

School Plan for Student Achievement Clouis High School



7/1/24-6/30/25

Contact:
MATTHEW LUCAS, Principal
(559) 327-1000
MatthewLucas@cusd.com

Our parent involvement
policy can be found by
clicking [here!](#)

School Year:

2024-25



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Clovis High School	10621171031053	May 15, 2024	June 12, 2024

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
District Goals and Plan Overview	3
Plan Description.....	3
Educational Partner Involvement.....	3
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	4
Other Needs.....	4
Goals, Strategies, & Proposed Expenditures.....	5
Goal 1.....	5
Goal 2.....	10
Goal 3.....	13
Budget Summary	16
Budget Summary	16
Funds Budgeted to the School by Funding Source.....	16
Other Federal, State, and Local Funds	16
School Site Council Membership	18
Recommendations and Assurances	19

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 the academic needs of our students, professional development for faculty members, and support of instructional personnel and supplies. It is our ultimate goal to implement this plan and continue to increase academic achievement for all students. Our plan includes goals around our focus areas of English Language Arts and Mathematics for the following subgroups: Hispanic, Asian, White, Multilanguage Learners, Students with Disabilities, and Socioeconomically Disadvantaged. We also have high suspension rates which are addressed in this plan.

Educational Partner Involvement

How, when, and with whom did Clovis 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.

The following recommendations were made:

- * Hiring of additional personnel support for subgroups
- * Increased opportunities for staff training through research-based professional development
- * Progress monitoring of student data and support systems in place

* Increased opportunities for student intervention by credentialed staff

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

*Overall Orange Indicators include: Suspension Rates

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:

* SWD: suspension, grad rates, ELA, and math

Additionally, the following indicators are red on our dashboard for the following subgroups:

* Suspension Rates: SED, SWD, Hispanic

* English Language Arts: SWD

* Mathematics: SWD

* English Learner: SWD

* Graduation Rate: SWD

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:

* Need for Intervention support for student below grade level

* Maintenance of disciplinary actions that include support accountability

* Systematic awareness and continued education regarding mental health support in place on site

* Need for additional resources for mental health and student support

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	86.1 points above standard	2022-2023	21.7 points below standard
2021-2022	82.2 points above standard	2021-2022	36.7 points below standard
2018-2019	67 points above standard	2018-2019	4.3 points below standard
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	83 points below standard	SWD	158.8 points below standard
EL	4.5 points above standard	EL	103.7 points below standard
SED	68.5 points above standard	SED	41.8 points below standard
Hispanic	71.9 points above standard	Hispanic	43.9 points below standard
Asian	97.1 points above standard	Asian	4.3 points below standard
AA	109.9 points above standard	AA	8.7 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.
As funds allow, categorical funds will support with the following strategies/activities listed to support the student performance and achievement goals in the area of English Language Arts and Mathematics:
1. Supplemental math instructional resources provided to all math teachers will provide the tools to support students in the classroom at the tier one level of instruction (whole-class) and tier two level of instruction and intervention (small-group instruction, intervention math labs, math tutoring, before/after school math programs) as assisted by the math teachers and instructional assistants. Math instructional supplies and resources will support the math courses/math pathways and mathematical practices aligned with the math content standards and essential skills needed to increase math proficiency. Additional supplemental support (resources and personnel/instructional aides, etc.) will be provided for

students in math courses who are failing their classes including and not limited to migrant students, English Learners, students with disabilities, students supported through LCAP, Native American students, students in the focus sub-groups listed in the SPSA.

2. Professional development on best instructional practices to support with ELA and math instruction, CA State standards, and college and career readiness in ELA and math, including, but not limited to AVID Conferences, Trainings, and Workshops
3. Provide instructional assistants and additional tutors (teachers and peer tutors)
4. Extended learning opportunities for English Learners and RFEP students in ELD and core content classes
5. Migrant and Title VII Tutoring
6. PLC collaboration/planning days

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:

- *Refine our instructional practices around math standards for all students with special considerations for our SWD, SED, and EL subgroups
- *Increase academic supports in language acquisition for our English Language Learners
- *Increase academic supports in math for all students, with special consideration for our SWD, SED, and EL subgroups
- *Increase academic supports in ELA for all students, with special consideration for our SWD, SED, and EL subgroups
- *Increase application of AVID Strategies

