School Plan for Student Achievement
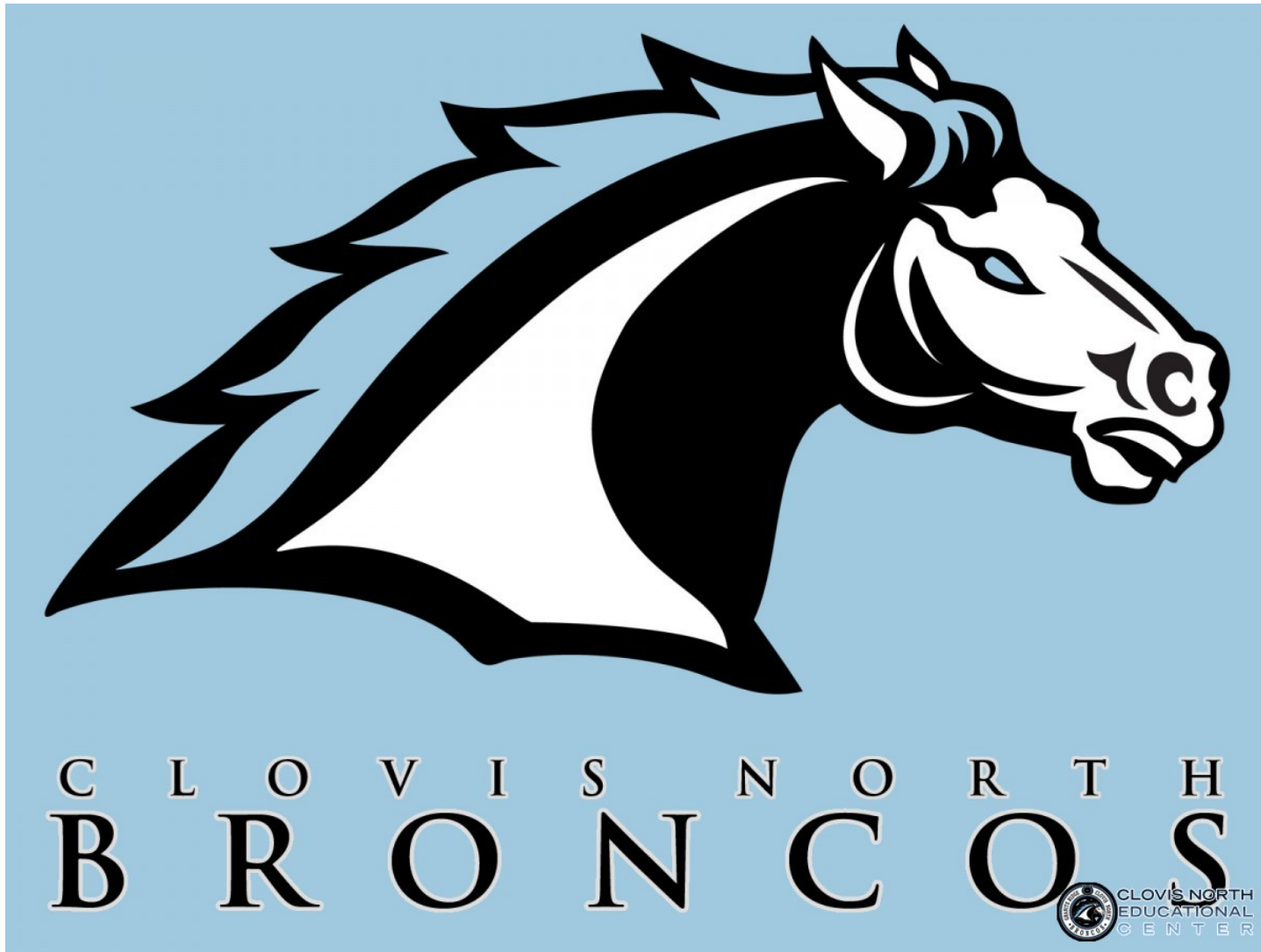
CLOVIS NORTH HIGH SCHOOL

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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 North High School	10621170113555	May 19, 2023	June 14, 2023

Purpose and Description

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

Additional Targeted Support and Improvement

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

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

Table of Contents

Comprehensive Needs Assessment Components

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

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

The following surveys are administered annually:

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

A summary of are results includes:
* Climate Assessment (Focus: campus culture, staff morale, district office and governing board relationships, professional development, student behavior)
* SART (Strength: High-quality education, Cleanliness, Teachers; Areas of improvement: Dress code, racism/race, trash)
* IDAC (Site Focus: School culture, working with parents and community)
Other
* Focus: PLCs, Multi-tiered systems of support, Professional development, cultural appreciation and sensitivity awareness, as well as cultural involvement.

Additionally, parents were given information about our ATSI regarding the needed improvement for our Students With Disabilities in terms of ELA, math, and graduation rates.

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

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

Common findings for growth opportunities include:

Behavior management
Classroom management
Frequency of Checking for Understanding
Differentiated Instruction

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

A variety of tools are used to measure and monitor academic progress at our site and within our school district. Assessments are designed to provide staff with data so that instruction can be modified to meet individual needs, to monitor student achievement and to assess the school's overall success. Some examples of the assessments that we utilize include:
*SBAC
*ELPAC
*iReady
*iCAL
*iCAM
*Inspect
*Interim Assessment Blocks (IABs)
*Focused Interim Assessment Blocks (FIABs)

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

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

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

Additionally, we hold regular parent events and meetings to keep our families informed. These include:
*IDAC
*SART
*ELAC
*SSC
*Back to school night

Our site also offers social-emotional supports in collaboration with our school psychologists and area transition teams in order to ensure students are available for learning. These supports include CSI groups, transition supports, All 4 Youth, CYS referrals, Hope Club, Peer Counseling, 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, students, 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 SSC meeting to approve the SPSA was on May 19, 2023

The following recommendations were made:
* Continued use of instructional assistants in the designated collaboration and English Learner classes
* Continued focus on subgroups (RSP, EL, SED)
* Professional development to focus on specific strategies for all students to close the achievement gap
* Continued opportunities for assistance - designated open lunch labs and after-school study hall
* Purchasing of software to further assist EL and RSP students
* Continued collaboration between site administration, parents/community, staff, and students

