

School Plan for Student Achievement Clouis North High School



7/1/24-6/30/25

Contact:

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Our parent involvement policy can be
downloaded 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 North High School	10621170113555	May 15, 2024	June 12, 2024

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
District Goals and Plan Overview	4
Plan Description.....	4
Educational Partner Involvement.....	4
Resource Inequities	5
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	6
Goals, Strategies, & Proposed Expenditures.....	7
Goal 1.....	7
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 standards mastery and suspension rates. It is our ultimate goal to implement this plan and continue to increase academic achievement for all students. Our plan includes goals around our SBAC results in the areas of ELA and Math and suspension rates for the following subgroups: SWD, SED, Hispanic and White. Our SWD subgroup data has qualified us for ATSI this year. Because of this, we have added notations of extra supports for our SWD subgroup.

Educational Partner Involvement

How, when, and with whom did Clovis North 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:

* Continue to implement a math "boot camp" sessions for all juniors

*Include in the 24-25 school year: Review sessions for juniors not enrolled in Math 3 or Advanced Math classes (Math 1 and 2, Statistics, AP Calculus, Foundations of Math 2)

*Include in the 24-25 school year: SBAC practice tests for students with special needs to familiarize the online testing process and give additional practice opportunities.

* Continue to review data from common assessments, while focusing on the standards not mastered to guide reteaching.

* Continue to provide tier 2 intervention during lunch and after school for additional support.

* Improve on providing additional small group instruction and supports for EL students.

* Improve on PLCs by connecting special education and EL teachers with the general education teachers to develop meaningful strategies.

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 data along with parent and educational partner input, we found that our students with disabilities continued to have a negative growth in both SBAC and CAA scores for the 11 grade students in ELA and Math. Our analysis illustrated that for us, our SWD need to receive additional opportunities to navigate the online testing system to familiarize themselves and gain the confidence needed to be successful while testing online. Practice sessions throughout the year, along with standards review, will lead to positive growth in both SBAC and CAA scores.

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 area of suspension rates within our SED, SWD, Hispanic and White subgroups. Our needs assessment and data analysis revealed that these four groups are 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 suspensions, and other research-based practices that will allow us to close the suspension gap.

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 North High School's Overall Red Indicators include: None

Clovis North High School's 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:

* Students with Disabilities in English Language Arts, Mathematics, Graduation Rate and Suspension Rate.

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:

- *Increased collaboration of our students with disabilities staff and general education staff within our RSP designated classes to meet the needs of the students.
- *In the 24-25 school year, a closer focus on support classes (academic seminar, study strategies, tutorial)

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	151.9 points above standard	2022-2023	29.6 points above standard
2021-2022	151.5 points above standard	2021-2022	29.8 points above standard
2018-2019	139.5 points above standard	2018-2019	42.6 points above standard
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	132.4 points below standard	SWD	231.9 points below standard
EL	65.1 points above standard	EL	34 points below standard
SED	112.8 points above standard	SED	19.3 points below standard
Hispanic	129.2 points above standard	Hispanic	2.9 points below standard
Asian	177.9 points above standard	Asian	94.4 points above standard
AA	78.9 points above standard	AA	88.2 points below standard
Two or More Races	144.8 points above standard	Two or More Races	23.5 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.
Growth in data driven PLCs and implementation of tier 1 MTSS has been demonstrated in all subject areas. CAASPP scores, District scores, and common formative assessment scores continue to show growth.
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: * Build on our current practice of using data to identify/assist/intervene with important subgroups that struggle academically.

* Create professional development opportunities that deepen staff understanding of research-based teaching/assessment/intervention methodologies.

