
- 2) Identify students who are not performing at a proficient level.
- 3) Identify strengths and areas of concern for standards performance.
- 4) Identify teachers that need additional support from an EL consultant.
- 5) Consultant and identified teachers work together to develop and implement teaching strategies to improve student achievement.
- 6) Consultant provides training to teachers during staff development.
- 7) Administrators will conduct classroom observations to evaluate and provide teacher feedback regarding the effect of the EL Consultant and support.
- 8) Purchase supplemental materials, technology, software, etc. for EL pathway math classes to assist in student learning to increase academic achievement as funds allow.

Measures

- Annual Evaluations
- Student Achievement and Progress
- Student Attendance, Suspension and Behavior
- CLASSI I, II & III
- AMAOs: I, II & III
- Reclassification Rates
- ELPAC Data
- CDE Dashboard Data
- CAASPP Data

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)

500

Source(s)

Title III English Learner

Student materials, supplemental curriculum, etc.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English Learners in ELD program

Strategy/Activity

Lunch EL LAB

Tasks

- 1) Inform EL teachers of after school lab.
- 2) Mail home letters informing EL parents of students with D/F grades about the afterschool lab.
- 3) BIA/ELD instructor available for assistance during the lab.
- 4) BIA/ELD instructor assist students in all core subjects.
- 5) BIA/ELD instructor communicate with EL teachers regarding students that attend lab.
- 6) Purchase Naviance as a tool to help EL, low performing, and SED students realize post high school potential.

Measures

- Annual Evaluations
- Student Achievement and Progress
- Student Attendance, Suspension and Behavior
- CLASSI: I, II & III
- API, AYP
- AMAOs: I, II & III
- ELPAC - Reclassification Rates
- CDE Dashboard Data

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)

500

Source(s)

Title III English Learner

Naviance

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.

As funds allow, categorical funds will support with the following strategies/activities listed to support the student performance and achievement goals in the area of mathematics:

1. Supplemental math instructional resources provided to all math teachers will provide the tools to support students in the classroom at the tier one level of instruction (whole-class) and tier two level of instruction and intervention (small-group instruction, intervention math labs, math tutoring, before/after school math programs) as assisted by the math teachers and instructional assistants. Math instructional supplies and resources will support the math courses/math pathways and mathematical practices aligned with the math content standards and essential skills needed to increase math proficiency. Additional supplemental support (resources and personnel/instructional aides, etc.) will be provided for students in math courses who are failing their classes including and not limited to migrant students, English Learners, students with disabilities, students supported through LCAP, Native American students, students in the focus sub-groups listed in the SPSA.
2. Professional development on best instructional practices to support with math instruction, math standards, and college and career readiness in math
3. Math intervention including math labs
4. Provide instructional assistants and additional tutors (teachers and peer tutors)
5. Extended learning opportunities for English Learners and RFEP students in ELD and core content classes
6. Migrant and Title VII Tutoring
7. PLC collaboration/planning days
8. ELD support, EL lunch lab/support, BIAs

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 discrepancy in budgeted expenditures to implement strategies.

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.

Comparing the actual outcomes of results for meeting or exceeding math standards to the indicator predictions of results on the district math assessment in 2021-22 school year, results show that students did not show an overall 3-5% growth. These sub-groups, Students with Disabilities, Students of Socio-economic Disadvantaged, Latino/Hispanic, Asians, and Whites did not show enough growth. These sub-groups exceeded the state's average, however, showed a slight increase of growth in numbers of students meeting and exceeding standards. The multi-year charts, growth, and data listed in the SPSA show a longitudinal study of 11th grade students (non-cohort) of 5 years of math CAASPP data. Using the strategies and activities listed including professional development, instructional tutors and instructional aides, instructional resources, intervention and math lab support, intervention and extended learning opportunities will help teachers study assessments, results, and have academic collaboration in Professional Learning Communities (PLC) teams (to help students reach mastery of standards). Where professional development is needed, school staff members directly impacting student achievement will receive

additional support including but not limited to these following areas: Math instructional support, college and career readiness, MTSS/response to intervention, supporting students of significant sub-groups, PLC resources to support students and closing the learning gap, support significant sub-groups/LCAP students in Math classes (including honors/AP/dual enrollment support), etc.

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 Language Arts (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 2

Overall, 11th grade students and students in significant sub-groups will show an increase of 3-5% proficiency meeting and exceeding ELA standards from the previous year as measured by the 11th grade CAASPP ELA state assessment, district benchmarks, summative tests, and/or ongoing ELA formative assessments.