Resource Inequities

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

Based on a review of data along with parent and educational partner input, we found that our students with disabilities had a negative growth in both SBAC and CAA scores for the 11 grade students in ELA and Math. Our analysis illustrated that for us, our SWD missed two years of in-class education and support.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.6%	0.53%	0.42%	16	13	10
African American	3.6%	3.64%	3.39%	92	89	81
Asian	17.0%	16.83%	17.33%	430	411	414
Filipino	3.7%	3.85%	3.6%	94	94	86
Hispanic/Latino	27.0%	26.82%	27.08%	684	655	647
Pacific Islander	0.2%	0.12%	0.17%	4	3	4
White	43.8%	44.39%	44.08%	1,110	1,084	1053
Multiple/No Response	4.0%	3.77%	3.73%	102	92	89
			Total Enrollment	2,532	2,442	2389

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	646	637	594
Grade 10	612	609	637
Grade 11	662	569	601
Grade 12	612	627	557
Total Enrollment	2,532	2,442	2,389

Conclusions based on this data:

1. Total enrollment shows a marginal decrease and continues to decline slightly

2. Hispanic, African American, subgroups continue to grow as the White subgroup shows a marginal decrease.

3. An increased number of new students enrolling are from outside the district, including other states and countries.

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	51	36	38	2.0%	1.5%	1.6%
Fluent English Proficient (FEP)	435	433	412	17.2%	17.7%	17.2%
Reclassified Fluent English Proficient (RFEP)	6			11.8%		

Conclusions based on this data:

1. English Learner students fluctuate year-to-year with an increase in 22-23.

2. Using the previous data and current trends with EL enrollment, there will be a continued school-wide literacy alongside language acquisition program.

3. Reclassification rates will show an increase in 22-23 due to the number updated reclassification criteria after the 20-22 COVID restrictions and in-person assessments.

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	644	524		0	513		0	513		0.0	97.9	
All Grades	644	524		0	513		0	513		0.0	97.9	

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		2736.			75.44			19.49			4.09			0.97	
All Grades	N/A	N/A	N/A		75.44			19.49			4.09			0.97	

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		61.99			36.06			1.95	
All Grades		61.99			36.06			1.95	

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		78.95			20.08			0.97	
All Grades		78.95			20.08			0.97	

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		33.53			63.94			2.53	
All Grades		33.53			63.94			2.53	

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		58.87			38.79			2.34	
All Grades		58.87			38.79			2.34	

Conclusions based on this data:

1. Overall student achievement has continued to remain high in most areas - Reading, Writing, and Research/Inquiry.

2. Focus needs to be on moving standard met students and continuing to grow exceeded standard students while continuing to bring up our students who are not meeting standards.

3. There will be a continued focus on Listening.

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	644	523		0	497		0	496		0.0	95.0	
All Grades	644	523		0	497		0	496		0.0	95.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2662.			31.25			32.66			22.58			13.51	
All Grades	N/A	N/A	N/A		31.25			32.66			22.58			13.51	

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		41.33			44.15			14.52	
All Grades		41.33			44.15			14.52	

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		33.06			55.44			11.49	
All Grades		33.06			55.44			11.49	

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		29.44			62.50			8.06	
All Grades		29.44			62.50			8.06	

Conclusions based on this data:

1. There is a large drop of students Above Standard in all areas after the post-COVID education.

2. Growth goal of more than 4% a year may be possible to return to pre-COVID results

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	1532.6	*	1527.2	*	1537.7	*	13	7
Grade 10	*	1600.8	*	1605.2	*	1596.1	10	12
Grade 11	*	*	*	*	*	*	8	7
Grade 12	*	*	*	*	*	*	9	5
All Grades							40	31

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
9	15.38	*	46.15	*	30.77	*	7.69	*	13	*
10	*	58.33	*	25.00	*	16.67	*	0.00	*	12
11	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*
All Grades	32.50	38.71	35.00	35.48	22.50	25.81	10.00	0.00	40	31

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	15.38	*	61.54	*	15.38	*	7.69	*	13	*
10	*	66.67	*	25.00	*	8.33	*	0.00	*	12
11	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*
All Grades	42.50	51.61	32.50	35.48	17.50	12.90	7.50	0.00	40	31

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	0.00	*	38.46	*	53.85	*	7.69	*	13	*
10	*	16.67	*	58.33	*	16.67	*	8.33	*	12
11	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*
All Grades	17.50	16.13	25.00	38.71	42.50	35.48	15.00	9.68	40	31

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

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
9	7.69	*	69.23	*	23.08	*	13	*
10	*	8.33	*	91.67	*	0.00	*	12
11	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	12.50	12.90	65.00	83.87	22.50	3.23	40	31

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	76.92	*	15.38	*	7.69	*	13	*
10	*	91.67	*	8.33	*	0.00	*	12
11	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	80.00	83.87	12.50	16.13	7.50	0.00	40	31

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	15.38	*	53.85	*	30.77	*	13	*
10	*	33.33	*	58.33	*	8.33	*	12
11	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	22.50	22.58	52.50	61.29	25.00	16.13	40	31

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	0.00	*	84.62	*	15.38	*	13	*
10	*	0.00	*	100.00	*	0.00	*	12
11	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	7.50	16.13	77.50	80.65	15.00	3.23	40	31

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

Conclusions based on this data:

1. The ELPAC results show an improvement in English development.

2. Continue to move EL students up a band or more by recognizing their current summative ELPAC results from 21-22.

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**
2,442	**26.9**	**1.5**	**0.1**
Total Number of Students enrolled in Clovis North 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	36	1.5
Foster Youth	2	0.1
Homeless	1	0.0
Socioeconomically Disadvantaged	658	26.9
Students with Disabilities	158	6.5

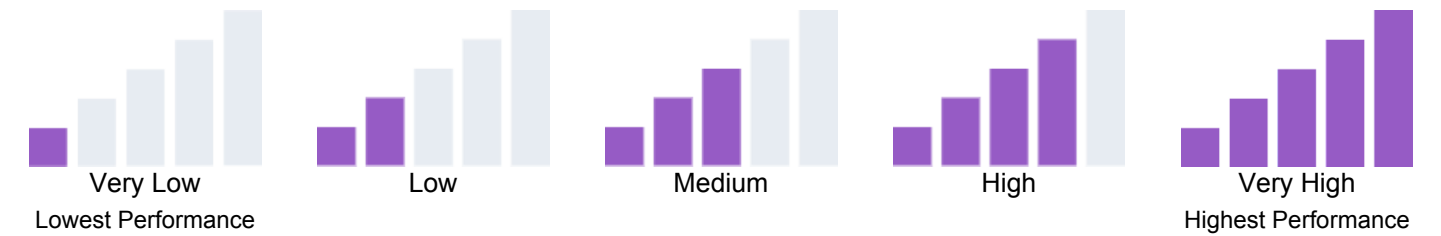| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	89	3.6
American Indian	13	0.5
Asian	411	16.8
Filipino	94	3.8
Hispanic	655	26.8
Two or More Races	92	3.8
Pacific Islander	3	0.1
White	1,084	44.4

