

# *School Plan for Student Achievement*



## **CLOVIS WEST HIGH SCHOOL**

1070 E. Teague  
Fresno 93720-1899

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 West High School | 10621171030196                    | May 3, 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.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

The following surveys are administered annually:

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

Clovis West parents and students feel Clovis West is:

- \*A school that provides a quality education
- \*Welcoming for students
- \*A safe place for learning
- \*Respects cultural beliefs
- \*Teachers care about their students

Our educational partners were made aware of our status in ATSI for our AA subgroup around suspensions and our SWD around ELA, Math, and grad rates. This along with a review of our data supported the writing of our goals within our SPSA.

## 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 Objective  
Frequency of Checking for Understanding  
Differentiated Instruction

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

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

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

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

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

In addition, all students who have not met proficiency standards are carefully evaluated for academic deficiencies and may be recommended for additional support either through the after/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 Learning Directors 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:

- \*Updated School Website
- \*Social Media Posts
- \*Referrals to outside resources as needed and based on needs

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

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

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

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

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

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

## Funding

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

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

## Fiscal support (EPC)

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

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

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

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

## Resource Inequities

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

Our site needs assessment identified the following resource inequities at our site:

\*Lack of meaningful intervention opportunities: Clovis West ran interventions for Mathematics, English, and Science at lunch and after school that focused on homework help, re-teaching, and make-up testing. During the 2021-2022 school year, across the school site, teachers reported students did not utilize these intervention times because they were not present in school, which resulted in an increase in D and F students, especially within our students with disabilities subgroup.

\*Increased attendance issues in specific subgroups: Overall chronic absenteeism was 700 students; of those students, 317 fall into our SED subgroup, and 223 fall into the Hispanic subgroup making this an area of concern. This year, Clovis West continued with all planned interventions and supports. Clovis West also built two sections of Math 1 Tutorial into the master schedule to provide simultaneous support for students struggling in Math 1. Clovis West will monitor and assess the benefits of Math Tutorial throughout the year.

\*Our data illustrates that our AA subgroup has a higher percent of students who are suspended in comparison to other subgroups.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup |                       |        |        |                    |       |       |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group                  | Percent of Enrollment |        |        | Number of Students |       |       |
|                                | 20-21                 | 21-22  | 22-23  | 20-21              | 21-22 | 22-23 |
| American Indian                | 0.5%                  | 0.43%  | 0.43%  | 11                 | 9     | 9     |
| African American               | 5.7%                  | 5.58%  | 5.98%  | 115                | 117   | 125   |
| Asian                          | 9.1%                  | 8.21%  | 8.62%  | 185                | 172   | 180   |
| Filipino                       | 1.5%                  | 1.19%  | 1.1%   | 31                 | 25    | 23    |
| Hispanic/Latino                | 45.1%                 | 46.99% | 47.68% | 918                | 985   | 996   |
| Pacific Islander               | 0.1%                  | 0.05%  | 0.19%  | 1                  | 1     | 4     |
| White                          | 34.3%                 | 33.68% | 32.5%  | 697                | 706   | 679   |
| Multiple/No Response           | 3.7%                  | 3.72%  | 3.26%  | 76                 | 78    | 68    |
| Total Enrollment               |                       |        |        | 2,034              | 2,096 | 2089  |

## Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 20-21              | 21-22 | 22-23 |
| Grade 9                           | 592                | 572   | 583   |
| Grade 10                          | 499                | 567   | 563   |
| Grade 11                          | 528                | 453   | 517   |
| Grade 12                          | 415                | 504   | 426   |
| Total Enrollment                  | 2,034              | 2,096 | 2,089 |

### Conclusions based on this data:

1. Our student enrollment has increased by 4% since the 2019-2020 school year.
2. The amount of students in every subgroup with the exception of Hispanic/Latino students has declined.
3. The Hispanic/Latino subgroup is currently at 47% of the school's population which is 13% larger than the White subgroup. The Hispanic/Latino subgroup population has increased by 2.18% as compared to the 1.95% decline of the White subgroup population since 2019-2020 school year.

# 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                 | 49    | 37    | 2.2%                | 2.3%  | 1.8%  |
| Fluent English Proficient (FEP)               | 298                | 311   | 332   | 14.7%               | 14.8% | 15.9% |
| Reclassified Fluent English Proficient (RFEP) | 12                 | 14    |       | 26.7%               | 11%   |       |

### Conclusions based on this data:

1. The amount of students who may speak a language other than English at home has remained steady over the past three years. These students were proven to have a proficiency level in English that is deemed adequate for success in the classroom.
2. Our English Language Development teacher and our Bilingual Instructional Aide have worked diligently to reclassify many students. This has come through excellent instruction in the ELD classes which has yielded favorable results on the ELD benchmark tests and the state-wide ELPAC assessments. The ELD staff has worked with each of the individual English Learners to inform them of what they must achieve in order to be reclassified. The staff has worked in concert to identify eligible students, and those on the cusp of eligibility to make sure the correct students are being reclassified.
3. With an increase in the number of students being reclassified, this equates to a increase in the number of students who can take more academic core classes needed for graduation and to fulfill the A-G requirements necessary for admission to a four-year college immediately after high school.

# 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                               | 506                    | 424   |       | 0                    | 420   |       | 0                  | 420   |       | 0.0                    | 99.1  |       |
| All Grades                             | 506                    | 424   |       | 0                    | 420   |       | 0                  | 420   |       | 0.0                    | 99.1  |       |

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                             |                  | 2653. |       |            | 45.00 |       |                | 32.38 |       |                   | 11.43 |       |                | 11.19 |       |
| All Grades                           | N/A              | N/A   | N/A   |            | 45.00 |       |                | 32.38 |       |                   | 11.43 |       |                | 11.19 |       |

| Reading<br>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   |                  | 40.00 |       |                       | 48.81 |       |                  | 11.19 |       |
| All Grades   |                  | 40.00 |       |                       | 48.81 |       |                  | 11.19 |       |

| Writing<br>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  |                  | 48.10 |       |                       | 41.67 |       |                  | 10.24 |       |
| All Grades  |                  | 48.10 |       |                       | 41.67 |       |                  | 10.24 |       |

| Listening<br>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  |                  | 21.67 |       |                       | 71.19 |       |                  | 7.14  |       |
| All Grades  |                  | 21.67 |       |                       | 71.19 |       |                  | 7.14  |       |

| Research/Inquiry<br>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   |                  | 40.71 |       |                       | 51.43 |       |                  | 7.86  |       |
| All Grades   |                  | 40.71 |       |                       | 51.43 |       |                  | 7.86  |       |

**Conclusions based on this data:**

1. In 2018-2019, 81.6% of students met or exceeded the standards on the CAASPP English Language Arts Assessments.  
In 2021-2022, 77.38% of students met or exceeded the standards on the CAASPP English Language Arts Assessments, which is a 4.22% decline as compared to the 2018-2019 school year.
2. 73% of the 191 students in the Hispanic/Latino subgroup met or exceeded the standards on the CAASPP English Language Arts Assessments.  
68% of the 110 students in the Socio Economically Disadvantaged subgroup met or exceeded the standards on the CAASPP English Language Arts Assessments.  
5% of the 10 students in the English Learner subgroup met or exceeded the standards on the CAASPP English Language Arts Assessments.
3. Students have progressively scored better at writing in each of the past two years of testing.