Clovis High's SPSA Goal #2 addresses the Clovis Unified School District Local Accountability Plan (LCAP): Eight State Priorities: Credentials/Materials/Facilities, Student Engagement Student Outcomes, School Climate, Adopt Standards, Course of Study, Parent Involvement, Student Achievement.

Identified Need

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students with a focus on:

- 1) Socio-economic Disadvantaged (SED)
- 2) Students with Disabilities (SWD)
- 3) English Learners (EL)
- 4) Hispanic
- 5) White
- 6) Asian
- 7) Black/African American
- 8) Re-designated Fluent English Proficient (RFEP)

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Ongoing progress toward goal objectives will be measured by:

1. District Assessments
2. Edge assessments for EL students
3. Teacher created formative assessments
4. ELPAC scores for EL students
5. Read 180 attendance and assessments
6. Reclassification Rates
7. CDE Dashboard Data
8. CAASPP English Language Arts Data

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Ongoing progress toward goal objective will be measured by:

1. District Assessments
2. Edge assessments for EL students

3. Writing assessments
4. Attendance
5. Common assessments
6. Annual CELDT/ELPAC scores for EL students
7. CDE Dashboard Data
8. CAASPP English Language Arts (ELA) state assessment
9. Read 180 assessments
10. 6-week, 12-week, and semester grades

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Achievement - show increase of 3-5% of English language arts (ELA) proficiency based on assessments of math standards as determined by the CAASPP state assessments, district benchmarks, summative and formative assessments, and every grading period related to academic performance.	<p>ELA CAASPP Scores (taken in May annually) Stated below are the percentage of Grade 11 students met and exceeded standards:</p> <p>2021-2022 ELA CAASPP Scores California: 54.08% Fresno County: 19.18% Clovis Unified: 78.42%</p> <p>2021-2022 ELA CAASPP Scores Overall Students: 82.91% SED: 79.44% SWD: 34.61% English Learners: Not a significant sub-group RFEP: 80.61% LTELs/Ever-ELs: 75.48% Hispanic/Latino: 78.32% White: 88.34% Black/African American: 85.72% Asian: 75.64% Filipino: 91.67% Native Hawaiian/Pacific Islander: not a significant sub-group American Indian/Alaska Native: not a significant sub-group Two or More Races: 95.0%</p>	<p>1. As measured by the ELA CAASPP 2021-22 to 2022-23 or as measured by district assessments, students in grade 11 and student groups participating in the SPSA goals will meet and exceed the state average of ELA proficiency.</p> <p>2. As measured by the ELA CAASPP 2021-22 to 2022-23 or as measured by district assessments, students in grade 11 and student groups participating in CAASPP will show an increase of proficiency meeting and exceeding standards by 3-5% growth.</p>

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 as identified above in Goal 2 - ELA

Strategy/Activity

Supplemental Instruction

English instruction will be provided through the Read 180, AVID programs and AVID WICOR strategies, Reading Apprenticeship and/or ELA intervention programs by an ELA teacher to assist 11th and 12th grade students that are below proficiency as assessed by the CAASPP and district benchmarks. Read 180, AVID WICOR, Reading Apprenticeship and ELA intervention programs monitor the improvement of critical thinking and critical reading, reading comprehension, word analysis and vocabulary, speaking and listening skills, and written and oral conventions. Additional support will be provided outside of the school day to students that are below proficiency as assessed by the CAASPP and district benchmarks. Additional support including technology to support and supplement the core instruction and plagiarism checks will be provided for students in grades 9-12 and especially students who are failing their English and need extra support in academic core classes; English Learners, re-designated fluent English students, Migrant students, Native American, LCAP students, and students below grade level that are a part of the subgroups/students participating in the SPSA as funds allow.