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 academic achievement in ELA and Math state and local assessment scores by 3%	G1 A1: Utilization of researched-based instructional practice for best first-time instruction for all students. Incorporation of common formative assessments, checking for understanding, and immediate intervention in the classroom as needed	Growth Data in the following areas: *Common Formative Assessments *MAP (Reading Inventory) Assessment *State and Local EOY Assessments *6-Week Intervention Cycle Data *Growth on the ELPI Indicator	82% above standard in ELA 43% above standard in Math ELPI- 66% making progress	85% above standard in ELA 46% above standard in Math ELPI- 69% making progress

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
	<p>G1 A2: Modify our MTSS model and increase intervention supports available for our lowest performing students</p> <p>Strategies will include:</p> <ul style="list-style-type: none"> • intervention staffing • supplemental materials • online resources • technology 	<ol style="list-style-type: none"> 1. Pre and post assessment data from intervention 2. Attendance at intervention 3. Common Formative Assessments in reading and math 4. MAP (Reading) Inventory 	<p>Baseline data in all 4 areas will be collected in the fall for each individual student</p>	<ol style="list-style-type: none"> 1. Increase between pre and post assessment data 2. Students will attend at least 80% of the intervention days 3. CFA and MAP data will increase throughout the year in the area that intervention was provided
<p>Increase ELPI Scores on the Dashboard</p>	<p>G2 A1: Increase intervention supports for our English Learners</p> <p>Strategies will include:</p> <ul style="list-style-type: none"> • Support staff for our EL students • Translation services • Supplemental materials • Online resources and/or technology 	<p>BIA support in additional classrooms</p>	<p>Two BIAs currently total 6.5 hours per day</p>	<p>Increase to 10 hours per day</p>
	<p>G2 A2: Provide professional Development around English Learner supports</p>	<ol style="list-style-type: none"> 1. Attendance at PD 2. ELPI results prior to and after PD 	<p>1. 4 teachers have attended EL</p>	<p>1. At least 10 teachers trained in ELD strategies</p>

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
			PD in the last year 2. ELPI- 66% making progress	2. ELPI increase to 69%

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Our transitions team will support our EL, FY, and SED students around organization and goal setting. They will also help to provide student connectivity activities to increase student engagement	Goal 2; Actions 1 & 2 are dedicated to our EL subgroup which was our lowest performing subgroup on the dashboard.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G1 A1: Utilization of researched-based instructional practice for best first-time instruction for all students. Incorporation of common formative assessments, checking for understanding, and immediate intervention in the classroom as needed	*All students *EL students *SWD students	145,271.88 LCAP Supplemental
G1 A2: Modify our MTSS model and increase intervention supports available for our lowest performing students Strategies will include: <ul style="list-style-type: none"> intervention staffing supplemental materials online resources technology 	*All students *EL students *SWD students	150,972.19 LCAP SEC INTERV STIPENDS

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G2 A1: Increase intervention supports for our English Learners Strategies will include: <ul style="list-style-type: none"> • Support staff for our EL students • Translation services • Supplemental materials • Online resources and/or technology 	*EL students	7,212.55 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		2022-2023	7.1% suspended at least one day
2021-2022		2021-2022	4.1% suspended at least one day
2018-2019		2018-2019	4.6
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD		SWD	12.2% suspended at least one day
EL		EL	9.4% suspended at least one day
SED		SED	10% suspended at least one day
Hispanic		Hispanic	8.6% suspended at least one day
Asian		Asian	3.6% suspended at least one day
AA		AA	9.2% suspended at least one day
Two or More Races		Two or More Races	2.7% 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.
This is a new goal
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: *Refine our systems for monitoring chronic absenteeism for all students with special considerations for our SWD, SED, and EL subgroups *Increase behavior supports for students who have high suspension rates with special considerations for our SWD, SED, Hispanic, and EL subgroups.

--

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 suspensions for all students while still following CA Education Code and CUSD District Policy	G1 A1: Strategically review current systems and add additional positive interventions to support all students.	Data will be collected in the following ways: *Student incident reports/entries *Student participation in positive reinforcements *Student participation in various support systems on campus (MTSS, CSI, Peer Counseling, and School Psychologists)	Data to be collected this year to establish baseline data	Decrease in student suspensions by 2% with special consideration for SWD, SED, Hispanic, and EL students.

