School Plan for Student Achievement
Dry Creek Elementary

7/1/24-6/30/25

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Our parent involvement policy
can be found here:

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School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Dry Creek Elementary School	10-62117-6005854	May 2, 2024	June 12, 2024

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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 in English Language Arts and Math 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 academic areas of ELA and Math for the following subgroup: Students with Disabilties (SWD).

Educational Partner Involvement

How, when, and with whom did Dry Creek Elementary 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 using Tier 3 intervention teachers to work on foundational skills and support students/subgroups who are performing below grade level.
*Teachers will continue to use "Panther Time" (deployment) and small group instruction to reteach specific lessons and/or extend learning.
*Students will continue to use their iReady My Path to work at their individual level to meet individual learning goals.
*Teachers will continue working with grade level PLCs to identify essential standards.

*We do not have Tier 3 intervention for math, this is something that we would like to look into for the future.
*Teachers will explore pre and post assessments using the TWIG curriculum.
*Teachers will continue to use the TWIG curriculum for instruction.

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:
*N/A

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:
*Chronic Absenteeism: Two or More Races
*English Language Arts: SWD
*Math: SWD

Additionally, the following indicators are red on our dashboard for the following subgroups:
*N/A

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:
*decreasing suspensions

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	59.3 points above standard	**2022-2023**	41.9 points above standard
2021-2022	52.7 points above standard	**2021-2022**	34.3 points above standard
2018-2019	68.5 points above standard	**2018-2019**	49.9 points above standard
Subgroup DATA 2022-2023		**Subgroup DATA 2022-2023**	
SWD	14.8 points below standard	**SWD**	31.7 points below standard
EL	46.3 points above standard	**EL**	22.8 points above standard
SED	38 points above standard	**SED**	19.4 points above standard
Hispanic	46.2 points above standard	**Hispanic**	28 points above standard
Asian	76.7 points above standard	**Asian**	61.7 points above standard
AA		**AA**	
Two or More Races	65 points above standard	**Two or More Races**	27.8 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.
*Teachers are proficient in using the components of iReady and Benchmark to guide instruction. They have shown growth in using iReady diagnostic data to drive instruction and form instructional groups. *Created a school-wide agenda for our PLCs and trained PLC leads at the beginning of the school year. Administration also required PLCs to share monthly agendas to support accountability and collaboration. This helped administration support specfic grade levels in analyzing data, focusing on specific essential standards and student achievement. *During the TGLE process teachers were encourage to take a deep dive in students' i-Ready My Path tool to systematically monitor students' progress in reading and math to support differentiated instruction and also keep students on track for growth.

*Providing professional development will increase classified staff's capacity to use effective reading strategies in their small group instruction.

*Teachers continue to provide targeted Instruction, intervention and collaborative planning to support student achievement.

*Hired a part-time intervention teacher to support students K-3 for Tier 3 ELA to support students who were not meeting grade-level standards.

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: *Improve our instructional practices in ELA and Math in grades K-6 for all students with special considerations for 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 academic achievement in ELA and Math on state and local assessment scores to 80%.	G1 A1: Train PLC leaders and provide monthly support and planning, execution and evaluation of bi-monthly PLC meetings.	Growth Data in the following areas: *iReady Diagnostics in Reading and Math *PLC Meeting Agendas *PLC Meeting Notes *PLC Meeting Schedules *iReady Student Pathway Reports *CFA, ICA and IAB Results in TOMS *State and Local EOY assessment results	1.Math iReady-76% ELA iReady- 77% 2. Listed above	1. Math iReady-80% ELA iReady-80% 2. 2% increase growth in math and ELA subgroup for SWD.
	G1 A2: Grade level PLCs will analyze data and develop SMART goals to develop strategies to support growth and achievement in specific focused areas of improvement for their students. They will use deployment to meet	*PLC Meeting Agendas *Grade Level SMART Goals *iReady Diagnostics *Grade Level Common Assessment Results *CFA, ICA and IAB Results in TOMS	1. 50% of grade levels utilize deployment with common assessments to meet students' needs.	1. 80% of grade levels will utilize deployment with common assessments to meet students' needs.

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' needs and common assessments to monitor student achievement in the focus area.	*State and Local EOY assessment results		
	G1 A3: Utilize virtual staff meetings to provide teachers with focused time at monthly for professional development.	*Monthly Staff Meeting Agenda *Professional Development Agenda	1. Currently only have designated staff-wide professional development during institute week.	1. Increase designated staff-wide professional development for staff to at least 3 additional opportunities throughout the school year. 2. Provide staff with additional instructional strategies to support academic achievement for all students.
	G1 A4: Hire part-time intervention(s) teacher to support small group instruction to students who are not meeting grade-level standards in ELA and Math. Funding my also cover: student incentives, supplemental materials, headphones, supplemental technology resources.	*iReady Diagnostic in Reading and Math *iReady Student Pathway Reports *State and Local EOY assessment results	1. 3 intervention teachers, focus on ELA 2. 1 EL intervention teacher to support EL students.	1. 3 intervention teachers, focus on ELA and Math. 2. 1 EL intervention teacher to support EL students

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
	G1 A5: A team of teachers will attend the AVID leadership training 2024 Summer Institute to increase knowledge of instructional strategies and WICOR.	*Attendance at the training	1. 0 staff members are currently trained.	1. 5 staff members will be trained.
	G1 A6: Administrators will conduct informal (walk-throughs) and formal observations of classroom instruction to ensure high-quality instruction for all students.	*Informal Feedback Form *End of the Year Evaluations	1. Teachers are formally evaluated on a cycle.	1. Create and informal feedback form for administrators to share with teachers in order to provide immediate feedback on instructional strategies.