ENGLISH LABS, ENGLISH INTERVENTION, ACADEMIC INTERVENTION, AFTER SCHOOL, AND LUNCH LABS

Tasks

- 1) Identify students who qualify for the labs and/or intervention.
- 2) Identify focus group students.
- 3) Schedule as many English Labs, English Intervention, and academic intervention sections during the day based on needs and as funds will allow.
- 4) Identify support staff
- 5) Implement instructional program.
- 6) Use assessments to monitor student progress.
- 7) Use formative assessments to adjust curriculum and instruction
- 8) Collaborate with English PLCs
- 9) Provide more technology, software, and supplies as funds allow
- 10) Provide ongoing professional development as funds allow
- 11) Peer tutors

Measures

- Annual Evaluations
- Student Achievement and Progress
- Student Attendance, Suspension and Behavior
- CLASSI I, II & III
- ELPAC data
- Student Attendance, Suspension and Behavior
- EL Reclassification Rates
- CA Department of Education Dashboard and Data
- ELA CAASPP Data

- District benchmark assessments and English interim data
- Common formative assessments in English courses and academic core classes supporting English language arts skills and standards

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)
5564.55	LCAP Supplemental Teachers - academic intervention
8351.40	LCAP Supplemental ELA Instructional Supplies
2600.00	LCAP Supplemental Technology resources - Pear Deck, Wix/CHS Connection Website,
1500.00	LCAP Supplemental Planners
5000.00	LCAP Supplemental Supplemental books and professional learning books
8154.03	LCAP Supplemental Technology and equipment/chromebooks
48913.25	LCAP Intervention Intervention teachers

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students as identified above in Goal 2 - ELA

Strategy/Activity

ELA/ELD INTERVENTION PROGRAMS (9-12 GRADE)

Tasks

1) Identify incoming 9-12 grade students who are failing one or more academic course(s) at the grading period.

Measures

- Annual Evaluations
- Student Achievement and Progress
- Student Attendance, Suspension and Behavior
- CLASSI I, II & III
- API, AYP
- AMAOs: I, II & III
- ELPAC
- Reclassification Rates
- CDE Dashboard

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students as identified above in Goal 2 - ELA

Strategy/Activity

MIGRANT & TITLE VI TUTORING

Tasks

- 1) Identify Migrant students
- 2) Identify Title VI students
- 3) Identify students who are not performing at the proficient level.
- 4) Inform students & parents of the services available.
- 5) Tutors arrange schedules to accommodate students and meet their needs.

Measures

- Annual Evaluations
- Student Achievement and Progress
- Student Attendance, Suspension and Behavior
- CLASSI I, II & III

- ELPAC
- Reclassification Rates
- CDE Dashboard Data

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students as identified above in Goal 2 - ELA

Strategy/Activity

Differentiated Instruction Differentiated instruction provides teachers with innovative and purposeful techniques to help ALL students achieve. Responsive teaching is when teachers are proactively teaching with student variance in mind.

PROFESSIONAL DEVELOPMENT

Tasks

- 1) Identify professional development needs aligned to students' needs
- 2) Provide professional development aligned to students' needs as funds allow
- 3) Provide training for curriculum "Edge"
- 4) Provide EL training as funds allow
- 5) Provide opportunities for teachers to collaborate, observe, or go to training as funds allow
- 6) Enrich classroom with more technology, software, and supplies as funds allow
- 7) Enrich classroom curriculum with differentiation materials.

Measures

- Annual Evaluations
- Student Achievement and Progress
- Student Attendance, Suspension and Behavior
- CLASSI I, II & III
- ELPAC
- Reclassification Rates
- CDE Dashboard Data

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)

1029.07	Title III English Learner Professional Development
2614.20	LCAP Supplemental Substitute Teacher (Days) - Planning/Professional Development Teacher Days
3500.00	LCAP Supplemental Professional Development

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students as identified above in Goal 2 - ELA

Strategy/Activity

COLLABORATION IN PLCs

Tasks

- 1) Analyze student performance data
- 2) Identify students who are not performing at a proficient level
- 3) Identify strengths and areas of concern for standards performance
- 4) Develop short term and long term goals
- 5) Administer assessments
- 6) Use results of formative assessments to provide focus for teaching
- 7) Plan effective, standards based instruction
- 8) Provide differentiated instruction
- 9) Administrators will observe and evaluate teacher performance, provide time for collaboration, assist teachers in collecting and analyzing data.
- 10) Collaboration with RSP/EL Aides
- 11) Continue professional development as funds allow
- 12) Provide supplies, technology, software, etc. as funds allow

Measures

- Annual Evaluations
- Student Achievement and Progress
- Student Attendance, Suspension and Behavior
- CLASS I, II & III
- ELPAC
- Reclassification Rates
- CDE Dashboard Data
- CAASPP data

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	LCAP Supplemental sub days

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English Learners in the ELD program

Strategy/Activity

EL Instruction English Learners benefit from improved English language skills in reading and writing including, but not limited to phonological skills, decoding, comprehension, grammatical instruction, writing conventions and writing strategies.