# 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                               | 506                    | 424   |       | 0                    | 412   |       | 0                  | 412   |       | 0.0                    | 97.2  |       |
| All Grades                             | 506                    | 424   |       | 0                    | 412   |       | 0                  | 412   |       | 0.0                    | 97.2  |       |

\* 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                             |                  | 2586. |       |            | 16.99 |       |                | 25.24 |       |                   | 22.09 |       |                | 35.68 |       |
| All Grades                           | N/A              | N/A   | N/A   |            | 16.99 |       |                | 25.24 |       |                   | 22.09 |       |                | 35.68 |       |

| Concepts & Procedures<br>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   |                  | 25.73 |       |                       | 42.72 |       |                  | 31.55 |       |
| All Grades   |                  | 25.73 |       |                       | 42.72 |       |                  | 31.55 |       |

| Problem Solving & Modeling/Data Analysis<br>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   |                  | 14.08 |       |                       | 63.59 |       |                  | 22.33 |       |
| All Grades   |                  | 14.08 |       |                       | 63.59 |       |                  | 22.33 |       |

| Communicating Reasoning<br>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   |                  | 17.23 |       |                       | 64.56 |       |                  | 18.20 |       |
| All Grades   |                  | 17.23 |       |                       | 64.56 |       |                  | 18.20 |       |

### Conclusions based on this data:

1. In 2018-2019, 50.54% of students met or exceed the standards on the CAASPP Mathematics Assessment. In 2021-2022, 42.23% of students met or exceed the standards on the CAASPP Mathematics Assessment, which is a 8.31% decline as compared to the 2018-2019 school year.

- 
2. 31% of the 191 students in the Hispanic/Latino subgroup met or exceeded the standards on the CAASPP Mathematics Assessments.  
25% of the 110 students in the Socio Economically Disadvantaged subgroup met or exceeded the standards on the CAASPP Mathematics Assessments.  
10% of the 10 students in the English Learner subgroup met or exceeded the standards on the CAASPP Mathematics Assessments.
3. Students scored better in the domain of Communicating Reasoning than the previous year.



# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data<br>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  | 1583.4  | 1603.9 | 1577.1        | 1618.5 | 1589.2           | 1589.1 | 17                        | 19    |
| Grade 10   | *       | 1636.8 | *             | 1643.9 | *                | 1629.1 | 9                         | 12    |
| Grade 11   | *       | *      | *             | *      | *                | *      | 9                         | 7     |
| Grade 12   | *       | *      | *             | *      | *                | *      | 4                         | 8     |
| All Grades   |         |        |               |        |                  |        | 39                        | 46    |

| Overall Language<br>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   | 23.53   | 47.37 | 52.94   | 31.58 | 23.53   | 10.53 | 0.00    | 10.53 | 17                       | 19    |
| 10  | *       | 58.33 | *       | 33.33 | *       | 0.00  | *       | 8.33  | *                        | 12    |
| 11  | *       | *     | *       | *     | *       | *     | *       | *     | *                        | *     |
| 12  | *       | *     | *       | *     | *       | *     | *       | *     | *                        | *     |
| All Grades  | 25.64   | 43.48 | 41.03   | 32.61 | 23.08   | 13.04 | 10.26   | 10.87 | 39                       | 46    |

| Oral Language<br>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  | 41.18   | 68.42 | 47.06   | 21.05 | 11.76   | 10.53 | 0.00    | 0.00  | 17                       | 19    |
| 10   | *       | 75.00 | *       | 16.67 | *       | 8.33  | *       | 0.00  | *                        | 12    |
| 11   | *       | *     | *       | *     | *       | *     | *       | *     | *                        | *     |
| 12   | *       | *     | *       | *     | *       | *     | *       | *     | *                        | *     |
| All Grades   | 38.46   | 65.22 | 43.59   | 23.91 | 15.38   | 8.70  | 2.56    | 2.17  | 39                       | 46    |

| Written Language<br>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   | 17.65   | 26.32 | 41.18   | 36.84 | 41.18   | 21.05 | 0.00    | 15.79 | 17                       | 19    |
| 10  | *       | 50.00 | *       | 33.33 | *       | 8.33  | *       | 8.33  | *                        | 12    |
| 11  | *       | *     | *       | *     | *       | *     | *       | *     | *                        | *     |
| 12  | *       | *     | *       | *     | *       | *     | *       | *     | *                        | *     |
| All Grades  | 15.38   | 28.26 | 28.21   | 32.61 | 41.03   | 26.09 | 15.38   | 13.04 | 39                       | 46    |

| Listening Domain<br>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   | 11.76          | 26.32 | 88.24               | 73.68 | 0.00      | 0.00  | 17                       | 19    |  |
| 10  | *              | 16.67 | *                   | 83.33 | *         | 0.00  | *                        | 12    |  |
| 11  | *              | *     | *                   | *     | *         | *     | *                        | *     |  |
| 12  | *              | *     | *                   | *     | *         | *     | *                        | *     |  |
| All Grades  | 5.13           | 17.39 | 84.62               | 73.91 | 10.26     | 8.70  | 39                       | 46    |  |

| Speaking Domain<br>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  | 88.24          | 89.47 | 11.76               | 5.26  | 0.00      | 5.26  | 17                       | 19    |  |
| 10   | *              | 91.67 | *                   | 8.33  | *         | 0.00  | *                        | 12    |  |
| 11   | *              | *     | *                   | *     | *         | *     | *                        | *     |  |
| 12   | *              | *     | *                   | *     | *         | *     | *                        | *     |  |
| All Grades   | 87.18          | 91.30 | 12.82               | 6.52  | 0.00      | 2.17  | 39                       | 46    |  |

| Reading Domain<br>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   | 35.29          | 36.84 | 35.29               | 26.32 | 29.41     | 36.84 | 17                       | 19    |  |
| 10  | *              | 50.00 | *                   | 41.67 | *         | 8.33  | *                        | 12    |  |
| 11  | *              | *     | *                   | *     | *         | *     | *                        | *     |  |
| 12  | *              | *     | *                   | *     | *         | *     | *                        | *     |  |
| All Grades  | 28.21          | 32.61 | 30.77               | 34.78 | 41.03     | 32.61 | 39                       | 46    |  |

| Writing Domain<br>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 |
| <b>9</b>  | 11.76          | 5.26  | 88.24               | 84.21 | 0.00      | 10.53 | 17                       | 19    |
| <b>10</b>   | *              | 8.33  | *                   | 83.33 | *         | 8.33  | *                        | 12    |
| <b>11</b>   | *              | *     | *                   | *     | *         | *     | *                        | *     |
| <b>12</b>   | *              | *     | *                   | *     | *         | *     | *                        | *     |
| <b>All Grades</b>   | 15.38          | 15.22 | 79.49               | 73.91 | 5.13      | 10.87 | 39                       | 46    |

**Conclusions based on this data:**

1. Under the previous reclassification guidelines, almost all of the students tested in the ELPAC would meet the criteria for reclassification.
2. In 2020-2021, there were 46 students enrolled as English Learner students. Of those 46 students, seven (15%) were reclassified in the spring of 2021.  
In 2021-2022, there were 46 students enrolled as English Learner students. Of those 46 students, 13 (28%) were reclassified in the spring of 2022 which is a 13% higher reclassification rate as compared to the previous year.
3. We had a huge increase in the number of students who scored a 4 on the ELPAC.

