School Plan for Student Achievement
Alta Sierra Intermediate

7/1/24-6/30/25

Contact:
JENNIFER CARTER, Principal
(559) 327-3500
JenniferCarter@clovisusd.k12.ca.us

Our parent involvement policy can be
found here:
Parent Involvement Policy Link

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Alta Sierra Intermediate School	10621176109912	April 22, 2024	June 12, 2024

Table of Contents

District Goals and Plan Overview

The purpose of the School Plan for Student Achievement (SPSA) 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.

Our district AIMS as well as our district's CLASSI goals are woven throughout our plan to meet the high expectations our district holds for our school sites, staff, students, and community.

District AIMS:
AIM I: Maximize Achievement for ALL Students
AIM II: Operate with Increasing Efficiency and Effectiveness
AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce

Plan Description

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

Within our SPSA we have created a plan that focuses on increasing academic achievement and supporting an increase in attendance. It is our ultimate goal to implement this plan and continue to increase academic achievement for all students. Our plan includes goals around ELA and Math as well as chronic absences and suspensions with an emphasis on our African American Subgroup.

Educational Partner Involvement

How, when, and with whom did Alta Sierra Intermediate 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

Our educational partners, including but not limited to our SSC, ELAC, and staff, play a huge role in the creation, monitoring, and revisions of our School Plan for Student Achievement. Throughout the year, we regularly revisit our SPSA at our SSC meetings by discussing the budget and goals, student achievement, available supports for students and families, and more. 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. Our committees then discussed possible next steps and needed changes as well as made recommendations to site administration for our SPSA.

The following recommendations were made:
*Adjusting the verbiage in the attendance letters
*Increase communication

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

Based on a review of quantitative data along with parent and educational partner input, and student interviews, we found a resource inequity exists within our program in the areas of suspension rates and Chronic Absenteeism within our African American subgroup. Our needs assessment and data analysis revealed that our African American student group is suspended more often than other subgroups and to address this inequity, our site will provide professional learning for our staff around trauma informed practices, alternatives to suspension, and other research-based practices that will allow us to close the suspension gap. More information around these actions can be found in our site plan.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

*Overall Red Indicators include: None for 2023

*Overall Orange Indicators include: Suspension Rate

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

The following subgroups have two or more indicators below the all student performance level in the following areas:

*Students with Disabilities in Math and Chronic Absenteeism for African American

Additionally, the following indicators are red on our dashboard for the following subgroups:
*Suspension Rates: SED, African American
*Math: SWD
*Chronic Absenteeism - African Americans

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Local indicators and educational partner feedback also indicate that we have needs in the following areas:

*The use of IREADY scores is helpful in determining the continued interventions support for students

Goals, Strategies, & Proposed Expenditures

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

Goal 1

School Site Goals aligned with LCAP Goals			
AIM I: Maximize Achievement for ALL Students AIM II: Operate with Increasing Efficiency and Effectiveness AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce			
ELA Overall Met / Exceeded		Math Overall Met / Exceeded	
2022-2023	60.6 points above standard	2022-2023	14 points above standard
2021-2022	65.0 points above standard	2021-2022	14.5 points above standard
2018-2019	67.5 points above standard	2018-2019	27.1 points above standard
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	61.1 points below standard	SWD	103 points below standard
EL	0.6 points above standard	EL	68.8 points below standard
SED	20.7 points above standard	SED	34.5 points below standard
Hispanic	36.1 points above standard	Hispanic	20.4 points below standard
Asian	76.3 points above standard	Asian	39.7 points above standard
AA	63.6 points above standard	AA	33.4 points below standard
Two or More Races	57.9 points above standard	Two or More Races	19.2 points above standard

Annual Review Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.
* Department-wide curriculum mapping and pacing guides have allowed for consistency across classes and grade levels. * Essential Standards have been identified to focus Tier 1 Instruction. * Instructional aides support school wide academic programs and initiatives. * Professional Development was offered to ensure best instruction and best practices. * PLC meetings twice weekly and a minimum of 2 department planning days per year
Identified Need(s) As a result of the analysis of data and your annual implementation review, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal.

Based on our data analysis and needs assessment, we need to:
*Continue academic supports in language acquisition for our English Language Learners
*Continue academic supports in ELA and math for all students, with special consideration for our SWD.