EDGE CURRICULUM

Tasks

- 1) Identify EL students
- 2) Identify pathway courses
- 3) Review program placements for each EL student
- 4) Ensure that ELD teacher has Edge curriculum
- 5) ELD teacher will administer Placement/English Language Gains/Cluster/Unit Edge assessments to all ELD students
- 6) ELD teacher communicate and collaborate with pathway teachers
- 7) ELD teacher and IA's will attend professional development as funds allow
- 8) Provide technology, software, and supplies as funds allow

Measures

- Edge Assessments
- Annual Evaluations
- Student Achievement and Progress
- Student Attendance, Suspension and Behavior
- CLASSI I, II & III
- ELPAC
- Reclassification Rates
- CDE Dashboard Data

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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2000

Title III English Learner

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

English Learners in the ELD program

Strategy/Activity

HIRE BILINGUAL INSTRUCTIONAL AIDES

Tasks

- 1) Review list of EL students and their performance levels
- 2) Determine the needs of the students and need for BIAs
- 3) Staff the appropriate amount of BIAs and hours
- 4) Develop a BIA schedule to support EL students
- 6) Teachers will collaborate with BIAs
- 7) BIAs will attend district trainings and other professional development as funds allow
- 8) BIAs will support and translate at ELAC meetings
- 9) BIA will support teachers by communicating home if there is a language barrier
- 10) BIA will provide support with instruction in classrooms

Measures

- Annual Evaluations
- Student Achievement and Progress
- Student Attendance, Suspension and Behavior
- CLASS I, II & III
- ELPAC
- Reclassification Rates
- CDE Dashboard Data
- ELA CAASPP data

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)

52667.79

Source(s)

LCAP Supplemental

Bilingual Instructional Aides

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

English Learners in the ELD program

Strategy/Activity

EL INSTRUCTIONAL SUPPLIES

Tasks

- 1) Analyze student performance data
- 2) Identify students who are not performing at a proficient level
- 3) Identify strengths and areas of concern for standards performance
- 4) Identify teachers that need additional support from an EL consultant
- 5) Consultant and identified teachers work together to develop and implement teaching strategies to improve student achievement
- 6) Consultant provides training to teachers during staff development
- 7) Administrators will conduct classroom observations to evaluate and provided teacher feedback regarding the effect of the EL Consultant and support

Measures

- Annual Evaluations
- Student Achievement and Progress
- Student Attendance, Suspension and Behavior
- CLASS I, II & III
- ELPAC
- Reclassification Rates
- CDE Dashboard Data
- ELA CAASPP data

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)

3946.97

1000.00

700.00

Source(s)

Title III English Learner

Technology/Equipment for EL Students

Title III English Learner

Instructional Supplies

Title III English Learner

Contracts: Vocabulary.com

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students as identified above in Goal 2 - ELA

Strategy/Activity

ELA and ELD AFTER SCHOOL TUTORIAL

Tasks

- 1) Inform EL teachers of after school lab
- 2) Inform students and parents about the after-school tutorial
- 3) BIA/ELD instructor available for assistance during the lab
- 4) BIA/ELD instructor assist students in all core subjects

Measures

- Annual Evaluations
- Student Achievement and Progress
- Student Attendance, Suspension and Behavior
- CLASS I, II & III
- ELPAC
- Reclassification Rates
- CDE Dashboard Data
- ELA CAASPP data

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)

1,000

Source(s)

Title III English Learner

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students as identified above in Goal 2 - ELA

Strategy/Activity

CONFERENCE

Tasks

- 1) Meeting with teachers, parents, and/or students to discuss the progress of students who are not performing at the proficiency level
- 2) Review and discuss program placements
- 3) Review and discuss student performance data
- 4) Review and discuss strategies to improve student achievement
- 5) Monitor student performance
- 6) Food and supplies will be purchased for our Orientation, Quarter I-IV SSC and ELAC Meetings. Additionally, we will purchase food and supplies for our parent education nights. These purchases are not to exceed \$200.00 per meeting and will be used specifically to assist and support their children in becoming more proficient readers and provide information to the parents.
- 7) Reimburse teachers who pass CTET test

Measures

- Annual Evaluations
- Student Achievement and Progress
- Student Attendance, Suspension and Behavior
- CLASSI I, II & III
- ELPAC
- Reclassification Rates
- CDE Dashboard Data
- ELA CAASPP data

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

To support the ELA goal, Clovis High School staff and administration will support students with ensuring the strategies/activities listed above are implemented within the multi-tiered system of support (tier 1, tier 2, and tier 3) levels of instruction. Data collection and data analyses will be used and assessments will be given to evaluate and measure student performance of essential learning standards. Goals will be articulated in PLC teams and monitored progressively. When necessary, professional learning will occur to support teachers and instructional aides with effective instructional practices. Teachers will continue to set goals to monitor on-going performance and academic improvements.