# 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  |
| 2,096   | 46.9   | 2.3  | 0.7   |
| Total Number of Students enrolled in Clovis West 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                                  | 49    | 2.3        |
| Foster Youth                                      | 14    | 0.7        |
| Homeless  | 4     | 0.2        |
| Socioeconomically Disadvantaged                   | 983   | 46.9       |
| Students with Disabilities                        | 191   | 9.1        |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 117   | 5.6        |
| American Indian              | 9     | 0.4        |
| Asian                        | 172   | 8.2        |
| Filipino                     | 25    | 1.2        |
| Hispanic                     | 985   | 47.0       |
| Two or More Races            | 78    | 3.7        |
| Pacific Islander             | 1     | 0.0        |
| White                        | 706   | 33.7       |

**Conclusions based on this data:**

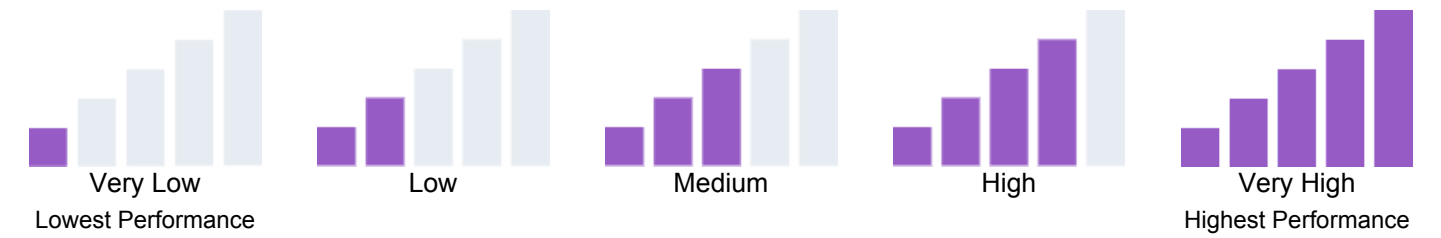
1. There is a comparable percentage of students who are Hispanic and Socioeconomically Disadvantaged. These groups of students are a large portion of the student body, and are approximately half of the population.
2. Hispanic students are now the largest ethnicity on campus.
3. Our smallest subgroups are homeless and foster youth.

# School and Student Performance Data

## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students

| Academic Performance                                      | Academic Engagement                             | Conditions & Climate                       |
|---|---|--|
| <div>English Language Arts</div> <div>High</div>          | <div>Graduation Rate</div> <div>Very High</div> | <div>Suspension Rate</div> <div>High</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:**

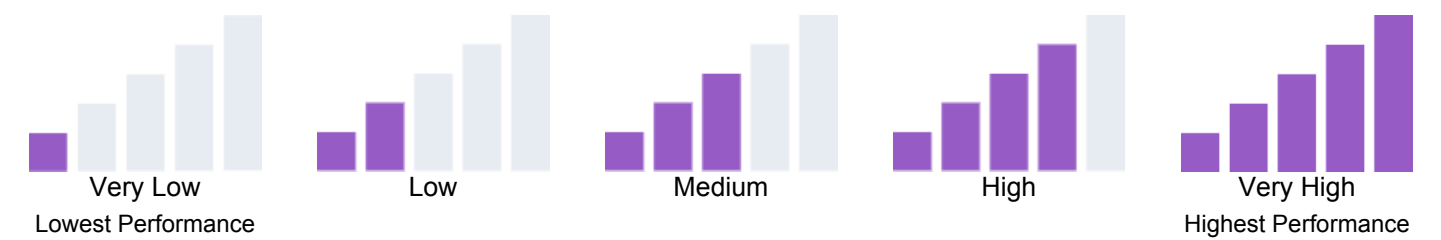
1. Clovis West High School graduates students at a very high rate when looking at the overall student body.
2. The campus achieves at a higher rate in English as compared to Mathematics.
3. The number of suspensions and percentage of students being suspended remains to be an area of improvement.

# 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.

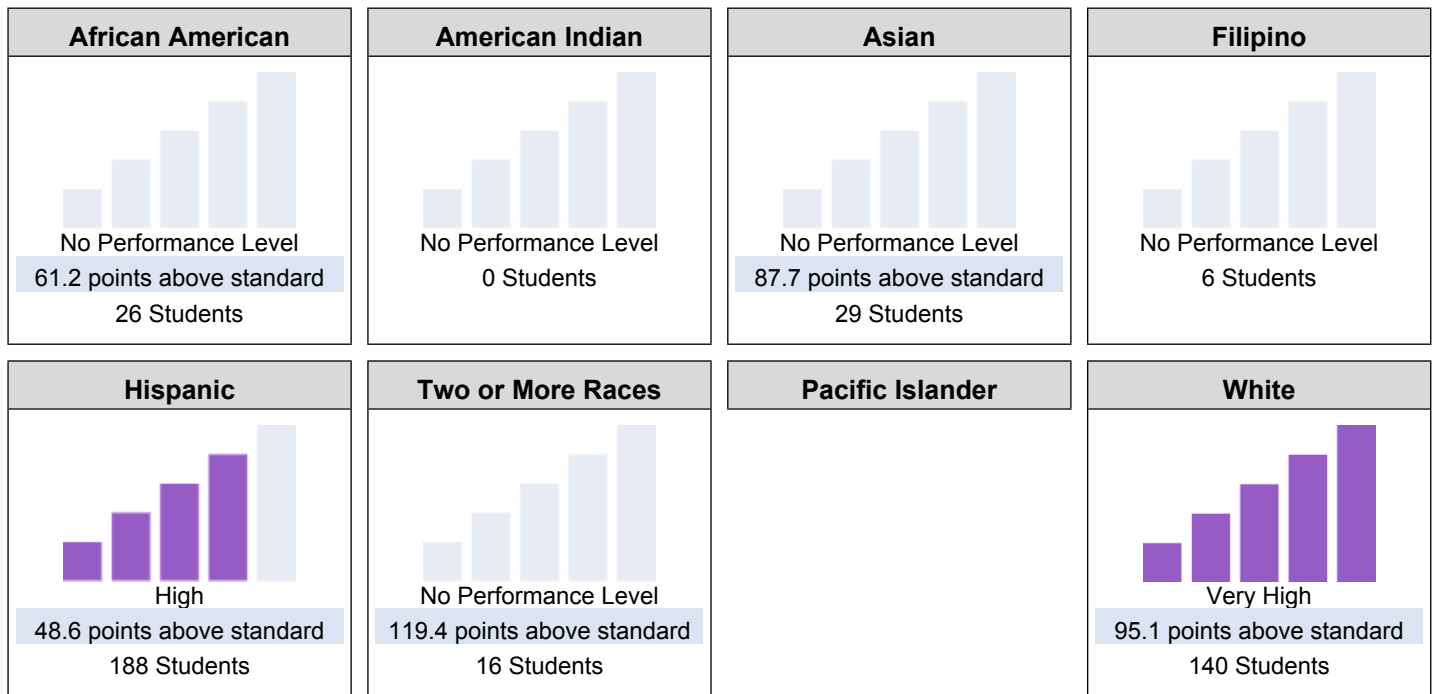
| 2022 Fall Dashboard English Language Arts Equity Report |     |        |      |           |
|---|-----|--------|------|-----------|
| Very Low  | Low | Medium | High | Very High |
| 1   | 0   | 0      | 2    | 1         |