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
For the 2024-2025 school year, our goal is to increase overall student achievement by at least 3% on the 2023-2024 Smarter Balanced Assessment Consortium (SBAC In ELA and Math.	* PLC departments to meet twice weekly with PLC Leads to communicate expectations of data analysis and development of common assessments, collaboration on focus strategies, (RA & AVID) and instructional practices, MTSS plan for intervention, and professional development needs through district partnership for targeted support * Learning Director, ELD, and PLC Leads will attend meetings to assist in guided conversations * Each PLC will submit all agendas and supporting documents for each meeting * Systematic Interventions use with collected data every 3-6 weeks on focused standards identified by PLC Teams, Case Managers, and Student Goal setting. * On site use of veteran's teacher observation for Tier 1 Best Teaching Practices for staff with under 5 years of experience. * Parent Night opportunities to address academic support	1. Evidence of implementation of WICOR strategies across content areas 2. CFA assessment results including diagnostics 3. State and Local EOY assessment results 4. Growth on the ELPI indicator	* Grade 8 showed 77% meeting the ELA Standard and 53% meeting the Math SBAC standard * Grade 7 showed 75% meeting the ELA Standard and 60% meeting the Math Standard	1. The expected outcome would be to increase by 3% overall in reading and math.

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
	*Conceptual cross subject integration of vocabulary *Avid Strategies across content areas *Small group intervention groups based on common assessment data			
For the 2024-2025 school year, our goal is to increase overall percentage for Students wit Disabilities' performance on the ELPI by 3%	* PLC partnered team meetings with Gen Education and RSP Teachers to reflect and refine strategies on the success of the implemented TIER 2 interventions and adjust goals every 3 weeks within a 6- week grading period and/or common assessment task. * Professional Development for IAs who support who support school wide programs	1. Evidence of IEP Goals met 2. CFA assessment results including diagnostics 3. State and Local EOY assessment results 4. Growth on the ELPI indicator	Students with Disabilities scored 106 points below the standard in Math	1. The expected outcome would be to increase by 3% overall in math.
For the 2024-2025 school year, our goal is to increase overall percentage of EL Student performance on the ELPI by 3%.	G2 A1: Increase intervention supports for our English Learners	Hours of intervention provided	5 hours per week	Increase to 8 hours per week
	G2 A2: Provide professional Development around English Learner supports	1. ELPI results prior to and after PD	1. 2 teachers have attended EL PD in the last year 2. ELPI-77%	1. At least 10 teachers trained in ELD strategies 2. ELPI increase to increase by 3%.

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups

Additional supports will be provided for our EL and SWD populations as indicated in the actions above.	We have dedicated goals to our EL subgroup above which was our lowest performing subgroup on the dashboard.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	**Students to be Served**	**Proposed Expenditures**
* PLC departments to meet twice weekly with PLC Leads to communicate expectations of data analysis and development of common assessments, collaboration on focus strategies, (RA & AVID) and instructional practices, MTSS plan for intervention, and professional development needs through district partnership for targeted support * Learning Director, ELD, and PLC Leads will attend meetings to assist in guided conversations * Each PLC will submit all agendas and supporting documents for each meeting * Systematic Interventions use with collected data every 3-6 weeks on focused standards identified by PLC Teams, Case Managers, and Student Goal setting. * On site use of veteran's teacher observation for Tier 1 Best Teaching Practices for staff with under 5 years of experience. * Parent Night opportunities to address academic support *Conceptual cross subject integration of vocabulary *Avid Strategies across content areas *Small group intervention groups based on common assessment data	*All Students *EL Students * Students with Disabilities	51221.59 LCAP Supplemental 97713.63 LCAP SEC INTERV STIPENDS 2879.08 Title III English Learner
* PLC partnered team meetings with Gen Education and RSP Teachers to reflect and refine strategies on the success of the implemented TIER 2 interventions and adjust goals every 3 weeks within a 6- week grading period and/or common assessment task. * Professional Development for IAs who support who support school wide programs	All Students	
G2 A1: Increase intervention supports for our English Learners	EL Students	2000 Title III English Learner
G2 A2: Provide professional Development around English Learner supports	EL Students	District Funded

Goals, Strategies, & Proposed Expenditures

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

Goal 2

School Site Goals aligned with LCAP Goals			
AIM I: Maximize Achievement for ALL Students AIM II: Operate with Increasing Efficiency and Effectiveness AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce			
Chronic Absenteeism DATA		**Suspension DATA**	
2022-2023	12.8% Chronically Absent	**2022-2023**	7.6% suspended at least one day
2021-2022	20% Chronically Absent	**2021-2022**	7.2% suspended at least one day
2018-2019	7.2	**2018-2019**	5.7
Subgroup DATA 2022-2023		**Subgroup DATA 2022-2023**	
SWD	27% Chronically Absent	**SWD**	14.7% suspended at least one day
EL	16.3% Chronically Absent	**EL**	7% suspended at least one day
SED	20.4% Chronically Absent	**SED**	13% suspended at least one day
Hispanic	16% Chronically Absent	**Hispanic**	9.6% suspended at least one day
Asian	6.2% Chronically Absent	**Asian**	3.1% suspended at least one day
AA	22% Chronically Absent	**AA**	24.4% suspended at least one day
Two or More Races	19.3% Chronically Absent	**Two or More Races**	8.5% suspended at least one day

Annual Review
Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.
Conferences with families, monitored attendance every 6 weeks with incentives, reported concerns to SARB Coordinator every 6 weeks, Student Goal setting, & increase school connection opportunities
Identified Need(s) As a result of the analysis of data and your annual implementation review, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal.
Attendance: Sub-Group data for African Americans was 22% with a 5.3% increase. Sub-Groups for English Learners was 16.3% and Students with Disabilities was 27% chronically Absent.