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

As funds allow, instructional and/or supplemental resources will be implemented to be an intervention support in the multi-tiered system of support (response to intervention). To support the core curriculum and as funds allow, implementation of teaching resources including but not limited technology resources, equipment, English plagiarism checks, supplemental literature/resources, instructional support/staff, etc. will help students to learn the skills and standards at grade level and in each academic class. As funds allow, professional development and academic/PLC/data resources will be provided to support teachers, intervention team, counselors to increase skills to support students to increase student achievement college and career readiness.

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.

In 2021-2022, ELA goal resulted in an increase of 3-5% measurable goal and/or meet or exceed the state's average as measured by the 11th grade ELA CAASPP and/or district assessments to meet and exceed ELA standards. 11th grade students exceeded the state average of meeting and exceeding ELA standards. Data for significant focus groups including Whites, Asians, and American Indian/Alaska Native showed an increase in comparison to the average correct on the district ELA assessment. These subgroups: African American, Hispanic, students with disabilities, socioeconomic disadvantaged, Native Hawaiian/Pacific Islander, English Learners, and RFEP students showed a decrease in percentage correct/mastery in comparison to the overall percentage correct and percentage mastery of the district assessments an increase and significant increase on the ELA CAASPP state assessment. As funds allow, students will receive supplemental support with instructional resources, intervention support, technology resources to support and supplement the curriculum, etc. Where professional development is needed, school staff members directly impacting student achievement will receive additional support including but not limited to these following areas: ELA instructional support, college and career readiness, MTSS/response to intervention, supporting students of significant sub-groups, PLC resources to support students and closing the learning gap, support significant sub-groups/LCAP students in ELA classes (including honors/AP/dual enrollment support), etc.

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

Increase student achievement and proficiency of 9-12th grade ELA, math, science, social science, and other content area standards

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 3

Overall, students in 9-12th grade will meet or exceed standards with a growth of 3-5% proficiency rate in ELA, math, science, social science, and other content areas from the previous years as measured by state, district, California Science Test (CAST), CAASPP, semester grades, and/or common summative and formative assessments. Clovis High's SPSA Goal #3 addresses the Clovis Unified School District Local Accountability Plan (LCAP): addresses the Clovis Unified School District Local Accountability Plan (LCAP): Eight State Priorities: Credentials/Materials/Facilities, Student Engagement Student Outcomes, School Climate, Adopt Standards, Course of Study, Parent Involvement, Student Achievement.

Identified Need

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students with a focus on:

- 1) Socio-economic Disadvantaged (SED)
- 2) Students with Disabilities (SWD)
- 3) English Learners (EL)
- 4) Hispanic
- 5) White
- 6) Asian
- 7) Black/African American
- 8) Re-designated Fluent English Proficient (RFEP)

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Ongoing progress toward goal objectives will be measured by:

1. District Assessments in content areas, ELA, and math
2. Edge assessments for EL students
3. Department/PLC teacher created formative and summative assessments
4. ELPAC scores for EL students
5. Read 180 attendance and assessments
6. Reclassification Rates
7. CDE Dashboard Data
8. CAASPP ELA and Science CAST Data
9. Diagnostic and/or universal screening data

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Ongoing progress toward goal objective will be measured by:

1. District Assessments
2. Edge assessments for EL students
3. Writing assessments
4. Attendance
5. Department/PLC teacher common formative and summative data
6. Annual CELDT/ELPAC scores for EL students
7. CDE Dashboard Data
8. CST 11th grade ELA
9. Read 180 assessments
10. Diagnostic testing, universal screening data
11. 6-week, 12-week, and semester grades

