School Plan for Student Achievement
Clovis West High School

7/1/24-6/30/25

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Our parent involvement
policy can be found here:

Click 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 West High School	10621171030196	May 1, 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 student achievement. It is our ultimate goal to implement this plan and continue to increase academic achievement for all students. Our plan includes goals around Mathematics and English Language Arts achievement, increased graduation rates, and decreased suspension rates for the following subgroups: African American students and students with disabilities which aligns with our ATSI status and goals.

Educational Partner Involvement

How, when, and with whom did Clovis West 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 focus on whole school intervention (Golden Hour)
*Subject specific tutoring before school, at lunch, and after school

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.

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

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

*Increased attendance issues in specific subgroups: Overall chronic absenteeism was 700 students; of those students, 317 fall into our SED subgroup, and 223 fall into the Hispanic subgroup making this an area of concern. This year, Clovis West continued with all planned interventions and supports. Clovis West also built two sections of Math 1 Tutorial and Math 2 Tutorial into the master schedule to provide simultaneous support for students struggling in Math 1 and Math 2. Clovis West will monitor and assess the benefits of Math Tutorial throughout the year.

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

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 West has no overall indicators in red.

*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, Graduations Rates, and Mathematics

Additionally, the following indicators are red on our dashboard for the following subgroups:
*Suspension Rates: Students with Disabilities and African American students
*English Language Arts: Students with Disabilities
*Graduation Rates: Students with Disabilities

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:

Mathematics:
Mathematics Unit Assessments
Mathematics Team Tests
Mathematics Summative Assessments
Math 1 and Math 2 Tutorial Grades
Monitoring of D/F/I grades at grading periods

English Language Arts:
Rigorous reading and writing program at every grade level to prepare students to maximize SBAC scores and college ready status
Grade level assessments are consistent within each grade
Unit Assessments
Mid year assessments
End of the year assessments
Monitoring of D/F list at reporting periods.

Goals, Strategies, & Proposed Expenditures

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

Goal 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	81.8 points above standard	2022-2023	7.3 points below standard
2021-2022	72.9 points above standard	2021-2022	37.6 points below standard
2018-2019	81 points above standard	2018-2019	18 points below standard
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	131.3 points below standard	SWD	162.5 points below standard
EL	35 points above standard	EL	61 points below standard
SED	55.3 points above standard	SED	36.5 points below standard
Hispanic	56.5 points above standard	Hispanic	30.4 points below standard
Asian	102.6 points above standard	Asian	29 points above standard
AA	36.7 points above standard	AA	45.6 points below standard
Two or More Races	85.3 points above standard	Two or More Races	25.9 points below 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.
Level specific intervention is provided for math before school, at lunch, and after school in addition to subject-specific after school intervention Monday through Thursday. In addition to math, these interventions cover Social Sciences, English, Science, and World Language assistance. This also includes conferencing with students to go over areas of concern and creating plans to help them achieve in the classroom. This also includes the cost of substitute coverage for times of teacher collaboration and intervention planning as well as provide English Language instruction to English Learners from a credentialed teacher and a classified Bilingual Instructional Aide. These students will also have their progress monitored throughout the benchmark EL assessments and the ELPAC. Clovis West also provides academic and social-emotional consultations for students. This includes pushing into classes to help students with work, conferencing with students individually to go over missing and upcoming assignments, and connecting the students to the proper resources.

Sometimes these resources may be instructional supplies, food, clothing, counseling help, or anything else that can help meet student needs so they may concentrate on coursework when they get to class.

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 in Mathematics, ELA, and Science for all students with special considerations for our SWD and African American student subgroups. *Increase academic supports using Golden Hour in ELA for all students, with special consideration for our SWD and African American student subgroups. *Increase academic supports using Golden Hour in Mathematics for all students, with special consideration for our SWD and African American student 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
Increase the percentage of focus group students scoring at the top two tiers of CAASPP in both Math, ELA, and Science by 4 percent.	G1 A1: Establish more intervention opportunities for ELA, Math, and Science so that students can have additional academic help during school, before/after school and at lunch with an emphasis on our SWD and AA subgroups. Strategies will include: *intervention teachers and/or extra period stipends *supplemental materials *technology resources *additional supports through staffing and supplemental materials for our EL students	1. Academic Intervention attendance that includes: re-teaching, test make-ups, test re-takes, assignment make-ups, and enrichment activities.	1. Golden Hour attendance rosters. 2. Golden Hour spreadsheet of Department offerings and Mathematics master schedule. 3. Time sheets for Math Tutorials and Study Lab before/after school and during lunch. 4. State and Local EOY assessment results	1. All Mathematics and ELA teachers will have intervention hours schedule during the week. 2. Math and ELA CFAs scores will improve and students will drop off D/F list at reporting periods. 3.Four percent increase in overall and in