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Our transitions team provides additional support for our EL, FY, and SED subgroups around student engagement and SEL concerns.	<p>For our SWD and Hispanic population, we will revamp our multi-tiered system of support for negative behaviors. We will revamp our MTSS for student behavior and it will include supplemental staffing for behavior interventions, staff training, and increased resources for this student sub group. Additionally we are in the process of introducing an updated SST process at Clovis High. This process will be another way to identify and support students in the SWD, SED, and the Hispanic sub-groups and provide them with classroom intervention, social-emotional support, and behavioral interventions as needed.</p> <p>Continue debriefing after big behaviors, communication with families, work with the program specialist and request the special education department provide training for instructional assistants before they report to the site. Consider harmful effects to the class to keep the student when there is a big behavior (typically duration, danger, and impact/harmful effect to the entire class) is considered.</p>

--	--

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G1 A1: Strategically review current systems and add additional positive interventions to support all students.	<ul style="list-style-type: none"> * All students *SWD students *SED students *EL students *African American *Asian *Filipino *White *Two or More Races 	

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	95.4% graduated	2022-2023	63.4 Prepared
2021-2022	96.3% graduated	2021-2022	
2018-2019	95.8	2018-2019	70.4
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	60.5% graduated	SWD	18.6 Prepared
EL	94.4% graduated	EL	22.2 Prepared
SED	94.3% graduated	SED	55.1 Prepared
Hispanic	95% graduated	Hispanic	56.4 Prepared
Asian	98.7% graduated	Asian	64.5 Prepared
AA	100% graduated	AA	53.8 Prepared
Two or More Races	100% graduated	Two or More Races	85.7 Prepared

Annual Review
Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.
This is a new goal
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: *Continuously improve our student registration processes to closely monitor students *Ensure that students are completing the requirements for graduation *Encourage and motivate students to participate in coursework aligned with college and career readiness

*Providing increased opportunities for courses aligned with college and career readiness
 *Participate in Professional Development and Training for Academic Counselors

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 the graduation rate	G1 A1: Increase the rate of graduation by monitoring students to be sure they are meeting graduation requirements	*Academic counselors will meet with individual students to set goals and make plans to meet credit requirements. Counselors will document conferences with students	*Baseline data will be collected during the 2024-2025 school year	*Increase in the number of students graduating
	G1 A2: Provide intervention for those students at risk of not graduating	*Academic counselors and teachers will provide students with credit recovery programs (such as Edgenuity)	*Baseline data will be collected during the 2024-2025 school year	*Increased success of credit recovery programs
Increase the participation in College and Career Readiness programs	G1 A1: Increase opportunity of courses aligned with college and career readiness	*Academic counselors will promote college and career readiness courses during spring registration	*Baseline data will be collected during the 2024-2025 school year	*Increase in the number of students prepared for college and career readiness
	Increase opportunities for students to obtain the seal of biliteracy	Implementation of testing option	0 students	Have at least 10 students take this assessment

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 SWD and SED students. Our transition and counselling teams also provide additional supports to students.	Additional supports will be provided for our low-performing subgroup; currently SWD

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G1 A1: Increase the rate of graduation by monitoring students to be sure they are meeting graduation requirements	*All students	
G1 A2: Provide intervention for those students at risk of not graduating	*Specified students based on need	20000 LCAP SEC INTERV STIPENDS
G1 A1: Increase opportunity of courses aligned with college and career readiness	*All students	
Increase opportunities for students to obtain the seal of biliteracy	*Multilingual 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	\$\$7,212.55
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$323,456.62
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	\$145,271.88	0.00
Title III English Learner	\$7,212.55	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	\$145,271.88
Title III English Learner	\$7,212.55

Subtotal of state or local funds included for this school: \$323,456.62

Total of federal, state, and/or local funds for this school: \$323,456.62

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
Matthew Lucas	Principal
Ron Webb	Teacher
Leanne Lewis	Teacher
Carrie Beauchamp	Teacher
Beth Willson	Other Staff Member
Brent Nabors	Parent Member
Monica Lopez	Parent Member
Karla Vega	Parent Member
Makenzie Chang	Parent Member or Secondary Student
Katelyn Noll	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 5/15/2024.

Attested:



Principal, Matthew Lucas on 5/15/2024



SSC Chairperson, Beth Willson on 5/15/2024



Other Committee Member (optional), Monica Lopez on 5/15/2024