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Student achievement data</p> <p>1) District benchmarks (ELA, math, science, social science, etc.)</p> <p>2) Semester 1 and 2 Grades</p> <p>3) Grading Periods (6 week, 12 week, semester)</p> <p>4) Department/PLC team formative and summative assessments</p> <p>5) California Science Test (CAST)</p> <p>6) CAASPP ELA and Math Assessments</p> <p>7) CAASPP ELA and Math</p> <p>8) Diagnostic and universal screening assessments</p> <p>9) ELPAC (EL assessment)</p> <p>10) Edge EL unit benchmarks</p>	<p>2022 California Science Test (CAST) Results: (Percentage of Met or Exceeded Standards)</p> <p>California: 28.47%</p> <p>Fresno County: 2.7%</p> <p>Clovis Unified: 39.55%</p> <p>2022 CAST (Clovis High School):</p> <p>Overall: 35.59%</p> <p>Overall Grade 11: 37.62%</p> <p>Overall Grade 12: 33.45%</p> <p>Overall Life Science: 15.38%</p> <p>Life Science - Grade 11: 16.53%</p> <p>Life Science - Grade 12: 14.17%</p> <p>Overall Physical Science: 13.04%</p> <p>Physical Science - Grade 11: 13.71%</p> <p>Physical Science - Grade 12: 12.33%</p> <p>Overall Earth and Space Sciences: 14.30%</p> <p>Earth and Space Sciences - Grade 11: 15.71%</p> <p>Earth and Space Sciences - Grade 12: 12.82%</p> <p>2022 CAST (Clovis High School) Sub-Groups:</p> <p>SED: 28.9%</p> <p>SWD: 12.5%</p> <p>EL: 0%</p>	<p>1) Students in grade 11 will meet or exceed the state's average or result in an overall increase of 3-5% meet and exceed science standards from the previous year.</p> <p>2) Students in grades 9-12 will show an overall progression of 3-5% total increase of passing grades of A, B, C at the 6 week, 12 week, to semester grading periods in all core curriculum subject areas.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>RFEP: 26.55%</p> <p>LTELs/Ever-ELs: 24.60%</p> <p>Hispanic: 26.20%</p> <p>White: 44.42%</p> <p>Asian: 34.48%</p> <p>African American: 19.23%</p> <p>Two or More Races: 62.51%</p> <p>American Indian/Alaska Native: 53.84%</p> <p>Filipino: 47.06%</p> <p>Native Hawaiian/Pacific Islander: Not a significant sub-group in 2022</p> <p>CAASPP Math results (taken in May of each academic year)</p> <p>Stated below are the percentage of Grade 11 students met and exceeded standards:</p> <p>California: 26.97%</p> <p>Fresno County: 2.74%</p> <p>Clovis Unified: 41.08%</p> <p>2021-2022 Clovis High CAASPP Math - Meet or exceed standards</p> <p>Overall Students: 46.02%</p> <p>SED: 29.32%</p> <p>SWD: 16.0%</p> <p>English Learners: 0% (not a significant sub-group)</p> <p>RFEP: 31.25%</p> <p>LTELs/Ever-ELs: 30.39%</p> <p>Hispanic/Latino: 28.13%</p> <p>White: 42.68%</p> <p>Black/African American: 23.08%</p> <p>Asian: 36.84%</p> <p>Two or More Races: 47.37%</p> <p>Filipino: 58.34%</p> <p>Native Hawaiian/Pacific Islander: not a significant sub-group</p> <p>American Indian/Alaska Native: not a significant sub-group</p> <p>2021-2022 ELA CAASPP Scores</p> <p>Stated below are the</p>	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>percentage of Grade 11 students met and exceeded standards: California: 54.08% Fresno County: 19.18% Clovis Unified: 78.42%</p> <p>2021-2022 Clovis High ELA CAASPP Scores Overall Students: 82.91% SED: 79.44% SWD: 34.61% English Learners: Not a significant sub-group RFEP: 80.61% LTELs/Ever-ELs: 75.48% Hispanic/Latino: 78.32% White: 88.34% Black/African American: 85.72% Asian: 75.64% Filipino: 91.67% Native Hawaiian/Pacific Islander: not a significant sub-group American Indian/Alaska Native: not a significant sub-group Two or More Races: 95.0%</p> <p>June 2022 Semester 2 Grades (By Grade Levels and # of A/B/C Grades vs. D/F Grades) GRADE 9: <ul style="list-style-type: none"> • Total A/B/C/D/F: 4070 • Total A/B/C: 3347 (82.24%) • Total D/F: 723 (17.77%) GRADE 10: <ul style="list-style-type: none"> • Total A/B/C/D/F: 4140 • Total A/B/C: 3355 (81.04%) • Total D/F: 785 (18.96%) GRADE 11: <ul style="list-style-type: none"> • Total A/B/C/D/F: 4065 • Total A/B/C: 3499 (86.08%) </p>	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> Total D/F: 566 (13.92%) <p>GRADE 12:</p> <ul style="list-style-type: none"> Total A/B/C/D/F: 3399 Total A/B/C: 2962 (87.14%) Total D/F: 437 (12.86%) <p>GRADE 9 TOTAL A/B/C GRADES = 3347</p> <ul style="list-style-type: none"> ELA: 555 (16.58%) Math: 547 (16.34%) Science: 518 (15.48%) Social Science: 64 (2.00%) VAPA: 208 (6.21%) World Language: 261 (7.80%) CTE/ROP/CART/Other Electives: 397 (11.86%) <p>GRADE 10 TOTAL A/B/C GRADES: 4140</p> <ul style="list-style-type: none"> ELA: 523 (12.63%) Math: 459 (11.09%) Science: 514 (12.42%) Social Science: 509 (12.29%) VAPA: 184 (4.44%) World Language: 440 (10.62%) CTE/ROP/CART/Other Electives: 125 (3.02%) <p>GRADE 11 TOTAL A/B/C GRADES: 4065</p> <ul style="list-style-type: none"> ELA: 549 (13.51%) Math: 474 (11.67%) Science: 283 (7.01%) Social Science: 611 (15.03%) VAPA: 269 (6.62%) World Language: 290 (7.13%) 	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> CTE/ROP/CART/Other Electives: 389 (9.57%) <p>GRADE 12 TOTAL A/B/C GRADES: 3399</p> <ul style="list-style-type: none"> ELA: 497 (14.62%) Math: 300 (8.83%) Science: 123 (3.62%) Social Science: 618 (18.18%) VAPA: 362 (10.65%) World Language: 82 (2.41%) CTE/ROP/CART/Other Electives: 506 (14.89%) 	