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
				subgroup data for Mathematics and ELA CAASPP scores as compared to previous year.
	G1 A2: Common assessments in Mathematics that spiral which allows for multiple opportunities for mastery of concept. Common assessments in ELA and Science provide data analysis for PLCs that will assist in assigning students to our MTSS, with an emphasis on our SWD and AA subgroups. Strategy may include: • PD • release time for teachers	1. Illuminate/Edulastic unit assessment reports for Mathematics and Science. 2. Administrative attendance in PLCs. 3. Administrative monitoring of teacher utilization of Golden Hour for struggling students.	1. Math: Mathematics Unit Assessments, Mathematics Team Tests, Mathematics Summative Assessments, Math 1 and Math 2 Tutorial Grades, monitoring of D/F/I grades at grading periods. ELA: Rigorous reading and writing program at every grade level to prepare students to maximize SBAC scores and college ready	1. By the end of semester one, 70% of mathematic students will score at least 70% on spiraled unit assessments. 2. Math and ELA CFAs scores will improve and students will drop off D/F list at reporting periods.

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
			status. More preparation for SBAC exam at 11th grade. Grade level assessments are consistent within each grade. Unit Assessments, mid year assessments, and end of the year assessments, are used to maximize student achievement. Monitoring of D/F list at reporting periods. 2. & 3. Support from administration on running reports in Illuminate and Edulastic for items listed above.	
	G1 A3: Full implementation of our MTSS support (Golden Hour) across the school, with an emphasis on our	1. Monitoring of D/F lists at reporting periods	1. Golden Hour attendance reports	A decrease in D/F students at the end of each

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
	SWD, AA subgroups and our lowest performing students. Strategy will include: • intervention staffing • supplemental intervention materials • PD • release time for staff		2. D/F list at each grading period.	semester as compared to the 6 and 12 week grading period.

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 populations as indicated in the actions above.	while Goal 1 is focused on supporting all students, we have dedicated actions to our SWD and African American student subgroups which was our lowest performing subgroups on the dashboard.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	**Students to be Served**	**Proposed Expenditures**
G1 A1: Establish more intervention opportunities for ELA, Math, and Science so that students can have additional academic help during school, before/after school and at lunch with an emphasis on our SWD and AA subgroups. Strategies will include: *intervention teachers and/or extra period stipends *supplemental materials *technology resources *additional supports through staffing and supplemental materials for our EL students	*All Students *Students with Disabilities *African American student sub-group *EL students	111952.91 LCAP SEC INTERV STIPENDS 3182.01 Title III English Learner 22390.00 LCAP SEC INTERV STIPENDS 45066.90 LCAP Supplemental

Budgets/Expenditures to meet the Goals		
Strategies/Actions	**Students to be Served**	**Proposed Expenditures**
G1 A2: Common assessments in Mathematics that spiral which allows for multiple opportunities for mastery of concept. Common assessments in ELA and Science provide data analysis for PLCs that will assist in assigning students to our MTSS, with an emphasis on our SWD and AA subgroups. Strategy may include: • PD • release time for teachers	*All Students *Students with Disabilities *African American student sub-group	
G1 A3: Full implementation of our MTSS support (Golden Hour) across the school, with an emphasis on our SWD, AA subgroups and our lowest performing students. Strategy will include: • intervention staffing • supplemental intervention materials • PD • release time for staff	*All Students *Students with Disabilities *African American student sub-group	

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**	6.1% suspended at least one day
2021-2022		**2021-2022**	6.3% suspended at least one day
2018-2019		**2018-2019**	3.4
Subgroup DATA 2022-2023		**Subgroup DATA 2022-2023**	
SWD		**SWD**	12% suspended at least one day
EL		**EL**	3.1% suspended at least one day
SED		**SED**	8.3% suspended at least one day
Hispanic		**Hispanic**	6.1% suspended at least one day
Asian		**Asian**	3.8% suspended at least one day
AA		**AA**	12.7% suspended at least one day
Two or More Races		**Two or More Races**	5.1% 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.
When students returned this year there was a sharp uptick in behaviors and disciplines across all campuses in the district. With consistency, clear expectations, and mentoring by the administrators, counselors, SRL's and teachers, students have begun to return to a more expected level of misbehaviors.
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 and communication to community by providing students with clear behavior expectations.

*Increase social emotional supports using Golden Hour for all students, with emphasis on our SWD and African American student subgroups.
*Provide de-escalation training for SRLs through the use of CPI techniques.

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 overall suspension rates by 2%with a specific focus on our African American students and SWD subgroup	G2 A1: Utilization of SRC staff for student "Check-ins" and intervention labs for students with multiple behavior and social-emotional incidents during the current school year with an emphasis on SWD and AA student subgroup. *Funds may be allocated to support additional staff or supplemental behavior materials to support this action	1. Current data for "Q" Behavioral Analysis for SWD. We will collect data on suspensions and discipline referrals.	1. Current SWD suspension rate at 11.35%	1. 23-24 data for students with disabilities will be 2% less as compared to 2022-2023.
	G2 A2: SRC SRLs will be trained in CPI for de-escalation and the SRC staff will work with the campus behavior specialist to administer workshops. Funds may be allocated to use for PD to support this action	1. We will collect and review data from our Golden Hour, and our MTSS team in regards to social emotional well being of our kids and the behavior of our kids. 2. Two SRLs will work with CSI groups and site psychologist during Golden Hour for behavioral support and social/emotional needs.	1. Current data for "Q" Behavioral Analysis for SWD and AA student subgroup. 2. Two SRL's are currently supporting in this way	1. 23-24 data for SWD and AA student subgroup will decrease by 2%. 2. We will be able to increase the number of students involved in CSI due to the increase of SRL support.

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
	G2 A 3: Increase student connectedness on campus through continued collaboration with stakeholders (Transition mentors, counselors, MHSP, SRC) and connecting our students to intentional opportunities where they can have a voice at the table such as the Principals Advisory on Student Affairs. Funds may be allocated to use for assemblies, speakers, incentives, community engagement	Increase in student connectedness for all students with an emphasis on our SWD and AA student group	6.1% overall suspended 1 or more days	5% overall suspended 1 or more days

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 African American student populations as indicated in the actions above.	Goal 2 is dedicated to our students with disabilities and our African American student subgroups which was our highest two subgroups on the dashboard for suspension rates.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G2 A1: Utilization of SRC staff for student "Check-ins" and intervention labs for students with multiple behavior and social-emotional incidents during the current school year with an emphasis on SWD and AA student subgroup. *Funds may be allocated to support additional staff or supplemental behavior materials to support this action	* All students * Students with Disabilities * African American student subgroup	49960.00 LCAP Supplemental

Budgets/Expenditures to meet the Goals		
Strategies/Actions	**Students to be Served**	**Proposed Expenditures**
G2 A2: SRC SRLs will be trained in CPI for de-escalation and the SRC staff will work with the campus behavior specialist to administer workshops. Funds may be allocated to use for PD to support this action	* All students * Students with Disabilities * African American student subgroup	District Funded
G2 A 3: Increase student connectedness on campus through continued collaboration with stakeholders (Transition mentors, counselors, MHSP, SRC) and connecting our students to intentional opportunities where they can have a voice at the table such as the Principals Advisory on Student Affairs. Funds may be allocated to use for assemblies, speakers, incentives, community engagement	* All students * Students with Disabilities * African American student subgroup	5000 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	95.4% graduated	**2022-2023**	59.4 Prepared
2021-2022	96.2% graduated	**2021-2022**	
2018-2019	93.8	**2018-2019**	66.3
Subgroup DATA 2022-2023		**Subgroup DATA 2022-2023**	
SWD	60.5% graduated	**SWD**	18.4 Prepared
EL	100% graduated	**EL**	42.1 Prepared
SED	95.3% graduated	**SED**	42.6 Prepared
Hispanic	95.6% graduated	**Hispanic**	48 Prepared
Asian	93.9% graduated	**Asian**	72.7 Prepared
AA	96.6% graduated	**AA**	48.3 Prepared
Two or More Races	100% graduated	**Two or More Races**	66.7 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.
Mathematics CAASPP scores have dropped significantly over the past few years bringing down the amount of students College and Career Ready.
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: *PLCs will continue to meet with SPED teachers and collaborate to address all students' needs. *Increase the percentage of students completing A-G requirements with special considerations for our SWD and AA student subgroups.