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.	Identifiy and monitor students using site intervention team and SST meetings. Utilize intervention teachers, small group instruction and deployment to meet the needs of low-performing subgroups.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G1 A1: Train PLC leaders and provide monthly support and planning, execution and evaluation of bi-monthly PLC meetings.	*All Students	
G1 A2: Grade level PLCs will analyze data and develop SMART goals to develop strategies to support growth and achievement in specific focused areas of improvement for their students. They will use deployment to meet students' needs and common assessments to monitor student achievement in the focus area.	*All Students *SWD	

Budgets/Expenditures to meet the Goals		
Strategies/Actions	**Students to be Served**	**Proposed Expenditures**
G1 A3: Utilize virtual staff meetings to provide teachers with focused time at monthly for professional development.	*All Students	
G1 A4: Hire part-time intervention(s) teacher to support small group instruction to students who are not meeting grade-level standards in ELA and Math. Funding my also cover: student incentives, supplemental materials, headphones, supplemental technology resources.	*All Students *EL *SWD	2,757.74 Title III English Learner 12,212.21 LCAP Intervention Intervention Teachers 20,000.00 LCAP Supplemental
G1 A5: A team of teachers will attend the AVID leadership training 2024 Summer Institute to increase knowledge of instructional strategies and WICOR.	*All Students	
G1 A6: Administrators will conduct informal (walk-throughs) and formal observations of classroom instruction to ensure high-quality instruction for all students.	*All 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	8.7% Chronically Absent	**2022-2023**	1.7% suspended at least one day
2021-2022	10% Chronically Absent	**2021-2022**	1% suspended at least one day
2018-2019	3.8	**2018-2019**	0.5
Subgroup DATA 2022-2023		**Subgroup DATA 2022-2023**	
SWD	16.1% Chronically Absent	**SWD**	4.5% suspended at least one day
EL	20.6% Chronically Absent	**EL**	0% suspended at least one day
SED	16.3% Chronically Absent	**SED**	2.3% suspended at least one day
Hispanic	11.8% Chronically Absent	**Hispanic**	2.4% suspended at least one day
Asian	7.4% Chronically Absent	**Asian**	2% suspended at least one day
AA		**AA**	
Two or More Races	15.6% Chronically Absent	**Two or More Races**	0% 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: • Review suspension practices and policies to find alternative ways of correction before getting to suspension, focusing on the subgroup 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
Decrease suspension rates by .5%	*Site intervention team will meet bi-weekly to review student behavior data and discuss appropriate interventions/supports. *Utilize the following intervention (as needed) Tier 1 Interventions: *Panther Pride/PBIS *Second Step (TK-6) Tier 2 Interventions: *CSI *Structured Recess *Transition Program *Check in Check out Tier 3 Intervention *Counseling *All 4 Youth	*Behavior Minors *Office Visits *Staff Communication *Site Intervention Notes *Q Reports *Q Visits/Communication with Parents *Leadership Team Meeting Notes	*1.7% suspension rates all students	*1.2% suspension rates all students

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Provide on-going training and support of teachers utilizing Second Step Curriculum to meet the social-emotional needs of all students on campus.	Increase student connectedness.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
*Site intervention team will meet bi-weekly to review student behavior data and discuss appropriate interventions/supports.	*All Student Groups	1735.33 LCAP Supplemental

Budgets/Expenditures to meet the Goals		
Strategies/Actions	**Students to be Served**	**Proposed Expenditures**
*Utilize the following intervention (as needed) Tier 1 Interventions: *Panther Pride/PBIS *Second Step (TK-6) Tier 2 Interventions: *CSI *Structured Recess *Transition Program *Check in Check out Tier 3 Intervention *Counseling *All 4 Youth		

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	$2,757.74
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$36,705.28
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	$21,735.33	0.00
Title III English Learner	$2,757.74	0.00
LCAP Intervention	$12,212.21	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 Intervention	$12,212.21
LCAP Supplemental	$21,735.33
Title III English Learner	$2,757.74

Subtotal of state or local funds included for this school: $36,705.28

Total of federal, state, and/or local funds for this school: $36,705.28

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
Aaron Cook	Principal
Claire Zante	Teacher
Hope Vidmar	Teacher
Madison Coelho	Teacher
Misty Sedehi	Other Staff Member
Adrian Muller	Parent Member
Angie Parilla	Parent Member
Ella Shasky	Parent Member
Jen Barker	Parent Member or Secondary Student
Heather Piccolo	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 2, 2024.

Attested:

| Principal, Aaron Cook on May 2, 2024 |

| SSC Chairperson, Heather Piccolo on May 2, 2024 |