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 5%	<p>G1 A1: Utilization of Universal Design for Learning (UDL) as well as differentiated supports to meet the needs of specific subgroups including our SWD subgroup.</p> <p>Strategy will include: *PD *Teacher Release time *Supplemental materials</p>	<p>*Evidence of implementation of UDL strategies and differentiated instruction across content areas *CFA / diagnostic results *State and other local indicators</p>	20% of teachers using across content areas	<p>100% of teachers using across content areas</p> <p>5% overall increase for all subgroups</p>
	<p>G1 A2: Modify our MTSS model and increase intervention supports available for our lowest performing students</p> <p>Strategy will include: *supplemental staffing *supplemental materials *online resources *technology *supplemental EL staffing *supplemental EL support</p>	<p>*Pre and post assessment data *attendance in interventions</p>	Baseline data collected in fall	<p>1. Increase between pre and post assessment data</p> <p>2. Students will attend at least 80% of the intervention days</p>

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Our transitions team provides additional supports around goal setting and organization for our EL, SED, and FY students. Our MTSS TOSA	Our SWD subgroup is our lowest performing subgroup and we will be partnered with our SPED team to ensure proper placement,

helps to support the academic needs of all of our students. Additionally, our EL students are provided with both integrated and designated ELD time to meet their language acquisition needs; translation is also provided as needed.

accommodations and modifications are in place. Additionally, our team will monitor our SWD student data more closely to make intentional adjustments throughout the school year as needed.

Budgets/Expenditures to meet the Goals

Strategies/Actions	Students to be Served	Proposed Expenditures
<p>G1 A1: Utilization of Universal Design for Learning (UDL) as well as differentiated supports to meet the needs of specific subgroups including our SWD subgroup.</p> <p>Strategy will include: *PD *Teacher Release time *Supplemental materials</p>	<p>*All Students *SWD Students</p>	<p>36202.10 LCAP Supplemental</p>
<p>G1 A2: Modify our MTSS model and increase intervention supports available for our lowest performing students</p> <p>Strategy will include: *supplemental staffing *supplemental materials *online resources *technology *supplemental EL staffing *supplemental EL support</p>	<p>*All Students *EL students *SWD</p>	<p>170972.19 LCAP SEC INTERV STIPENDS</p> <p>4030.55 Title III English Learner</p> <p>6000 LCAP Supplemental</p>

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	3% suspended at least one day
2021-2022		2021-2022	2.6% suspended at least one day
2018-2019		2018-2019	2.7
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD		SWD	5.6% suspended at least one day
EL		EL	3.5% suspended at least one day
SED		SED	4.7% suspended at least one day
Hispanic		Hispanic	5% suspended at least one day
Asian		Asian	1.2% suspended at least one day
AA		AA	1.2% suspended at least one day
Two or More Races		Two or More Races	1% 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.
We were able to improve our support for social/emotional health and diversity by implementing and improving access/awareness of mental health resources and increasing participation in school activities, athletics and clubs.
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.
Support the diverse needs of ALL students by developing practices that increase student productivity, efficiency, and effectiveness allowing for higher levels of growth. Staff, students, and parents continue to believe that a continued focus on student mental health, school connectedness and outreach will allow students to better access educational opportunities at CNHS and create an environment where students can learn.

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 overall by 1%	Continue to utilize SRC staff and SRL's to support behavior interventions. Strategy will include: *Supplemental resources *Implementation of new interventions *Student incentives	Referral and suspension data	3% of students were suspended at least one day last year	2% of students will be suspended at least one day
	Continue to build a positive school climate by learning about diversity and acceptance of all Strategy will include: *Student and family engagement *Cultural awareness activities and events *Assemblies and rallies *Staff PD *Teacher release time	Referral and suspension data	3% of students were suspended at least one day last year	2% of students will be suspended at least one day

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Our EL, FY, and SED subgroups receive additional supports via our transitions team. Additionally, our behavior model includes resources such as CSI or other counseling opportunities for students in need of this support.	We have several student groups in orange for suspension rates, so our focus is on decreasing suspensions as a whole. However, our SPED staff will also continue to work with our general ed. staff on behavior supports for the classroom.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
<p>Continue to utilize SRC staff and SRL's to support behavior interventions.</p> <p>Strategy will include: *Supplemental resources *Implementation of new interventions *Student incentives</p>	* All Students	10000 LCAP Supplemental
<p>Continue to build a positive school climate by learning about diversity and acceptance of all</p> <p>Strategy will include: *Student and family engagement *Cultural awareness activities and events *Assemblies and rallies *Staff PD *Teacher release time</p>	* All Students	15,000 LCAP Supplemental