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

| 2022 Fall Dashboard English Language Arts Performance for All Students/Student Group |  |   |
|--|--|---|
| All Students   | English Learners   | Foster Youth  |
| <p>High</p> <p>72.9 points above standard</p> <p>403 Students</p>                    | <p>No Performance Level</p> <p>12.2 points above standard</p> <p>17 Students</p> | <p>No Performance Level</p> <p>0 Students</p>                         |
| Homeless   | Socioeconomically Disadvantaged  | Students with Disabilities  |
| <p>No Performance Level</p> <p>3 Students</p>  | <p>High</p> <p>37.8 points above standard</p> <p>185 Students</p>                | <p>Very Low</p> <p>116.5 points below standard</p> <p>33 Students</p> |



### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners             | English Only                               |
|-------------------------|---|--|
| 3 Students              | 36.1 points above standard<br>14 Students | 79.8 points above standard<br>334 Students |

#### Conclusions based on this data:

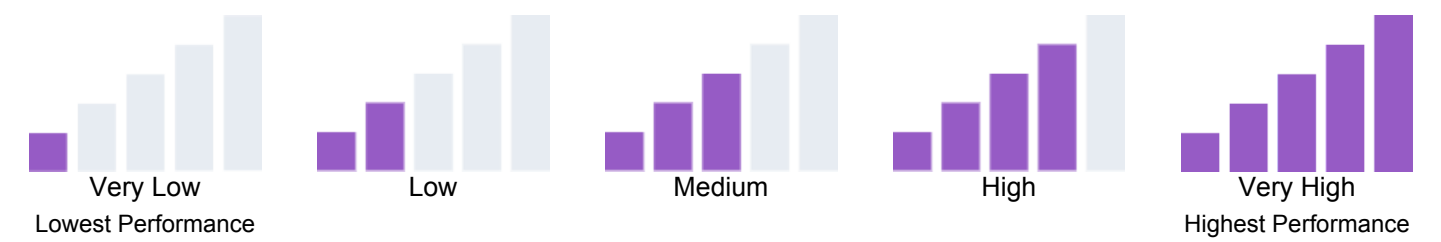
1. As a whole, the Clovis West student body performed well as deemed by the state of California.
2. Though less than the entire student body, the socioeconomically disadvantaged and Hispanic students scored favorably as deemed by the state of California.
3. Students with disabilities decreased their scores significantly by 65.1 points as compared to the Fall 2019 dashboard.

# 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).



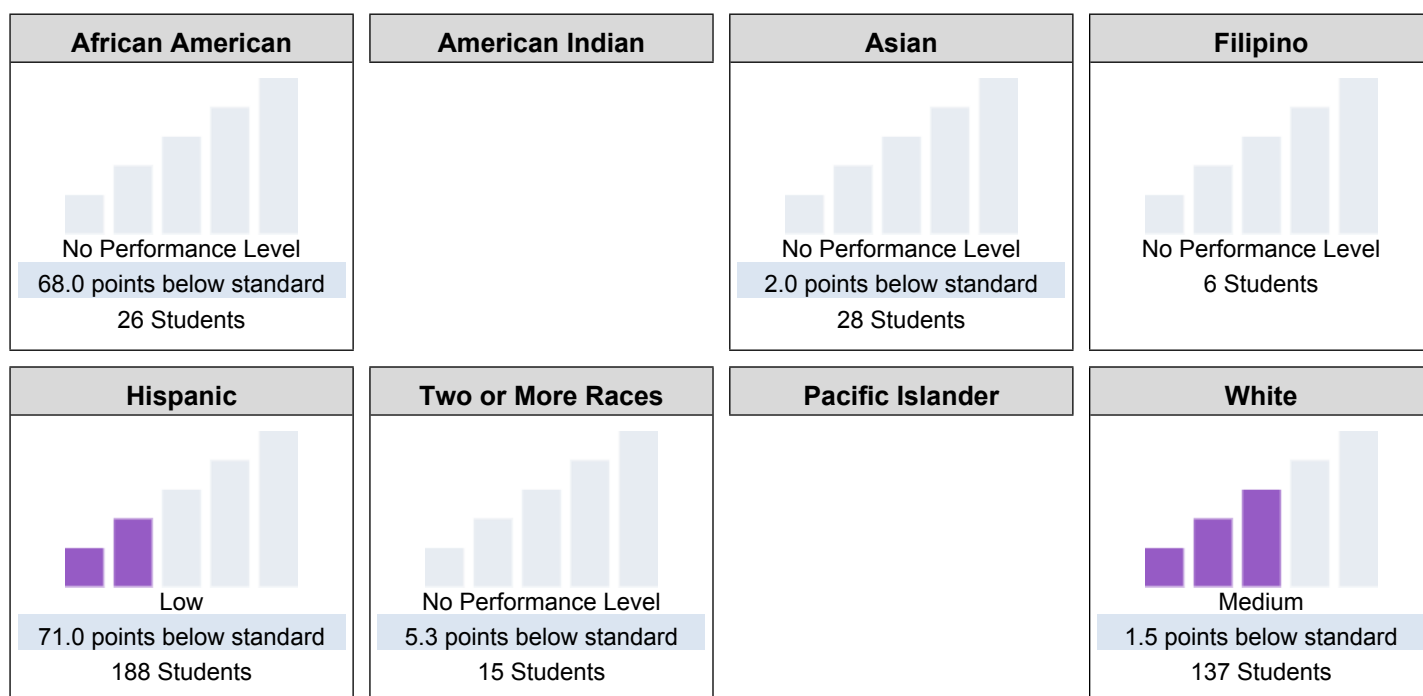
This section provides number of student groups in each level.

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

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

| 2022 Fall Dashboard Mathematics Performance for All Students/Student Group |  |   |
|--|--|---|
| <b>All Students</b>  | <b>English Learners</b>  | <b>Foster Youth</b>   |
| <p>Medium</p> <p>37.6 points below standard</p> <p>397 Students</p>        | <p>No Performance Level</p> <p>94.5 points below standard</p> <p>17 Students</p> | <p>No Performance Level</p> <p>0 Students</p>                         |
| <b>Homeless</b>  | <b>Socioeconomically Disadvantaged</b>   | <b>Students with Disabilities</b>                                     |
| <p>No Performance Level</p> <p>3 Students</p>                              | <p>Low</p> <p>83.7 points below standard</p> <p>183 Students</p>                 | <p>Very Low</p> <p>199.1 points below standard</p> <p>33 Students</p> |

## 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                               |
|-------------------------|---|--|
| 3 Students              | 84.2 points below standard<br>14 Students | 31.0 points below standard<br>328 Students |

### Conclusions based on this data:

1. As a whole, the Clovis West student body scored 37.6 points below the standard which is 19.6 points lower than pre-covid scores.
2. All of Clovis West's significant subgroups scored below the standard with the Asian population scoring the highest with only 2 points below the standard.
3. Students with disabilities scored significantly lower than the rest of the student populations, and continues to drop by 24.6 points as compared to pre-covid scores.

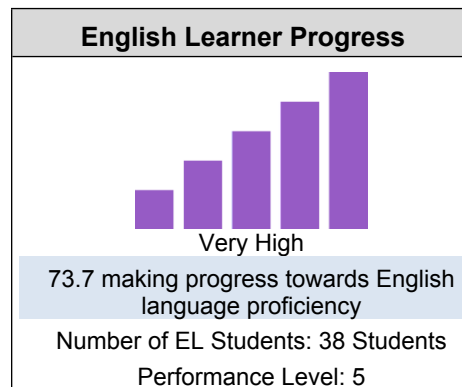
# School and Student Performance Data

## 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 |
|--------------------------|--|-------------------------|------------------------------------|
| 15.8%                    | 10.5%                                      | 0.0%                    | 73.7%                              |

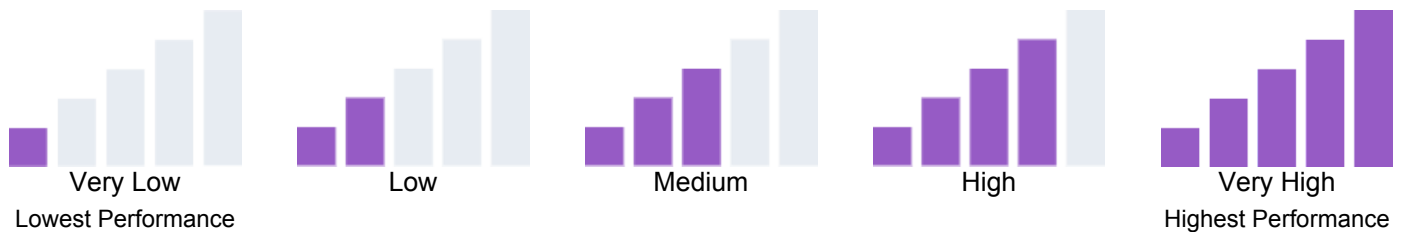
#### Conclusions based on this data:

1. The number of English Learner students at Clovis West grew from 20 students to 38 students as compared to 2019.
2. The performance level of English Learners grew from low to very high as compared to 2019.
3. The ELD courses have improved the students' ability to reach English Language standards set by the state.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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



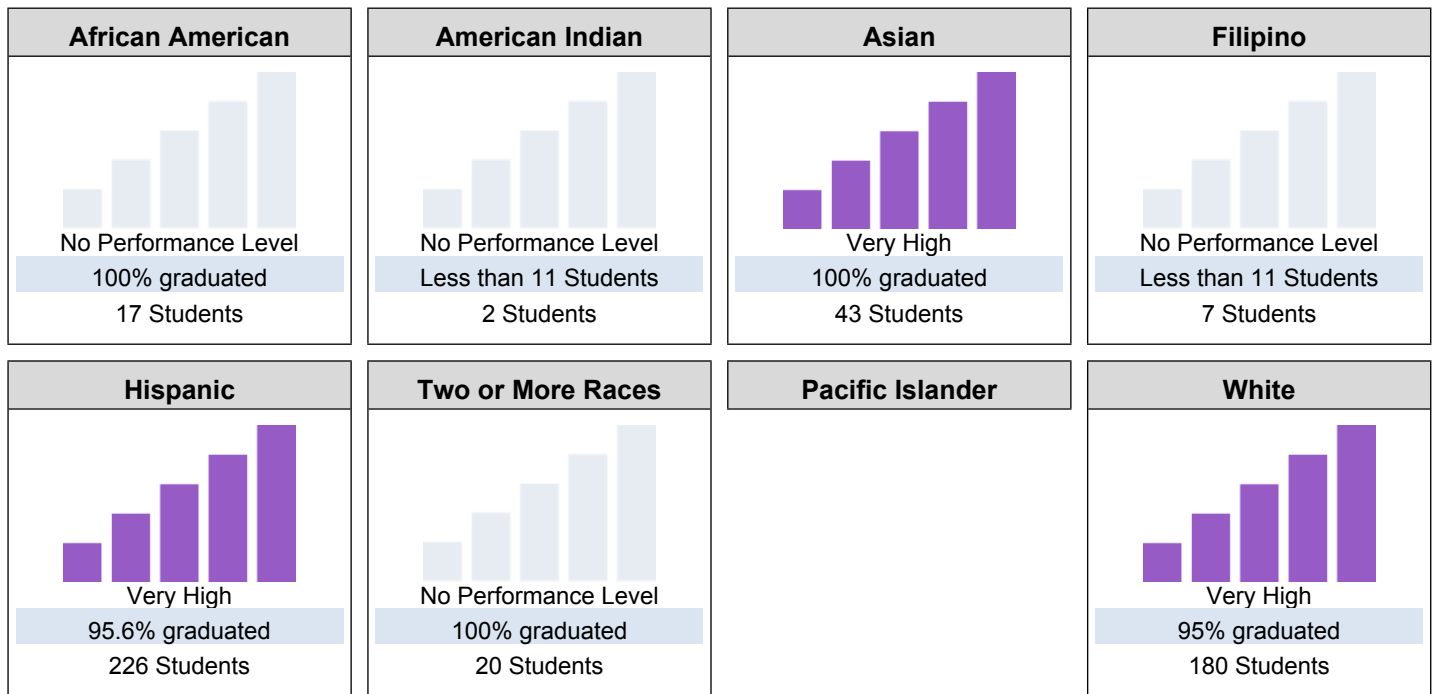
This section provides number of student groups in each level.

| 2022 Fall Dashboard Graduation Rate Equity Report |     |        |      |           |
|---|-----|--------|------|-----------|
| Very Low  | Low | Medium | High | Very High |
| 1   | 0   | 0      | 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                                      |   |  |  |  |
|---|---|--|--|--|
| <div><div>All Students</div><p>Very High</p><p>96.2% graduated</p><p>496 Students</p></div>             | <div><div>English Learners</div><p>No Performance Level</p><p>94.7% graduated</p><p>19 Students</p></div> | <div><div>Foster Youth</div><p>No Performance Level</p><p>Less than 11 Students</p><p>5 Students</p></div> | <div><div>Homeless</div><p>No Performance Level</p><p>Less than 11 Students</p><p>7 Students</p></div> | <div><div>Socioeconomically Disadvantaged</div><p>Very High</p><p>95.7% graduated</p><p>258 Students</p></div> |
| <div><div>Students with Disabilities</div><p>Very Low</p><p>67.3% graduated</p><p>49 Students</p></div> |   |  |  |  |

## 2022 Fall Dashboard Graduation Rate by Race/Ethnicity



### Conclusions based on this data:

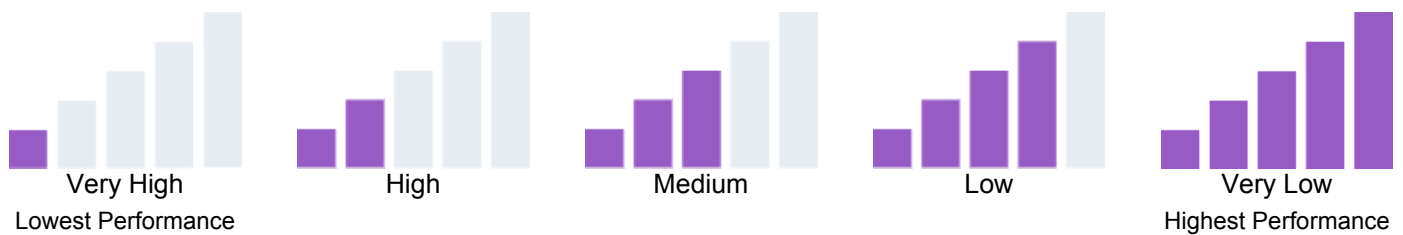
1. The rate of graduation was high enough to reach the state's highest designation.
2. The largest subgroups graduated at a rate deemed positive and increased rates from the previous year.
3. Graduation rates at Clovis West grew 3.1% and all subgroups showed an increase as compared to 2021.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

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

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



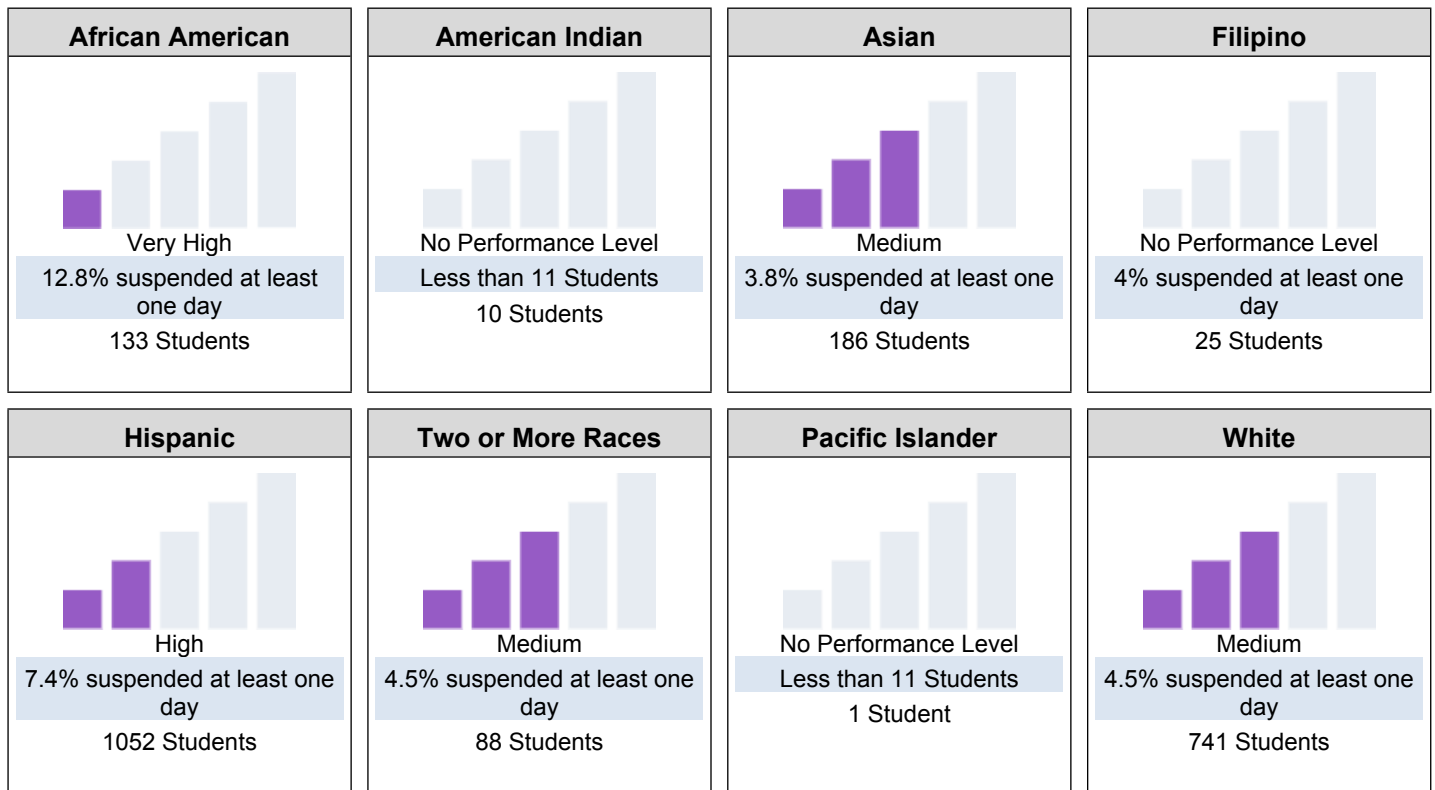
This section provides number of student groups in each level.

| 2022 Fall Dashboard Suspension Rate Equity Report |      |        |     |          |
|---|------|--------|-----|----------|
| Very High   | High | Medium | Low | Very Low |
| 2   | 2    | 4      | 0   | 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                  |  |  |
|---|--|--|
| <b>All Students</b><br><br>High<br>6.3% suspended at least one day<br>2236 Students | <b>English Learners</b><br><br>Medium<br>5.3% suspended at least one day<br>75 Students                | <b>Foster Youth</b><br><br>No Performance Level<br>31.8% suspended at least one day<br>22 Students     |
| <b>Homeless</b><br><br>No Performance Level<br>Less than 11 Students<br>8 Students  | <b>Socioeconomically Disadvantaged</b><br><br>High<br>9.7% suspended at least one day<br>1088 Students | <b>Students with Disabilities</b><br><br>Very High<br>12.2% suspended at least one day<br>213 Students |

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. While the percent of students suspended once remained the same, the 6% mark is not deemed to be adequate.
2. Foster youth students were suspended at a rate over 5 times that of the overall population.  
Students with disabilities were suspended at a rate over 2 times that of the overall population.  
Socioeconomically disadvantaged students were suspended at a rate 1.5 times that of the overall population.
3. African American students were suspended at a rate 2 times higher than the overall population.  
Hispanic and White students were suspended at a rate 1.8 times higher than the overall population.



# 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

Academic Achievement

## 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

Increase the percentage of focus group students scoring at the top two tiers of CAASPP in both Math and ELA by 4 percent.

## Identified Need

STUDENT GROUPS PARTICIPATING IN THIS GOAL:

Hispanic, SED, EL students, and SWD

In ELA the rate at which the students met or exceeded the standard was 78%. This number was a decrease from the previous year by 3.6%. Students from the SED subgroup met or exceeded the standard at a rate of 68% while the EL subgroups met or exceeded the standard at a rate of 50%. Students belonging to the Hispanic/Latino subgroup met or exceeded the standard at a rate of 73% which was 5% less than the overall student body.

In math the rate at which the students met or exceeded the standard was 36.1% . This number was a decrease from the previous year by 14%. Students from the SED subgroup met or exceeded the standard at a rate of 25% while the EL subgroups met or exceeded the standard at a rate of 10%. Students belonging to the Hispanic/Latino subgroup met or exceeded the standard at a rate that was 5% less than the overall student body.

## Annual Measurable Outcomes

| Metric/Indicator  | Baseline/Actual Outcome   | Expected Outcome   |
|-------------------|---|--|
| CAASPP Assessment | 2021-2022<br>ELA Overall: 78%<br>ELA Hispanic: 73%<br>ELA EL: 50%<br>ELA SED: 68%<br><br>Math Overall: 36%<br>Math Hispanic: 31%<br>Math EL: 10%<br>Math SED: 25% | Expected 2022-2023<br>ELA Overall: 82%<br>ELA Hispanic: 77%<br>ELA EL: 54%<br>ELA SED: 72%<br><br>Math Overall: 40%<br>Math Hispanic: 35%<br>Math EL: 14%<br>Math SED: 29% |

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

Implementation of Golden Hour which will be an intervention hour built into the school day to allow all students access to additional intervention or acceleration supports as they need it. The implementation of Golden Hour will allow students equitable access to intervention and will help to curb any resource inequities that may have been created by the challenges that families face with before and after-school supports.

Golden hour will be in addition to our current before and after school interventions which will also continue.

#### 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)

69578.25

Source(s)

LCAP Intervention

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

English Learner students.

#### Strategy/Activity

Provide English Language instruction to English Learners from a credentialed teacher and a classified Bilingual Instructional Aide. These students will also have their progress monitored through out the benchmark EL assessments and the ELPAC.

#### 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)

4,071.87

Source(s)

Title III English Learner

|           |                           |
|-----------|---------------------------|
|           | From 4203                 |
| 27,689.89 | LCAP Intervention         |
|           | From LCAP 0632            |
| 109.32    | Title III English Learner |
|           | From 4203                 |

### 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

Teach students AVID strategies to help them gain skills needed to help them achieve success in general education, A-G courses. This includes hiring of personnel, tutors and certificated teacher stipends are included in the allocation, to work within AVID elective classrooms, the training of teachers in general education courses to employ these and other high-leverage strategies in the classroom. Funds have been allocated to send teachers to AVID training and AVID summer Institute.

#### 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)         |
|-----------|-------------------|
| 7,029.79  | LCAP Intervention |
|           | From LCAP 0632    |
| 5,000     | LCAP Supplemental |
|           | PD for AVID       |
| 28890.30  | LCAP Supplemental |

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

Focus group students are targeted in the LCAP

#### Strategy/Activity

Provide academic and social-emotional consultations for students. This includes pushing into classes to help students with work, conferencing with students individually to go over missing and upcoming assignments, and connecting the students to the proper resources. Sometimes these resources may be instructional supplies, food, clothing, counseling help, or anything else that can help meet student needs so they may concentrate on coursework when they get to class.

### 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)                           |
|-----------|-------------------------------------|
| 16611.64  | LCAP Intervention<br>From LCAP 0632 |
| 6581.69   | LCAP Intervention<br>From LCAP 0600 |
| 1,976.09  | LCAP Supplemental<br>From LCAP 0632 |

### 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

Provide more technological resources in the classrooms. This is needed to help students to get ready for computer-based work and assessments. Students will get assessed in ELA, math, and science on the computer, and additional resources are needed for students to get accustomed to operating the correct equipment. Students also need to have practice working with the proper interfaces in order to be prepared for testing sessions. In order to return to in-person instruction, more computer carts needed to be purchased to house the computers in the classroom.

### 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)   |
|-----------|---|
| 35,136.50 | LCAP Supplemental<br>From LCAP 0600- computers and technological resources (440000) |

## 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.

The overall student body success rate measured by the CAASPP dropped both in ELA and in Mathematics. Prior to COVID-19 we continued to show growth in ELA and Mathematics over the previous five years. Student performance in 2020 gave a great opportunity to evaluate the effectiveness of the site's intervention program and set goals for 2023.

It was noticed that intervention attendance sessions had dropped from the previous year. This could have been due to the lack of student drive as there were scheduled ELA and Mathematics intervention times as well as scheduled office hours for Sciences. While the teachers worked diligently to provide opportunities to assist students who needed help, it was not reaching the desired outcome.

We saw a great deal of success with our English Learners in our two ELD sections during the 2021-2022 school year. Fifteen percent of EL students were reclassified during the 2020-2021 school year which was a 13% improvement increasing our reclassification rate to 28%. The ELD teacher and the Bilingual Instructional Aide worked efficiently and effectively to deliver instruction and keep track of the necessary documentation required for students to become reclassified.

As of May 1, 2023- we are hearing positive feedback surrounding Golden Hour intervention and are excited to see what our quantitative data illustrates surrounding this new intervention program.

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

Prior year differences: The strategies implemented were budgeted from the same accounts as last year. What will be shown next is how there are other steps added to this goal to make it more encompassing of what teachers are trying to achieve with their students at Clovis West 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.

The goal last year of 4% growth was chosen as an attainable percentage in which students could be expected to meet growth. This year the students' scores from their previous tests were observed and factored into the decision. The goal of 4% growth rate for the 2022-2023 school year has not changed from our previous year's goal. This year Clovis West implemented two Math tutorial sections and AVID strategies are also being articulated into the SPSA goal. Teachers have taken the effort to get trained in these strategies and this continues to be a focus of the campus, and a lot of resources are tied to making it successful for students. This goal also utilizes the SOAR transition team which allows Clovis West to hire people to specifically work with students identified by LCAP. These students (Foster Youth, EL, SED) work with transition leaders to remove obstacles that might get in the way of learning. This goal also acknowledges the role of technology in helping student success. This is necessary as many of the skills needed for successful students are skills required to use computers. This even includes completing the CAASPP.

# 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

Students with Disabilities who are Deemed "College and Career Ready."

## 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

Increase the percentage of diploma track students in the Students with Disabilities subgroup who are deemed "College and Career Ready" by 10 percent.

## Identified Need

### STUDENT GROUPS PARTICIPATING IN THIS GOAL

Students with Disabilities

Clovis West students in the Students with Disabilities subgroup were deemed College and Career Ready at a rate of only 0% in the 2021-2022. This equated to a 9.52% decline from the year before. Students are placed into three different levels of readiness: prepared, approaching, and unmet. After two non-testing years, the decline in students from the prepared performance band dropped due to COVID. The percentage of students in the unmet band was quite similar between 2017-2018 (65 percent), 2018-2019 (66 percent), 2019-2020 (COVID), 2020-2021 (COVID), and 2021-2022 (78 percent).

A student can be deemed prepared by meeting any of the following criteria:

- The Smarter Balanced Summative Assessments: Score of Level 3 "Standard Met" or higher on both English language arts/literacy (ELA) and mathematics
- Advanced Placement (AP) Exams: Score of 3 or higher on two AP exams  
International Baccalaureate (IB) Exams: Score of 4 or higher on two IB exams
- Completion of Dual Enrollment: Two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded
- University of California (UC) and California State University (CSU) a-g requirements: Complete a-g course requirements with a grade of C- or better plus one of the Additional Criteria from the box below
- Career Technical Education (CTE) Pathway: Pathway completion with a grade of C or better in the capstone course plus one of the Additional Criteria from below:
- Smarter Balanced Summative Assessment Scores:
- Level 3 or higher on ELA and at least a Level 2 "Standard Nearly Met" in

mathematics, or

- Level 3 or higher on mathematics and at least a Level 2 in ELA
- One semester/two quarters of Dual Enrollment with a grade of C- or better in academic/CTE subjects
- Score of 3 on one AP exam or score of 4 on one IB Exam (for a-g requirement only)
- Completion of CTE Pathway (for a-g requirement only)

Based on these criteria, the key to getting students from this subgroup to meet the prepared guidelines is to get them to pass A-G courses. The strategies put into place will be to help these students get the needed support to be successful in such courses.

### Annual Measurable Outcomes

| Metric/Indicator  | Baseline/Actual Outcome           | Expected Outcome                   |
|---|-----------------------------------|------------------------------------|
| California Department of Education Dashboard College and Career Readiness | 2022: 0% College and Career Ready | 2023: 10% College and Career Ready |

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; RSP/AIP diploma track

##### Strategy/Activity

Revise collaboration and pathway models so students are either supported in AVID collaboration, AVID directive, or study skills.