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 as identified above in Goal 3 - content areas and increase proficiency of content area standards.

Strategy/Activity

Supplemental Resources, Instructional Support, Professional Development, Technology, Intervention Support

Supplemental instruction will be provided through core content areas including but not limited to ELA, math, science, social science, etc. as funds allow. Students will receive support through instructional resources that will support with instruction, meeting and exceeding content area essential standards and learning targets as identified by the Professional Learning Communities (PLC) teacher teams in each content subject area. Intervention support (before, during, after school) will receive the additional support for all students, including significant sub-groups, students of socio-economic disadvantaged, students with disabilities, English Learners, LCAP students, etc. Re-designated Fluent English Proficient (RFEP) students will also be monitored and given supplemental support in general education and core content areas/classes. Supports and resources such as technology resources (software, applications, computers, subscriptions, etc.), Pear Deck, Google applications, CHS Connection website, Turnitin.com, READ 180, Edulastic, etc. will support students when learning and applying their skills through critical thinking and problem solving.

Professional development will be provided for teachers, counselors, school staff members who work directly with students in content areas. These individuals will be given release time to

increase professional learning, increase teaching strategies through effective and research-based practices, increase knowledge based understanding about content areas and intervention, develop or continue understanding of MTSS support in the classroom, increase knowledge of best classroom practices regarding productive academic discourse, AVID strategies and practices in the classroom, increase practices to support students of Migrant, Immigrant, English Learners, Title VI backgrounds, learn technology support for students, increase understanding to support students through college and career pathways and orientation, etc. (as funds allow).

INSTRUCTIONAL/SUPPLEMENTAL SUPPORT/INTERVENTION SUPPORT

Tasks

- 1) Identify students who qualify for supplemental/instructional support and intervention.
- 2) Identify focus group students.
- 3) Schedule as many academic intervention sections during the day or after school based on needs and as funds will allow.
- 4) Identify support staff.
- 5) Implement instructional program and intervention support.
- 6) Use assessments to monitor student progress.
- 7) Use formative assessments to adjust curriculum and instruction
- 8) Collaborate with PLC teacher teams in content area. PLC teams will identify essential standards, learning targets, set goals, use data to monitor progress, and identify instructional needs and intervention support.
- 9) Provide more technology, software, and supplies as funds allow.
- 10) Provide ongoing professional development as funds allow.