*Increase the number of UC admissions requirements.
*Increase the numbers of students placed in Career Readiness Transition Program with an emphasis on 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
Increase college readiness of all students as measured by current College and Career Readiness Indicator by 4% with an emphasis on SWD and AA student subgroup.	G1 A1: Counselors hold parent information nights and have annual meetings with every student to review the value of A-G eligibility with an emphasis on SWD and AA student subgroup.	1. Attendance for parent information nights. 2. Graduation requirements, A-G requirements, Transcript and GPAs, NCAA requirements, and 4-year planning to create path to 4-year university. 3. Career and Readiness Transition Program data.	1. Counselor led guidance lessons to 9th,10th 11th and 12th grade students through English and Social Science classes. 2.Graduation rate and College and Career dashboard data. 3. Career Readiness Transition Program data: * 5 students placed in career readiness transition program * 20 students served through WorkAbility * 7 current students receiving TPP services * 5 past (graduated)	1. Students will become knowledgeable in A-G and graduation requirements. 2. Increase in the number of college preparatory, Honors, Pre-AP, and AP courses due to student demand. 3. Increase in graduation rate and college and career readiness. 4. Increase of students with disabilities placed in Career Readiness Transition Program post graduation.

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
			students still receiving TPP services * 3 graduated students successfully closed in TPP	
	G1 A2: Honors, Pre-AP, and AP courses have been added to the master schedule over the past few years to encourage students to challenge themselves academically. District funding will also help support students in the cost of AP testing.	1. Student enrollment numbers for Honors, Pre-AP, and AP courses.	1. Current Honors, Pre-AP, and AP course enrollment.	1. Increase in the number of college preparatory, Honors, Pre-AP, and AP courses due to student demand.
	G1 A3: Increase in number of students attaining the seal of biliteracy by offering an assessment as another way to qualify	Number of students attaining this	1. There are currently 37 students earning the Seal of Biliteracy.	1. An increase of 10% of students earning the Seal of Biliteracy.

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 populations as indicated in the actions above.	Goal 4 is dedicated to our SWD and African American student subgroups which was our lowest performing subgroups on the dashboard.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	**Students to be Served**	**Proposed Expenditures**
G1 A1: Counselors hold parent information nights and have annual meetings with every student to review the value of A-G eligibility with an emphasis on SWD and AA student subgroup.	* All students * Students with Disabilities * African American student subgroup	
G1 A2: Honors, Pre-AP, and AP courses have been added to the master schedule over the past few years to encourage students to challenge themselves academically. District funding will also help support students in the cost of AP testing.	* All students * Students with Disabilities * African American student subgroup	
G1 A3: Increase in number of students attaining the seal of biliteracy by offering an assessment as another way to qualify	*All students eligible for the seal of biliteracy	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	$$3,182.01
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$237,551.82
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	$100,026.90	0.00
Title III English Learner	$3,182.01	0.00
LCAP SEC INTERV STIPENDS	$134,342.91	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	$134,342.91
LCAP Supplemental	$100,026.90
Title III English Learner	$3,182.01

Subtotal of state or local funds included for this school: $237,551.82

Total of federal, state, and/or local funds for this school: $237,551.82

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
Eric Swain	Principal
Alex Ivanov	Teacher
Stephanie Avery	Teacher
Gabe Calderon	Teacher
Shannon Harris-Trotter	Other Staff Member
Phillip Reed	Parent Member
Ruby Helsley	Parent Member
Priscilla Antunez	Parent Member
Ellory Morrow	Parent Member or Secondary Student
Ava Helsley	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
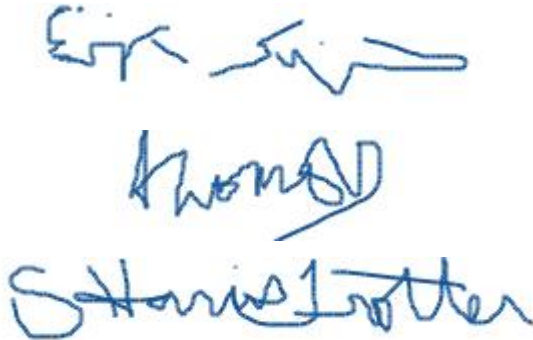approval and assures the board of the following:

- 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 5/1/2024.

Attested:

	Principal, Eric Swain on 5/1/2024
	SSC Chairperson, Alex Ivanov on 5/1/2024
	Other Committee Member (optional), Shannon Harris-Trotter on 5/1/2024