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	95.2% graduated	2022-2023	76.6 Prepared
2021-2022	96.3% graduated	2021-2022	
2018-2019	95.9	2018-2019	77.6
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	46.2% graduated	SWD	43.6 Prepared
EL	85% graduated	EL	50 Prepared
SED	94.5% graduated	SED	67.7 Prepared
Hispanic	94.2% graduated	Hispanic	73.7 Prepared
Asian	98% graduated	Asian	86.7 Prepared
AA	92% graduated	AA	72 Prepared
Two or More Races	100% graduated	Two or More Races	88.2 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.
Improved the usage of Professional Learning Communities (PLCs) time to articulate horizontally and vertically, and upgrade the use of common assessments/analysis of student results with an eye in intervening with struggling 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.
Additional supports for our SWD and EL students to meet graduation requirements and/or to increase CCI.

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 graduation and CCI rates for our SWD and EL subgroups	<p>G3 A1: Ensure students are placed appropriately in classes and are receiving appropriate intervention or credit recovery</p> <p>Strategy will include: *Counselors working with SPED and ELD staff on class placement in addition to student data *Classes/grades will be monitored to ensure placement is appropriate throughout the school year *Counselors will ensure students are placed in appropriate credit recovery courses, offered summer school, etc.</p>	on-going monitoring of student progress towards graduation	SWD grad: 46.2% / CCI: 43.6 EL grade: 85% / CCI: 50	SWD grad: 48.% / CCI: 45 EL grade: 87% / CCI: 55
	G3 A2: Increase availability of the biliteracy seal assessment to more students especially multilingual students	on-going monitor of students toward reaching the seal of biliteracy	EL grade: 85% / CCI: 50	EL grade: 87% / CCI: 55
	G3 A3: Monitoring the number of SWD and EL students in CTE pathways	on-going monitoring of students in CTE pathways on the path to completion	SWD grad: 46.2% / CCI: 43.6 EL grade: 85% / CCI: 50	SWD grad: 48.% / CCI: 45 EL grade: 87% / CCI: 55

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
EL, SED, and FY students will be offered additional supports by our transitions team. EL students are also offered both credit recovery options and language development options during the school year and during summer school.	Our SPED team will continue to work with counselors and gen. ed staff to support SWD students being on track for graduation.

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Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
<p>G3 A1: Ensure students are placed appropriately in classes and are receiving appropriate intervention or credit recovery</p> <p>Strategy will include: *Counselors working with SPED and ELD staff on class placement in addition to student data *Classes/grades will be monitored to ensure placement is appropriate throughout the school year *Counselors will ensure students are placed in appropriate credit recovery courses, offered summer school, etc.</p>	<p>*SWD students *EL students</p>	<p>District Funded</p>
<p>G3 A2: Increase availability of the biliteracy seal assessment to more students especially multilingual students</p>	<p>*All students *EL students</p>	<p>District Funded</p>
<p>G3 A3: Monitoring the number of SWD and EL students in CTE pathways</p>	<p>*SWD *EL students</p>	

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	\$\$4,030.55
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$242,204.84
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP Supplemental	\$67,202.10	0.00
Title III English Learner	\$4,030.55	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	\$67,202.10
Title III English Learner	\$4,030.55

Subtotal of state or local funds included for this school: \$242,204.84

Total of federal, state, and/or local funds for this school: \$242,204.84

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
Joshua Shapiro	Principal
Carlos Zuniga	Teacher
Benton Lewis	Teacher
Lisa Marie Slater	Teacher
Lavinia Terra	Other Staff Member
Lori Botkin	Parent Member
Brenda Reimer	Parent Member
Andrea Hill	Parent Member
Yongli Wu	Parent Member or Secondary Student
Madison Logan	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 15, 2024.

Attested:



Principal, Joshua Shapiro, Ed.D. on May 15, 2024



SSC Chairperson, Carlos Zuniga on May 15, 2024



Other Committee Member (optional), Brenda Reimer on May 15, 2024