Measures

Annual Evaluations

Student Achievement and Progress

Student Attendance, Suspension and Behavior

CLASS I, II & III

ELPAC data

Student Attendance, Suspension and Behavior

EL Reclassification Rates

CA Department of Education Dashboard and Data

ELA and Math CAASPP data

Science CAST data

District benchmark assessments and English and math interim data

Content Area Department/PLC teacher created formative and summative assessments

12-week and semester grades data

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)

6000.00

Source(s)

LCAP Supplemental

	Science supplemental/instructional resources/supplies
2614.20	LCAP Supplemental Substitute teacher days for professional development/instructional planning
4646.83	LCAP Supplemental Content Area instructional and intervention supplies
3537.60	LCAP Supplemental Intervention other classified support/tutors
5537.90	LCAP Supplemental Intervention teachers
9487.37	LCAP Supplemental Technology support and equipment
34402.54	LCAP Intervention Intervention teachers

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.

To support Goal 3 and increase proficiency school-wide through content area standards and in grades 9-12, Clovis High School staff and administration will support students with ensuring that the strategy and activities listed above are implemented within the MTSS and its three tiers of instruction. Data collection and data analyses will be used and assessments will be given to evaluate and measure student performance of essential learning standards. Goals will be articulated in PLC teams and monitored progressively. When necessary, professional learning will occur to support teachers and instructional aides with effective instructional practices. Teachers will continue to set goals to monitor on-going performance and academic improvements.

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

As funds allow, instructional and/or supplemental resources will be implemented to be an intervention support in the multi-tiered system of support (response to intervention). To support the core curriculum and as funds allow, implementation of teaching resources including but not limited technology resources, equipment, subscriptions, software, professional learning, teacher planning days, support for staff (teachers, counselors, and school staff) regarding academics, behavior, social emotional support, and college & career development for students. As funds allow, supplemental resources will provide extra assistance and close the learning and achievement gap for all students in grades 9-12 and in all content areas where standards and skills are essential to students to master in the learning environment at Clovis High School.

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.

Due to the 2019-2021 COVID-19 pandemic, students were learning through distance learning and had little face-to-face learning and effective engagement on campus. Grades at 12-weeks indicated academic performance and learning gaps/learning loss in ELA, math, science, and social science. There is a slight decrease of passing grades, A, B, C and a slight increase of low grades D and F in all areas. Data also indicated that students need the additional assistance, intervention, and technology support when returning back on campus in 2021-22 school year. Through MTSS and providing professional learning for school staff and students, the learning gap will decrease and increase student achievement in all content areas. Additional technology resources will be integrated to supplement the support in core content areas, too. The annual outcome is to see students in grades 9-12 increase student learning of content area standards schoolwide by 3-5% as measured by state/district assessments, department/PLC teacher created formative/summative assessments, and 6-week to 12-week to semester grades.

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	\$6,441.29
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	\$333,196.85

Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
LCAP Intervention	\$140,640.63
LCAP Supplemental	\$180,292.86
Title III English Learner	\$12,263.36

Subtotal of state or local funds included for this school: \$333,196.85

Total of federal, state, and/or local funds for this school: \$333,196.85

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	180,292.86	0.00
LCAP Intervention	140,640.63	0.00
Title III English Learner	12,263.36	0.00

Expenditures by Funding Source

Funding Source	Amount
LCAP Intervention	140,640.63
LCAP Supplemental	180,292.86
Title III English Learner	12,263.36

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP Intervention	140,640.63
	LCAP Supplemental	180,292.86
	Title III English Learner	12,263.36

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	117,429.15
Goal 2	149,541.26
Goal 3	66,226.44

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
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Stephanie Hanks	Principal
Monica Lopez	Parent or Community Member
Lie Yang	Parent or Community Member
Tami De La Cruz	Parent or Community Member
Alise Dodd	Secondary Student
Makenzie Chang	Secondary Student
Jocelyn Yang	Secondary Student
Michael Salazar	Classroom Teacher
Leanne Lewis	Classroom Teacher
Carrie Beauchamp	Classroom Teacher
Ronn Webb, Jr.	Classroom Teacher
Marina Banuelos	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.	

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

This SPSA was adopted by the SSC at a public meeting on 5/17/2023.

Attested:

Stephanie Hanks
Monica Lopez

Principal, Stephanie Hanks on 5/17/2023
SSC Chairperson, Monica Lopez on 5/17/2023

Attested:
