School Plan for Student Achievement
Clovis East High School

7/1/24-6/30/25

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Our parent involvement
policy can be found by
clicking here!

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Clovis East High School	10621171030683	05/08/2024	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 Maximizing achievement for ALL students and operating with increasing efficiency and effectiveness. It is our ultimate goal to implement this plan and continue to increase academic achievement for all students. Our plan includes goals around our academic areas of Mathematics and ELA scores for all students with special attention in math for our English Learner and SWD subgroups. It also includes goals and/or actions that support increasing graduation rates and decreasing suspension rates for SWD.

Educational Partner Involvement

How, when, and with whom did Clovis East High 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. Additionally, review of 2023 student achievement data was conducted with department chairs, PLC leads, and administration to determine the 2024 goals for student achievement in ELA, Math, and Science.

The following recommendations were made:
*Continue interventions

*Additional math supports

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.

Clovis East High School has no 'all student groups' with a red or orange indicator on the CA Dashboard

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 were two or more performance levels below our 'all student' performance within the following indicators: SWD: Suspensions, graduation rates, ELA, and Math EL: Grad rates, ELA and math Hispanic: Math

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: *Continued support for EL students and SWD 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	60.5 points above standard	2022-2023	39.2 points below standard
2021-2022	58.9 points above standard	2021-2022	52.4 points below standard
2018-2019	62 points above standard	2018-2019	22.3 points below standard
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	93.6 points below standard	SWD	171.2 points below standard
EL	27.6 points below standard	EL	153.3 points below standard
SED	46.3 points above standard	SED	55.1 points below standard
Hispanic	41.9 points above standard	Hispanic	68.5 points below standard
Asian	67.4 points above standard	Asian	22.7 points below standard
AA	10.2 points below standard	AA	80.6 points below standard
Two or More Races		Two or More Races	

Annual Review Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.
During the school year, we implemented the following strategies and actions: Provide training for all English teachers on District Assessments, inspect Assessment and Collection Curriculum. Professional Development opportunities such as AVID to expand teaching strategies, continued use and training for Illuminate reports and creation of common assessments, reading Apprenticeship training provided to all English Teachers. Refine PLC systems. Professional Development/Site administrators will be provided with PD around alternatives to suspension that they can utilize at their sites and with their staff The PD will help our site to implement new behaviors strategies that support behavior tiers of intervention and alternatives to suspension.

Based on our data analysis and needs assessment, we need to:
*Increase academic supports in language acquisition and math for our English Language Learners and make some adjustments to our system for our newcomer students
*Increase academic supports for all students with a special emphasis on our SWD subgroup to support an increase in their graduation 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
CEHS students in 11th grade English will strive for 5% overall growth in the CAASP, reaching a total of 80%.	G1 A1: PLC teams will utilize identified Essential Standards and common assessments to focus on data analysis within content areas. PLC teams will use data to collaborate on best practices for instruction and intervention.	*Academic monitoring sheets *Tier 2 intervention *PLC Agendas *Classroom observations	75% of ALL students scoring "meets or exceeds standard" on the CAASPP.	80% of ALL students scoring "meets or exceeds standard" on the CAASPP
	G1 A2: Alignment of site based PD to address student achievement. Working with CI&A to design grade level/subject area specific PD. This will include supplies and teacher release time to attend PD.	*Data collection sheets and classroom observations by administrators. *PLCs will select students to refer to targeted intervention labs. *REC staff members will participate in PD throughout the school year. *Increased use in new instructional strategies to target multilingual students and newcomers. *EL Progress Monitoring Sheet	75% of ALL students scoring "meets or exceeds standard" on the CAASPP.	80% of ALL students scoring "meets or exceeds standard" on the CAASPP
	G1 A3: Continue to utilize AVID strategies across content areas	*on-going progress monitoring	75% of ALL students scoring "meets or exceeds	80% of ALL students scoring "meets or exceeds