Conclusions based on this data:

1. Hispanic, White, Asian make up a significant percentage of the student population.

2. SED group continues grow in numbers.

3. Student population is stable.

School and Student Performance Data

Overall Performance

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

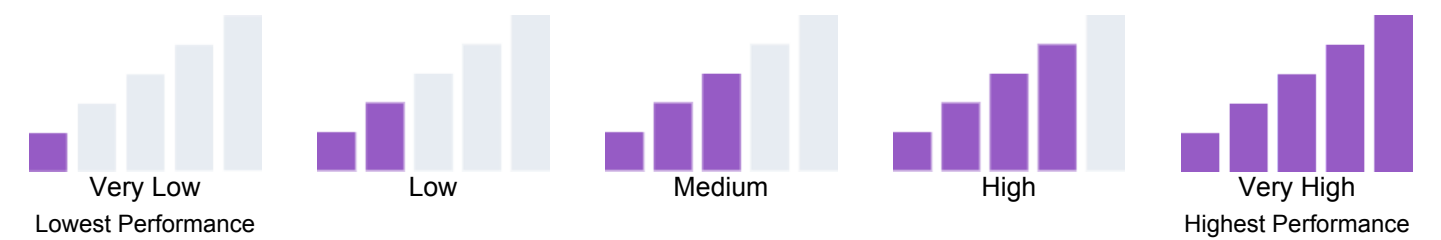| Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Very High	**Graduation Rate** Very High	**Suspension Rate** Medium
Mathematics Very High		
English Learner Progress No Performance Level		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. Dashboard performance in all areas are well above the State average.

2. Significant gains have been made in ELA in all significant subgroups. Slight decreases in Hispanic subgroup in Mathematics.
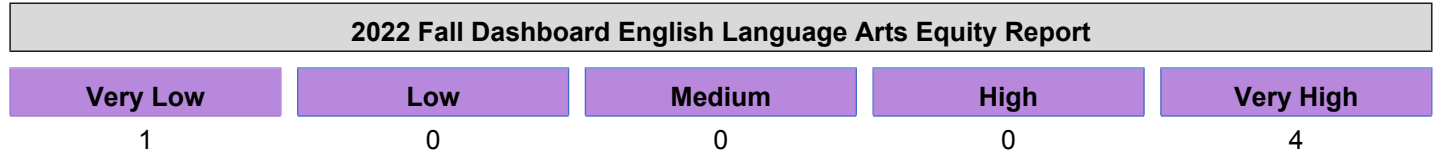
School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
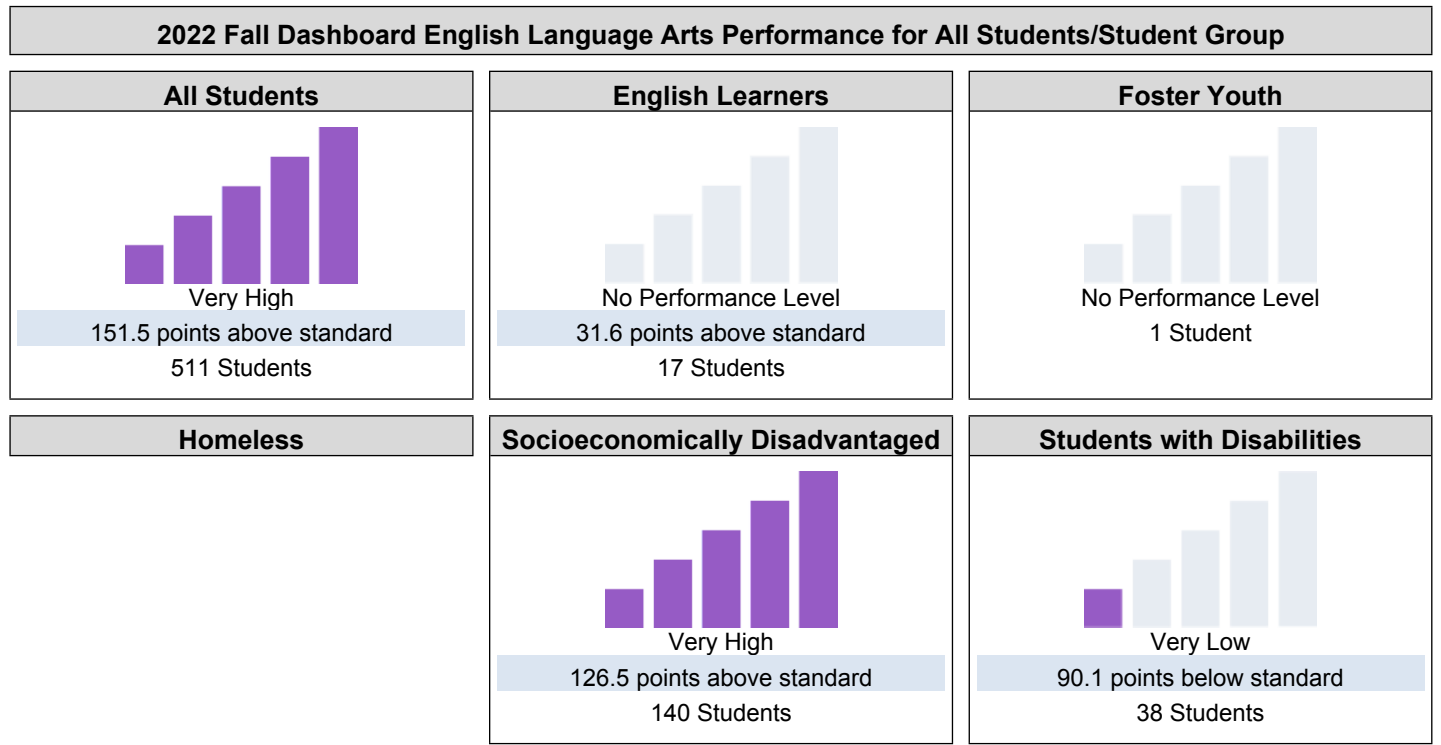
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
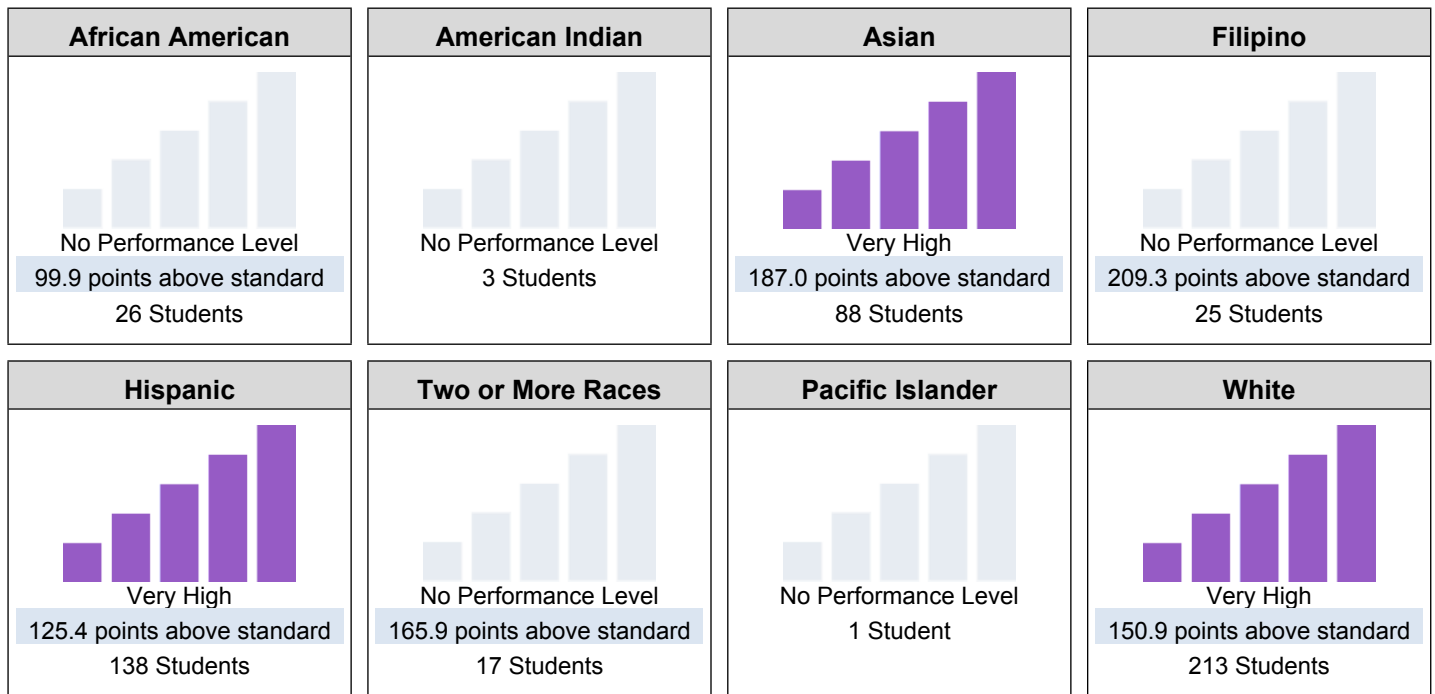

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	0	0	0	4

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Very High	No Performance Level	No Performance Level
151.5 points above standard	31.6 points above standard	1 Student
511 Students	17 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Very High	Very Low
	126.5 points above standard	90.1 points below standard
	140 Students	38 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

No Performance Level

99.9 points above standard

26 Students

American Indian

No Performance Level

3 Students

Asian

Very High

187.0 points above standard

88 Students

Filipino

No Performance Level

209.3 points above standard

25 Students

Hispanic

Very High

125.4 points above standard

138 Students

Two or More Races

No Performance Level

165.9 points above standard

17 Students

Pacific Islander

No Performance Level

1 Student

White

Very High

150.9 points above standard

213 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner

4 Students

Reclassified English Learners

43.5 points above standard

13 Students

English Only

148.9 points above standard

411 Students

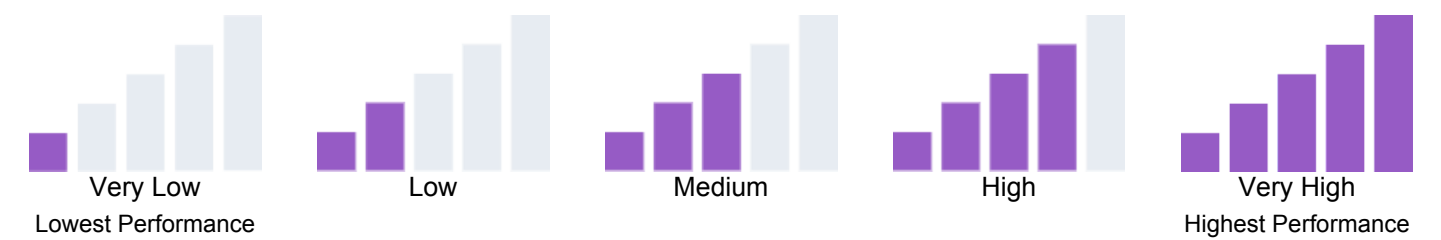**Conclusions based on this data:**

1. ELA continues to show growth overall in all subgroups.

2. All subgroups are above the state average.

School and Student Performance Data

Academic Performance
Mathematics

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

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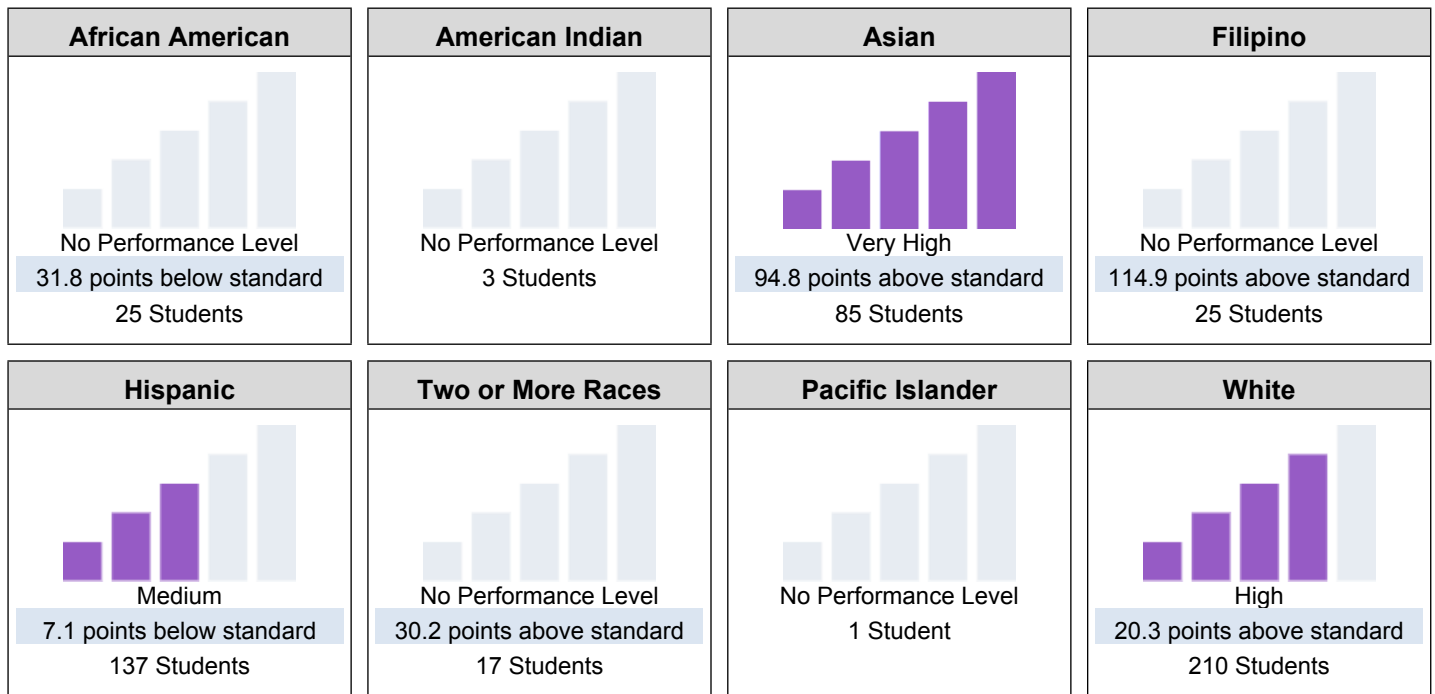
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	0	1	2	1

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	No Performance Level	No Performance Level
29.8 points above standard	33.3 points below standard	1 Student
500 Students	17 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	High	Very Low
	10.8 points above standard	150.3 points below standard
	139 Students	37 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American
No Performance Level
31.8 points below standard
25 Students

American Indian
No Performance Level
3 Students

Asian
Very High
94.8 points above standard
85 Students

Filipino
No Performance Level
114.9 points above standard
25 Students

Hispanic
Medium
7.1 points below standard
137 Students

Two or More Races
No Performance Level
30.2 points above standard
17 Students

Pacific Islander
No Performance Level
1 Student

White
High
20.3 points above standard
210 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner
5 Students

Reclassified English Learners
16.7 points below standard
13 Students

English Only
22.5 points above standard
403 Students

Conclusions based on this data:

1. Overall growth has increase and is above the state average.

2. Our EL and SED students are below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Level
74.1 making progress towards English language proficiency
Number of EL Students: 27 Students
Performance Level: No Performance Level
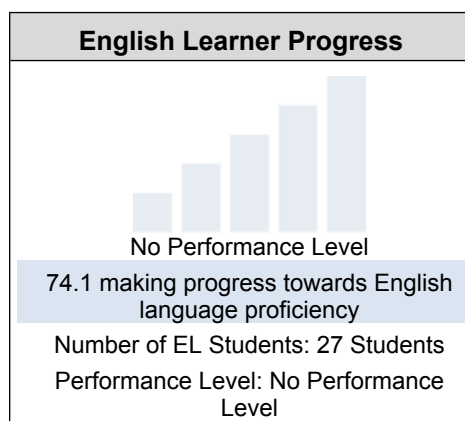
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

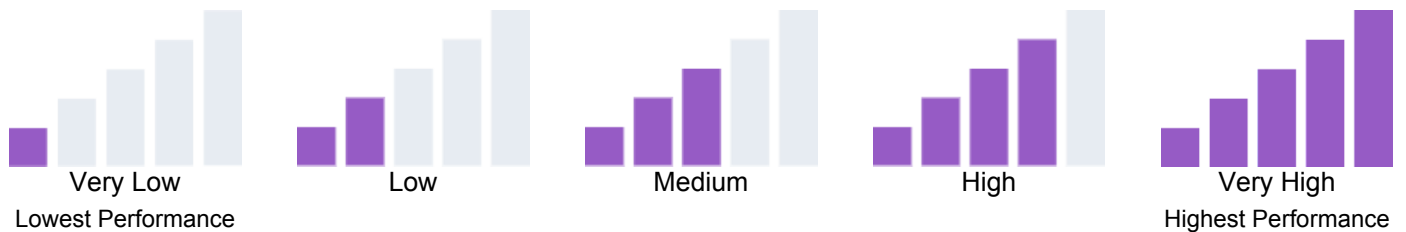| 2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.1%	14.8%	0.0%	74.1%

Conclusions based on this data:

1. 74.1% of EL students are making progress toward state proficiency which is above the state average

2. We did not receive an overall indicator due to having less than 30 students

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.
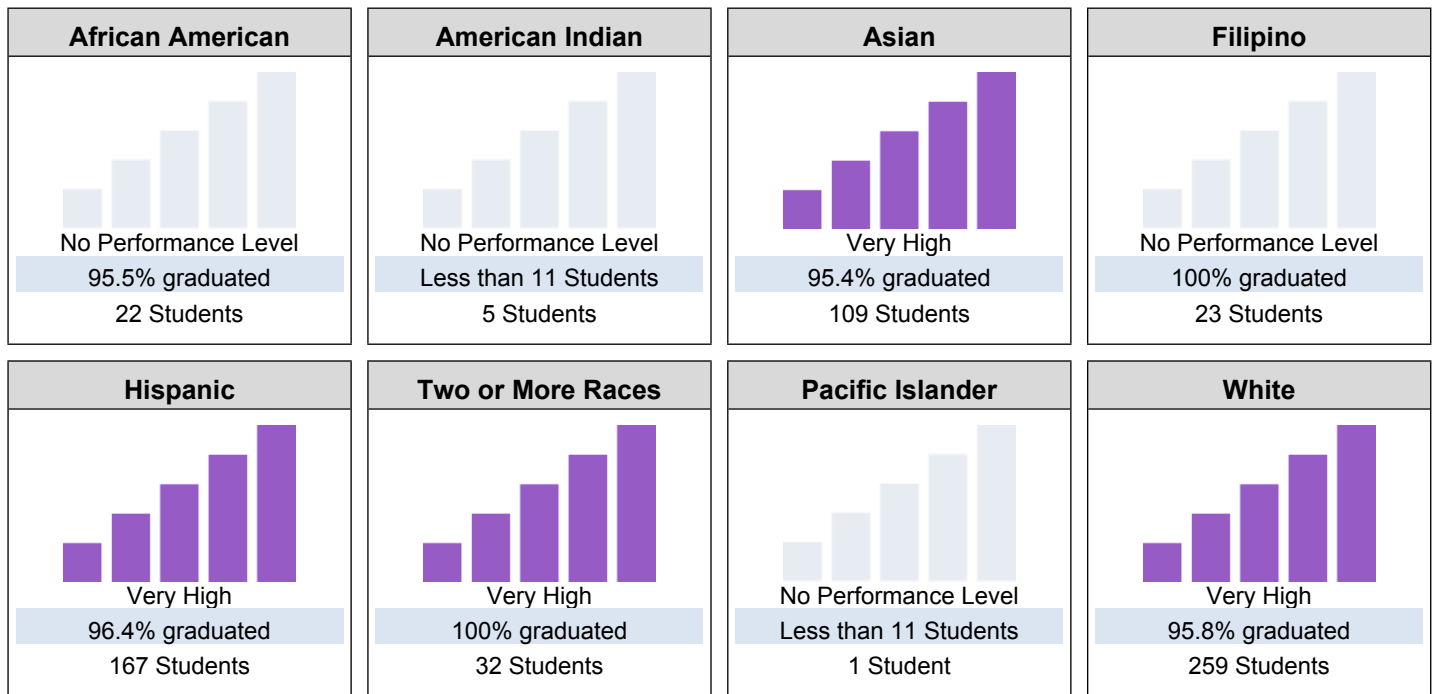

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	0	0	0	5

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**
Very High	No Performance Level	No Performance Level
96.3% graduated	80% graduated	Less than 11 Students
618 Students	15 Students	1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very Low
Less than 11 Students	96.2% graduated	53.5% graduated
4 Students	208 Students	43 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	Very High	No Performance Level
95.5% graduated	Less than 11 Students	95.4% graduated	100% graduated
22 Students	5 Students	109 Students	23 Students

Hispanic	Two or More Races	Pacific Islander	White
Very High	Very High	No Performance Level	Very High
96.4% graduated	100% graduated	Less than 11 Students	95.8% graduated
167 Students	32 Students	1 Student	259 Students

Conclusions based on this data:

1. 96.3 graduation rate

2. Nearly all subgroups graduated at high percentage.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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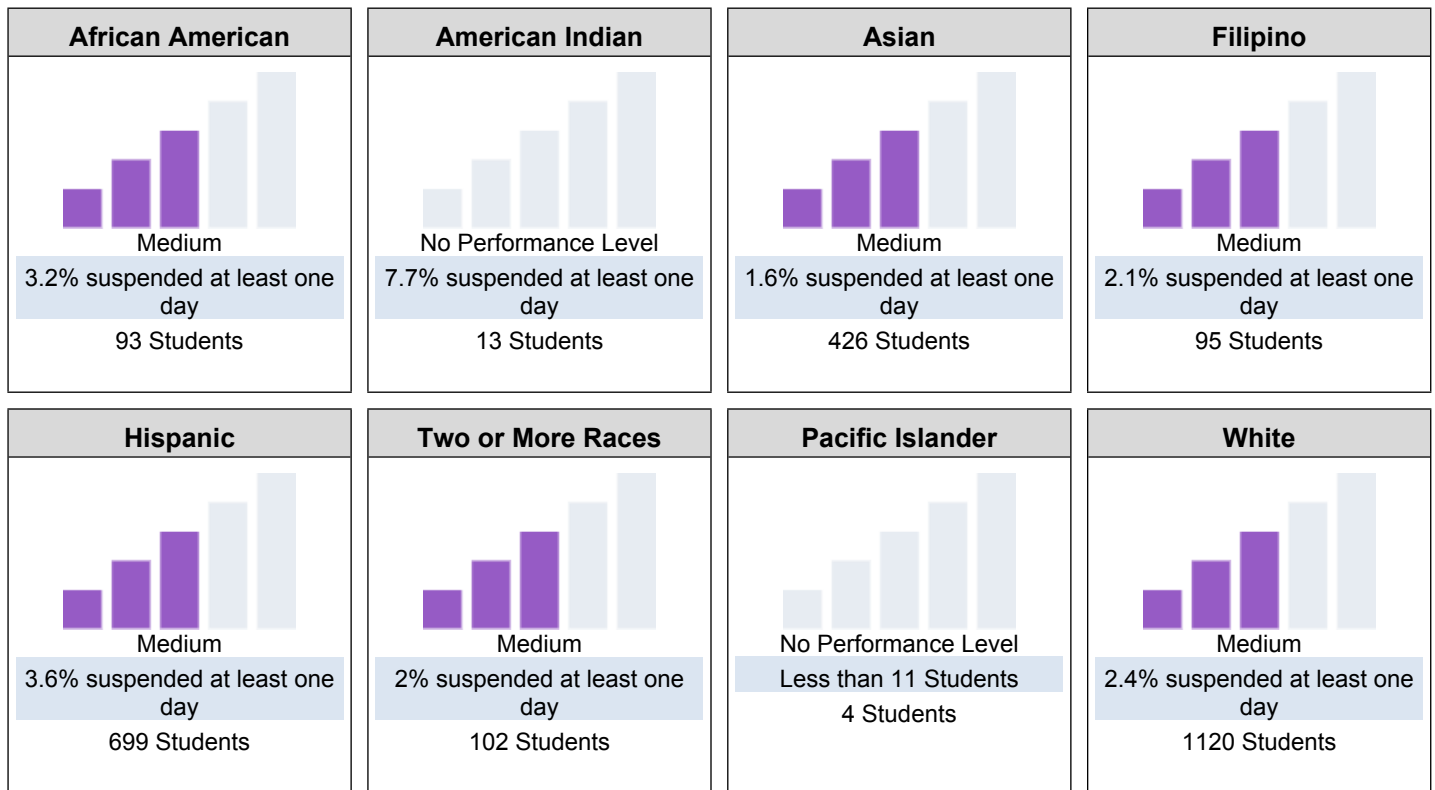

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	1	8	0	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Medium	High	No Performance Level
2.6% suspended at least one day	6.3% suspended at least one day	Less than 11 Students
2552 Students	48 Students	7 Students

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Medium	Medium
Less than 11 Students	3.8% suspended at least one day	3.9% suspended at least one day
3 Students	740 Students	181 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American
Medium

3.2% suspended at least one day

93 Students

American Indian
No Performance Level

7.7% suspended at least one day

13 Students

Asian
Medium

1.6% suspended at least one day

426 Students

Filipino
Medium

2.1% suspended at least one day

95 Students

Hispanic
Medium

3.6% suspended at least one day

699 Students

Two or More Races
Medium

2% suspended at least one day

102 Students

Pacific Islander
No Performance Level

Less than 11 Students

4 Students

White
Medium

2.4% suspended at least one day

1120 Students

Conclusions based on this data:

1. Suspension rates are Medium for most race/ethnicity.

2. Using the SSO and SRLs along with Transition team to meet with at-risk students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

ELA

LEA/LCAP Goal

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

Goal 1

Continue to focus on finding ways to engage ALL students in rigorous curriculum in both accelerated and non-accelerated courses while providing intervention and supports to close the achievement gap for our subgroup students.

Identified Need

Providing a rigorous curriculum for all students and supporting students toward mastery will increase the percentage of college and career ready students. A rigorous curriculum with appropriate interventions to help all students toward mastery will help to close the achievement gap for our subgroup students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP English Grade 11	95%	97%
CAASPP English (Listening) Grade 11	TBD by 21-22 ELA Listening Claim	Growth of 2.5%
CAASPP Mathematics Grade 11	64%	67%
ELPAC 9-12	TBD	90% of 4s reclassified
ELPAC 9-12		60% making growth
11th Grade Math/ELA Significant Subgroups	N/A	2% overall growth
AP Testing	75% overall pass with a 3 or higher	2% overall growth

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 Math Students

Strategy/Activity

Continue professional development of CPM curriculum and begin to implement CPM in all Math 3 classes, and continue in Math 1 and Math 2 classrooms.

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

Amount(s)	Source(s)
0	District Funded

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

11th grade students

Strategy/Activity

Continue to implement SBAC "boot camp" sessions for juniors in below grade-level math courses.

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement PLC systems and structures while updating teacher training (District PD training) and understanding of the PLC process.

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)

10632.74	LCAP Supplemental Subs for PD/Trainings/PLCs/Planning via 0600 318

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Choose at least one, new tier one strategy to implement in classrooms for 2022-23 school year.

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PLC Team Leads will create weekly standardized PLC agendas and aims that follow grade level scope/sequence and district assessment calendars. PLC teams will collaboratively create common formative assessments following the expected PLC assessment cycle (Plan, Do, Study, Act)

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to review common assessment data and utilize warm-ups to address areas of weakness through pre-teaching and/or spiraling. Provide intervention and extra supports to students as needed.

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)
53119.52	LCAP Intervention

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement one-month data cycle discussions focusing on trends and essential standard mastery. Focus on the reteaching and MTSS process for those students that have not shown mastery and an increased rigor of essential standards for those that have demonstrated mastery. Provide intervention for students in need of extra support

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)
76,727.63	LCAP Intervention 1000-1999: Certificated Personnel Salaries After school labs, Intervention, Edgenuity, full-day work completion labs
11,000	LCAP Supplemental

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Provide support to core classroom teachers and students by providing ELD PD, push in IA services, Teaching Fellows, and flexible pathways that support student learning.

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)
13907.26	LCAP Supplemental 2000-2999: Classified Personnel Salaries After school labs, ELD IA support, Intervention support

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide PD, release time, and sub time to strengthen tier 1 intervention by allowing teachers to observe first time best instructional strategies that support student learning (RAAD, AVID, etc).

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

Amount(s)	Source(s)
10,000	LCAP Supplemental 1000-1999: Certificated Personnel Salaries Subs for PD/Trainings/PLCs/Planning *Duplicate expenditure. Refer to Strategy 3

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Provide additional small group instruction and supports for EL students
Provide supports to our newcomer students
Provide translation as needed
Purchase supplies to support our EL students

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

Amount(s)	Source(s)
4407.20	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

Strategy/Activity

Utilize small group intervention and encourage lunch and after school labs as a Tier 2 intervention for students who perform below grade level on common assessments

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)
28,672	LCAP Intervention 1000-1999: Certificated Personnel Salaries After school labs, Intervention, Edgenuity, full-day work completion pods

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.

Growth in data driven PLCs and implementation of tier 1 MTSS has been demonstrated in all subject areas. CAASPP scores, District scores, and common formative assessment scores continue to show growth.

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

There were no major differences between the intended goals and strategies and actual goals and 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.

We will continue to use this goal in the new year SPSA, with an increased emphasis on the California Dashboard to set baselines for goals in future years.

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

PLC's

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

Aim 2: Operate with Increasing Efficiency and Effectiveness.
The District will actively seek innovative solutions to operate with efficiency and effectiveness in all areas of operation.

Aim 3: Hire, Develop, Sustain, and Value a High-Quality and Diverse Workforce.
The District will provide a collaborative learning and working environment that effectively recruits, trains, and retains an exceptional workforce reflecting the diversity of our community and fostering the culture and traditions of the Clovis Unified School District.

Goal 2

Implement layered educational practices across all core subjects that support ALL students.

Identified Need

Support the diverse needs of ALL students by developing practices that increase student productivity, efficiency, and effectiveness allowing for higher levels of growth.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased productivity in PLCs		Weekly PLC agendas focused on optimization of time, instruction focused on data, focus on student growth, agreed upon essential standards that help drive instruction, appropriate interventions applied.
Increased development of MTSS (Tier I, II, III)	Focus on Tier 1 "best practices"	Develop Tier I, II, and III interventions that support diverse student needs
Increased technology use	Three classroom sets of Chromebooks for each core subject	Increase Chromebook and laptop numbers to support student need

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)

AP Students

Strategy/Activity

Establish AP PLCs that are collaborative and focused on commonalities within AP subject areas (DBQs Stimulus Based Questions).

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)

0

Source(s)

District Funded

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

All Students

Strategy/Activity

Seek out professional development opportunities focused on PLCs, MTSS, 1st time best instruction, etc. beneficial in building compacity within our departments. Adopt supplemental materials that align with PD. Utilize District trainings when applicable.

Will utilize district PLC trainings

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)

0

Source(s)

District Funded

15,000

LCAP Supplemental

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 4
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)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue working within PLCs to establish MTSS Tier I best practices. Identify and implement Tier 2 (Deployment) and Tier 3 (Study Strategies, Academic Seminar) in order to promote student growth.

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

Amount(s)   Source(s)

0   District Funded

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement regular administrative walk-throughs focused on identifying engaging activities, lessons, and teaching strategies. Provide timely feedback to teachers regarding observations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Articulation with PLC leads in order to support lead teachers at each level fostering effective PLCs.
- Standings
- Collective goals/efficacy

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 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.

MTSS and PLC structure continues to develop.

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

There were no major differences between the intended goals and strategies and actual goals and 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.

We will continue the implementation of this goal into next year.

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

Expand Development of teaching staff to increase student growth in all subject areas

LEA/LCAP Goal

Aim 2: Operate with Increasing Efficiency and Effectiveness.
The District will actively seek innovative solutions to operate with efficiency and effectiveness in all areas of operation.

Aim 3: Hire, Develop, Sustain, and Value a High-Quality and Diverse Workforce.
The District will provide a collaborative learning and working environment that effectively recruits, trains, and retains an exceptional workforce reflecting the diversity of our community and fostering the culture and traditions of the Clovis Unified School District.

Goal 3

Provide structure, time, and support for disciplinary teams to engage in subject specific, cross-curricular, and vertical articulation.

Identified Need

Strong collabortaive teams that are using data to inform instructional decisions support student achievement. Cross-curricular teams provide teachers with the opportunity to collaborate on shared standards and instructional practices that will support those shared standards. Vertical articulation ensures continuity of content and instructional practices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased teacher knowledge of MTSS/PLC structure	Building of PLC centered around data/Establishment of Tier 1 and Tier 2 MTSS best practices	Fully functional PLCs with three tier MTSS system
Increase full/half PD, PLC, and planning days		Close gaps in student achievement

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

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

All Students

Strategy/Activity

Continue to plan time in the PLC schedule to support subject specific, cross-curricular collaboration, and vertical articulation

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)
5,000	LCAP Supplemental

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

All Students

Strategy/Activity

Articulation with PLC leads in order to support lead teachers at each level to have effective PLCs. • Standings • Collective goals/efficacy

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Math Students

Strategy/Activity

Math 7-8 and Math 1-3 teachers will continue to attend Illustrative & CPM training, as well as receiving on-site coaching on IM/CPM implementation from our District TSA's and CPM trainer.

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

Amount(s)	Source(s)
0	District Funded

2,000	LCAP Supplemental

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide PD, release time, and sub time to strengthen Tier 1 intervention by allowing teachers to observe first time best instructional strategies that support student learning (RAAD, AVID, etc).

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

Amount(s)	Source(s)
5,000	LCAP Supplemental Subs for PD/Trainings/PLCs/Planning

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 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.

PLCs and MTSS continues to develop by providing time and structure for meaningful training, dialogue, and action.

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

There were no major differences between the intended goals and strategies and actual goals and 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.

No changes

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 achievement and graduation rates for students with disabilities

LEA/LCAP Goal

Maximize Achievement for All Students

Goal 4

Increase the overall results in ELA SBAC & CAA and Math SBAC & CAA in addition to the graduation, regular high school diploma recipients for our students with disabilities subgroup.

Identified Need

Identified needs are more opportunities for professional development and/or in-services teaching proven strategies that positively affect our SWD population. In addition, collaboration between the general education and RSP teachers during PLCs to provide clearer directions and expectations that all are aware of for the benefit of the students. The collaboration is not just for work completion but for intervention. Finally, increased communication between the home, school, and student so teams/PLCs can best meet the needs of our students with disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA and Math SBAC and CAA distance from standard for SWD	Negative growth from 2019 to 2022 (ELA -100; Math -150) distance from standard	Positive growth at the conclusion of the 2023-2024 school year
Graduation: Regular high school diploma recipients	Negative growth from 2020 to 2022 (2020 78%; 2021 58%; 2022 55%)	Increased growth in graduates receiving a diploma 3+% in 2024

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)

Students with disabilities

Strategy/Activity

Additional in-services and/or professional development focusing on strategies that will best prepare our SWD subgroup.

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

Students with disabilities

Strategy/Activity

Intentional PLCs that connect the special education teacher and instructional assistant with the general education teachers to best develop and implement meaningful intervention strategies.

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.

This is a new goal with baseline data. Implementation will begin in the 23-24 school year.

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

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$4,407.20
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$235,466.35

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 ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
District Funded	$0.00
LCAP Intervention	$158,519.15
LCAP Supplemental	$72,540.00
Title III English Learner	$4,407.20

Subtotal of state or local funds included for this school: $235,466.35

Total of federal, state, and/or local funds for this school: $235,466.35

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	$72,540.00	0.00
LCAP Intervention	$158,519.15	0.00
Title III English Learner	$4,407.20	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCAP Intervention	158,519.15
LCAP Supplemental	72,540.00
Title III English Learner	4,407.20

Expenditures by Budget Reference

Budget Reference	Amount
	46,632.74
1000-1999: Certificated Personnel Salaries	115,399.63
2000-2999: Classified Personnel Salaries	13,907.26

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	District Funded	0.00
	LCAP Intervention	53,119.52
1000-1999: Certificated Personnel Salaries	LCAP Intervention	105,399.63
	LCAP Supplemental	2,000.00

	LCAP Supplemental	46,632.74
1000-1999: Certificated Personnel Salaries	LCAP Supplemental	10,000.00
2000-2999: Classified Personnel Salaries	LCAP Supplemental	13,907.26
	Title III English Learner	4,407.20

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	208,466.35
Goal 2	15,000.00
Goal 3	12,000.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

3 Other School Staff

5 Parent or Community Members

2 Secondary Students

Name of Members	Role
Joshua Shapiro	Principal
Carlos Zuniga	Other School Staff
Benton Lewis	Classroom Teacher
Lisa Marie Slater	Classroom Teacher
Mark Iraheta	Other School Staff
Katelyn Kahl	Other School Staff
Jamie Tewson	Classroom Teacher
David Musson	Parent or Community Member
Brenda Reimer	Parent or Community Member
Lori Botkin	Parent or Community Member
Diane Jau	Parent or Community Member
Andrea Hill	Parent or Community Member
Logan Daggett	Secondary Student
Izabella Rutledge	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
Yong Li Wu	English Learner Advisory Committee
[signature]	Other: SSC Committee Member

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 May 19, 2023.

Attested:

Josh Shapiro	Principal, Joshua Shapiro, Ed.D. on May 19, 2023
Co Z	SSC Chairperson, Carlos Zuniga on May 19, 2023