Suspensions:
Our AA subgroup has a much higher suspension rate than any other subgroup and much higher than our school's overall rates.

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
For the 2024-2025 school year, improve the Chronic Absent Rate for all students from 12.8% to 10% or lower as compared form the California Dashboard.	* School wide incentive for attendance * Bi-weekly reports to monitor absences *Counselor Contact Goal Setting with student and parent. Revisited at time determined by designee with GIS partnership. * Connection Card parent Conferences * Hold Parent Meetings for selected sub-groups to address school support for students at times when more are available * Positive Parent Contact # per 6-week grading period as determined by PLC teams. *staffing to support decrease in behavior concerns	2 week attendance reports	12.8% chronic absenteeism	1. Decrease 12.8 % to 10% or lower 2. Decrease African American Sub group from 22% to 17% or lower
For the 2024 - 2025, reduce overall suspension rate from 7.6% to 5%.	*Prior to Suspensions, implement educationally, restorative, or progressive behavioral supports prior to suspension *Second Step Curriculum *Weekly Group Discussion opportunities on self-esteem, Healthy Teen relationships, Bully-	* Monitor suspension by sub-groups with an emphasis on our AA subgroup * Run monthly behavior reports * Monitor behavior intervention supports * Monitor CSI support groups	* 7.6% overall Suspension Rate * African Americans – 24.4% with 1.1% increase (41)	1) Decrease overall suspension rates from 7.6% to 5% or lower 2. Decrease African American Suspension rates

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
	breaking the cycle, Coping with Anger, Getting Real with Myself, Friendship, and Grief and Loss *Behavior/Suspension Matrix aligned with ASI Mission and Goals for Student Success *Assemblies focused on Student Choice, School Safety, and Healthy & Positive Relationships *Utilize continuous improvement model to support a decrease in suspensions	* NIC site meetings for Discipline Matrix	*SED – 13% with 0.6%increase (561)	from 24.4% to 20% or lower. 3. Decrease SED Suspension rates from 13% to 10% or lower.

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Sub-groups as addressed above Increase Parent participation	Parent/Student Meeting for Goal Setting Our AA subgroup is included in the overall goals above as part of our actions.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
* School wide incentive for attendance * Bi-weekly reports to monitor absences *Counselor Contact Goal Setting with student and parent. Revisited at time determined by designee with GIS partnership. * Connection Card parent Conferences * Hold Parent Meetings for selected sub-groups to address school support for students at times when more are available	*All Students *AA students	6000 LCAP Supplemental

Budgets/Expenditures to meet the Goals		
Strategies/Actions	**Students to be Served**	**Proposed Expenditures**
* Positive Parent Contact # per 6-week grading period as determined by PLC teams. *staffing to support decrease in behavior concerns		
*Prior to Suspensions, implement educationally, restorative, or progressive behavioral supports prior to suspension *Second Step Curriculum *Weekly Group Discussion opportunities on self-esteem, Healthy Teen relationships, Bully- breaking the cycle, Coping with Anger, Getting Real with Myself, Friendship, and Grief and Loss *Behavior/Suspension Matrix aligned with ASI Mission and Goals for Student Success *Assemblies focused on Student Choice, School Safety, and Healthy & Positive Relationships *Utilize continuous improvement model to support a decrease in suspensions	*All Students *AA students	District Funded

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$$4,879.08
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$159,814.30
Total Federal Funds Provided to the School from the LEA for CSI	$0

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP Supplemental	$57,221.59	0.00
Title III English Learner	$4,879.08	0.00
LCAP SEC INTERV STIPENDS	$97,713.63	0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)

LCAP SEC INTERV STIPENDS	$97,713.63
LCAP Supplemental	$57,221.59
Title III English Learner	$4,879.08

Subtotal of state or local funds included for this school: $159,814.30

Total of federal, state, and/or local funds for this school: $159,814.30

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:

Name of Members	Role
Jennifer Carter	Principal
Tiffany Trenhaile	Teacher
Rosemary Covarrubias	Teacher
Rebecca Siemens	Teacher
Eric Estep	Other Staff Member
Julieann Hernandez	Parent Member
Angelica Leonardo	Parent Member
Justin Bell	Parent Member
Krystal Leonardo Martinez	Parent Member or Secondary Student
Sachin Patel	Parent Member or Secondary Student

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

Recommendations and Assurances

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

- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan: SSC and ELAC (if applicable)

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 4/22/2024.

Attested:

	Principal, Jennifer Carter on 4/22/24
	SSC Chairperson, Sachin Patel on 4/22/24
	Other Committee Member (optional), Fran Bishop on 4/22/24