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
			standard" on the CAASPP.	standard" on the CAASPP
	G1 A4: Additional supports for EL students through the incorporation of a BIA, supplemental materials, and online resources	*On-going progress monitoring	60.% on ELPI	62% on ELPI
	G1 A5: Continue site based interventions around English including staffing, supplemental supplies, and online resources.	*On-going progress monitoring	75% of ALL students scoring "meets or exceeds standard" on the CAASPP.	80% of ALL students scoring "meets or exceeds standard" on the CAASPP
CEHS students in 11th grade math will strive for overall growth on the CAASPP by 7%.	G2 A1: PLC teams will utilize identified Essential Standards and common assessments to focus on data analysis within content areas. PLC teams will use data to collaborate on best practices for instruction and intervention.	*Academic monitoring sheets *Tier 2 intervention *PLC Agendas *Classroom observations	7% increase the percentage of ALL students scoring "meets or exceeds standard" on the CAASPP	Increase to 44% for ALL students scoring "meets or exceeds standard" on the CAASPP.
	G2 A2: Alignment of site based PD to address student achievement. Working with CI&A to design grade level/subject area specific PD	*Data collection sheets and classroom observations by administrators. *PLCs will select students to refer to targeted intervention labs. *REC staff members will participate in PD throughout the school year.	7% increase the percentage of ALL students scoring "meets or exceeds standard" on the CAASPP	Increase to 44% for ALL students scoring "meets or exceeds standard" on the CAASPP.

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
		*Increased use in new instructional strategies to target multilingual students and newcomers. *EL Progress Monitoring Sheet		
	G2 A3: Continue site based interventions focused on increasing math including staffing, supplemental supplies, and online resources.	*On-going progress monitoring	7% increase the percentage of ALL students scoring "meets or exceeds standard" on the CAASPP	Increase to 44% for ALL students scoring "meets or exceeds standard" on the CAASPP.
	G2 A4: Additional supports for EL students through the incorporation of a BIA, supplemental materials, and online resources	*On-going progress monitoring	153.3 points below standard	increase in EL student data in the area of math

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. Our transitions team will support our EL and SED student groups with goal setting and organization.	Our EL students were our lowest performing in math, so our ELD teachers will place an emphasis on supporting students with not only language acquisition but also with math skills.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G1 A1: PLC teams will utilize identified Essential Standards and common assessments to focus on data analysis within content areas. PLC teams will use data to collaborate on best practices for instruction and intervention.	*All Students *EL Students *SWD	

Budgets/Expenditures to meet the Goals

Strategies/Actions	Students to be Served	Proposed Expenditures
G1 A2: Alignment of site based PD to address student achievement. Working with CI&A to design grade level/subject area specific PD. This will include supplies and teacher release time to attend PD.	*All Students *EL students *SWD	25000 LCAP Supplemental 10000 LCAP Supplemental
G1 A3: Continue to utilize AVID strategies across content areas	*All Students *EL students *SWD	
G1 A4: Additional supports for EL students through the incorporation of a BIA, supplemental materials, and online resources	*EL students	11,030.96 Title III English Learner 65000 LCFF - Supplemental
G1 A5: Continue site based interventions around English including staffing, supplemental supplies, and online resources.	*All Students	85485.24 LCAP SEC INTERV STIPENDS 60000 LCAP Supplemental
G2 A1: PLC teams will utilize identified Essential Standards and common assessments to focus on data analysis within content areas. PLC teams will use data to collaborate on best practices for instruction and intervention.	*All Students *EL Students *SWD	
G2 A2: Alignment of site based PD to address student achievement. Working with CI&A to design grade level/subject area specific PD	*All Students *EL Students *SWD	25000 LCAP Supplemental
G2 A3: Continue site based interventions focused on increasing math including staffing, supplemental supplies, and online resources.	*All Students	85486.95 LCAP SEC INTERV STIPENDS 60000

Budgets/Expenditures to meet the Goals

Strategies/Actions	Students to be Served	Proposed Expenditures
		LCAP Supplemental
G2 A4: Additional supports for EL students through the incorporation of a BIA, supplemental materials, and online resources	*EL 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 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		**2022-2023**	4.4% suspended at least one day
2021-2022		**2021-2022**	4.5% suspended at least one day
2018-2019		**2018-2019**	4.8
Subgroup DATA 2022-2023		**Subgroup DATA 2022-2023**	
SWD		**SWD**	12.2% suspended at least one day
EL		**EL**	4.3% suspended at least one day
SED		**SED**	5.7% suspended at least one day
Hispanic		**Hispanic**	5.7% suspended at least one day
Asian		**Asian**	2.1% suspended at least one day
AA		**AA**	11% suspended at least one day
Two or More Races		**Two or More Races**	7.8% 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.
Our site team and specifically our SRC team, have been diligent in the implementation of a number of behavior interventions throughout the year. The team has also been closely monitoring student behavior data to make needed adjustments in behavior interventions to meet the needs of students.
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 California Dashboard data and local collected data we see a need to decrease suspension rates for all students with an emphasis on students with disabilities.