##### Proposed Expenditures for this Strategy/Activity

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

|           |           |
|-----------|-----------|
| Amount(s) | Source(s) |
|-----------|-----------|

#### 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; RSP/AIP diploma track

##### Strategy/Activity



Special Education (SPED) teachers collaborate with teachers of A-G classes in PLC meetings. These collaboration meetings are to provide the SPED teachers with insights and strategies to help the students from this subgroup. This collaboration time during PLC meetings also helps the general education teachers learn about each of the SPED students in order to provide specific and effective instructional support. These meetings have been scheduled by the SPED administrator on campus and have been embedded into the PLC meeting schedule.

### **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)

7844.11

Source(s)

LCAP Intervention  
2000-2999: Classified Personnel Salaries  
LCAP 0600

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

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

Students with Disabilities

Strategy/Activity

A SPED teacher will team teach with an AVID teacher in the AVID elective to support SPED students in AVID. The AVID team and SPED team will collaborate monthly to support the recruitment and retention of SPED students in the AVID program. Additionally, a SPED teacher will be trained to teach an AVID elective of SPED students. Send staff to AVID summer institute.

### **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)

5,000

Source(s)

LCAP Supplemental

## **Annual Review**

### **SPSA Year Reviewed: 2022-23**

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

## **ANALYSIS**

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



Post pandemic return to instruction proved difficult in mathematics. Mathematics CAASPP scores dropped significantly bringing down the amount of students College and Career Ready. PLCs will continue to meet with SPED teachers and collaborate to address all students' needs.

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

Due to the limited implementation last year, we are now instituting more intentional collaboration between the AVID and SPED programs to ensure the SPED students get the support they need to be deemed college and career ready.

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.

The goal can be analyzed and modified as needed once we have been allowed to fully implement the strategies named within this goal. Due to drop in mathematics scores, measurable outcomes have been adjusted for the 2022-2023 school year to a flat 10% College and Career Ready. There has been an increase of student enrollment in AVID by 13 students with RSP support in those periods.

# 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

Suspension Rates of all students, specifically within our African American subgroup

## 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

Decrease the suspension rates for All students by 2% with a focus specifically on our African American subgroup

## Identified Need

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students  
African American students get suspended at a rate that is three times as high as the overall student population at Clovis West High School. While a 2 percent decrease in the suspension rate would still mean that students in this subgroup would be suspended at twice the rate of our overall student body, it would still be the lowest suspension rate for these students in the past five years.

## Annual Measurable Outcomes

| Metric/Indicator   | Baseline/Actual Outcome  | Expected Outcome |
|--|--|------------------|
| California Department of Education Dashboard Suspensions | 2019-2020: 11.73%<br>2020-2021: 4.84%<br>2021-2022: 12.21%<br>2022-2023: Currently 3.37% | 2022-2023: <11%  |

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

Use the Student Responsibility Center as a means of intervention for students having behavioral problems. The SRC staff is working each week with students who have exhibited patterns of negative discipline behaviors by "checking in" with the students to discuss how they are doing with their academic and their personal lives.

The SRC is asking who they connect with on campus and then connecting the students with the school behavioral health specialist to establish a social-emotional guidance and support groups to meet twice per month.

### **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)

All Students

#### **Strategy/Activity**

Behavioral supports and intervention labs will be provided to students with multiple behavior social-emotional incidents during the current 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)

33810.11

LCAP Supplemental  
1000-1999: Certificated Personnel Salaries  
From LCAP 0600

### **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**

Learning Directors and Students Relations Liaisons will meet regularly regarding behavior support plans. SRC SRLs will be trained in CPI for de-escalation and the SRC staff will work with the campus behavior specialist to administer workshops for 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)       |
|-----------|-----------------|
| 0         | District Funded |

# Annual Review

## SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

When students returned this year there was a sharp uptick in behaviors and disciplines across all campuses in the district. This is due to 18 months in isolation, COVID Hybrid schedule, and the drastic lack of social interaction for many students. With consistency, clear expectations, and mentoring by the SRL's and teachers, students have begun to return to a more expected level of misbehaviors. The resource allocations are duplicated here and are reflected under intervention in Goal 1.

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 weren't any major differences between last year's intended implementation or budgeted expenditures to implement planned strategies to meet the articulated goal. While the strategies were in place it was made clear that discipline rates were higher across the district than initially anticipated. It was this realization that drove the changes in focus to more up front interventions to try to engage our students as early as possible in developing tools and relationships to help drive down discipline rates at our site.

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.

The primary changes have been to change the goal to 11%. Last year's suspension percentage was 12.21% and as of the writing of this SPSA the site is currently on pace to exceed that number. Through the implementation of new strategies of bringing in site mentors to work with students and working more closely with our behavioral health staff, keeping the suspension rate at or below 11% is a more realistic goal for the 2022-23 school year.

# 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 | \$4,181.19   |
| 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       | \$249,329.56 |

## 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         | \$135,335.37    |
| LCAP Supplemental         | \$109,813.00    |
| Title III English Learner | \$4,181.19      |

Subtotal of state or local funds included for this school: \$249,329.56

Total of federal, state, and/or local funds for this school: \$249,329.56

# 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         | \$109,813.00 | 0.00    |
| LCAP Intervention         | \$135,335.37 | 0.00    |
| Title III English Learner | \$4,181.19   | 0.00    |

## Expenditures by Funding Source

| Funding Source            | Amount     |
|---------------------------|------------|
| District Funded           | 0.00       |
| LCAP Intervention         | 135,335.37 |
| LCAP Supplemental         | 109,813.00 |
| Title III English Learner | 4,181.19   |

## Expenditures by Budget Reference

| Budget Reference                           | Amount     |
|--|------------|
|  | 202,675.34 |
| 1000-1999: Certificated Personnel Salaries | 33,810.11  |
| 2000-2999: Classified Personnel Salaries   | 7,844.11   |

## Expenditures by Budget Reference and Funding Source

| Budget Reference                         | Funding Source    | Amount     |
|--|-------------------|------------|
|  | District Funded   | 0.00       |
|  | LCAP Intervention | 127,491.26 |
| 2000-2999: Classified Personnel Salaries | LCAP Intervention | 7,844.11   |
|  | LCAP Supplemental | 5,000.00   |
|  | LCAP Supplemental | 71,002.89  |

|  |                           |           |
|--|---------------------------|-----------|
| 1000-1999: Certificated Personnel Salaries | LCAP Supplemental         | 33,810.11 |
|  | Title III English Learner | 4,181.19  |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 202,675.34         |
| Goal 2      | 12,844.11          |
| Goal 3      | 33,810.11          |

# 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
- 2 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

| Name of Members        | Role                       |
|------------------------|----------------------------|
| Phillip Reed           | Parent or Community Member |
| Ruby Helsley           | Parent or Community Member |
| Hailey Becker          | Other School Staff         |
| Guadalupe Arreguin     | Parent or Community Member |
| Isabella Cuevas        | Secondary Student          |
| Aliya Helsley          | Secondary Student          |
| Emily Rosa             | Secondary Student          |
| Barbie Savage Piasecki | Classroom Teacher          |
| Gabe Calderon          | Classroom Teacher          |
| Stephanie Avery        | Classroom Teacher          |
| Shannon Harris Trotter | Other School Staff         |
| Eric Swain             | Principal                  |

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 6/14/2023.

Attested:

|  |   |
|--|---|
|   | Principal, Eric Swain on 5/3/2023         |
|  | SSC Chairperson, Ruby Helsley on 5/3/2023 |