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
Decrease suspension rates from 4.4% to 3% in our All Student group. Decrease SWD suspension rates by at least 1%.	G2 A1: Utilize continuous improvement model to identify students and most effective interventions to decrease office referrals and suspensions.	On going review of referral and suspension rates.	4.4 % suspension rates for All Students.	Decrease suspension rates by 1%.
	G2 A2: PD around areas of need to support behavior interventions	On going review of referral and suspension rates.	4.4 % suspension rates for All Students.	Decrease suspension rates by 1%.
	G2 A3: Supplemental resources, staffing, or materials to support increasing positive behavior's across the campus.	On going review of referral and suspension rates.	4.4 % suspension rates for All Students.	Decrease suspension rates by 1%.

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Provide specified staff Safety Care professional development training. Transitions support for EL, SED, SWD, and Foster Youth.	Services as indicated in actions above.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G2 A1: Utilize continuous improvement model to identify students and most effective interventions to decrease office referrals and suspensions.	All Students SWD EL SED Foster Youth	District Funded
G2 A2: PD around areas of need to support behavior interventions	All Students SWD EL SED	District Funded

Budgets/Expenditures to meet the Goals		
Strategies/Actions	**Students to be Served**	**Proposed Expenditures**
	Foster Youth	
G2 A3: Supplemental resources, staffing, or materials to support increasing positive behavior's across the campus.	All Students SWD EL SED Foster Youth	

Goals, Strategies, & Proposed Expenditures

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

Goal 3

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			
Graduation Rate		**College/Career Report**	
2022-2023	96.3% graduated	**2022-2023**	62.9 Prepared
2021-2022	95.8% graduated	**2021-2022**	
2018-2019	96.6	**2018-2019**	70.6
Subgroup DATA 2022-2023		**Subgroup DATA 2022-2023**	
SWD	63.5% graduated	**SWD**	21.3 Prepared
EL	92.3% graduated	**EL**	15.4 Prepared
SED	95.4% graduated	**SED**	55.3 Prepared
Hispanic	95.4% graduated	**Hispanic**	48.8 Prepared
Asian	98.8% graduated	**Asian**	70.5 Prepared
AA	94.7% graduated	**AA**	52.6 Prepared
Two or More Races		**Two or More Races**	

Annual Review Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.
New goal for CEHS, no analysis available.
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 Ca. Data dashboard, there is a inequity in our graduation rates for our SWD subgroup.

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
Increase SWD graduation rate from 63.5% to 65%.	Continued academic supports for our SWD	On-going progress monitoring	63.5% graduation rate for students with disabilities.	65% graduation rate for SWDs.

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
This goal is specific to our students with disabilities	This goal is specific to our students with disabilities

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
Continued academic supports for our SWD	*SWD	7,633.59 LCAP Supplemental

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	$$11,030.96
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$434,636.74
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	$187,633.59	0.00
Title III English Learner	$11,030.96	0.00
LCAP SEC INTERV STIPENDS	$170,972.19	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	$170,972.19
LCAP Supplemental	$187,633.59
LCFF - Supplemental	$65,000.00
Title III English Learner	$11,030.96

Subtotal of state or local funds included for this school: $434,636.74

Total of federal, state, and/or local funds for this school: $434,636.74

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
Ryan Eisele	Principal
Morgan Olko	Teacher
May Vang	Teacher
Jimmy Vang	Teacher
Russell Weaver	Other Staff Member
Lourdes Vargas	Parent Member
Mandi Lorenzi	Parent Member
Evelyn Moore	Parent Member
Ava Quaschnick	Parent Member or Secondary Student
Marialy Cardoza	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:
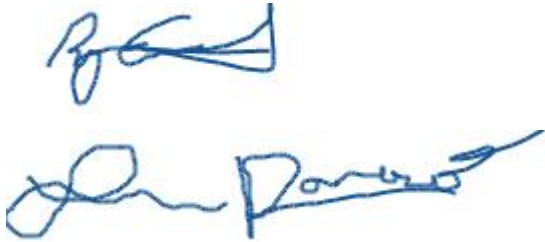
- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student 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 May 8, 2024.

Attested:

Principal, Ryan Eisele on May 08, 2024

Other Committee Member (optional), Landry Romeiro on May 8, 2024