

School Plan for Student Achievement Hirayama Elementary



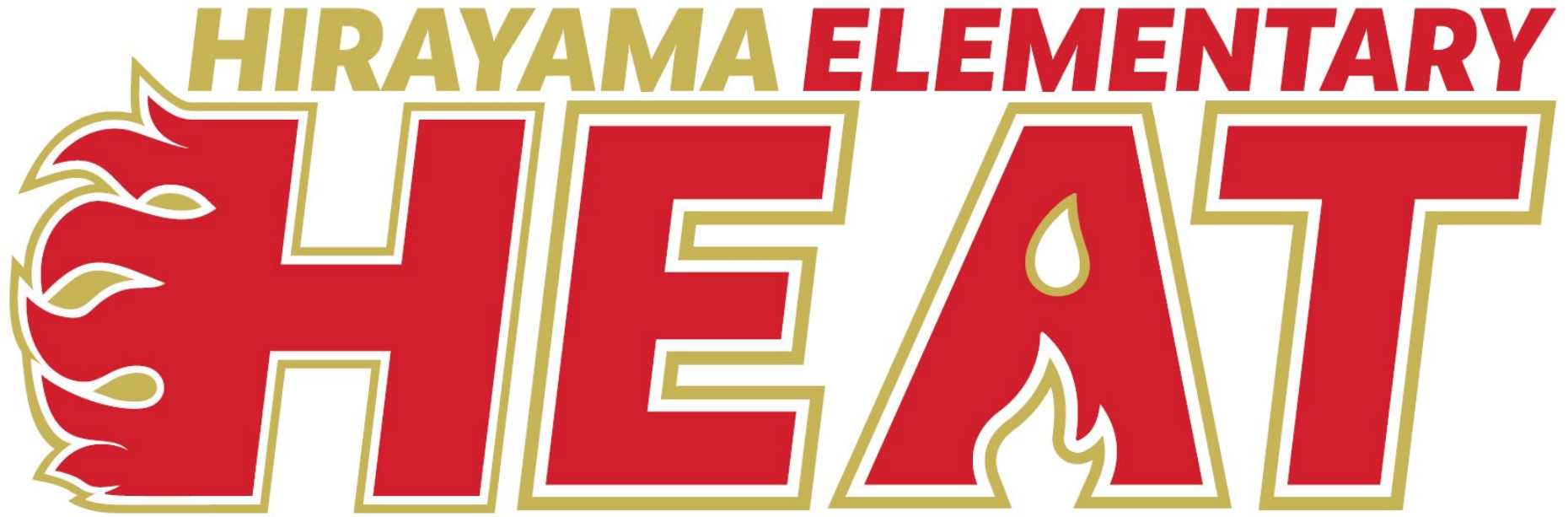
7/1/24-6/30/25

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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
Hirayama Elementary School	10 62117 0142521	May 20, 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.

Hirayama Elementary School is opening its doors in the fall of 2024, so our plan is designed with the beginning in mind. After looking at data for our incoming students, gathering staff feedback, holding PTC and initial SSC meetings, our educational team created goals around ELA, math, and suspension rates with our expectations of how we want our new school to be. Within our plan, we have included goals in the areas that are most important to us as we launch our new site and build a collaborative community not only for our staff, but also for our kids and families. Starting out as a Title I school will bring challenges, but we are confident that this plan will help to guide us as we welcome our students to school this year!

Educational Partner Involvement

How, when, and with whom did Hirayama 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 and staff, play a huge role in the creation, monitoring, and revisions of our School Plan for Student Achievement. Throughout the year, we will 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 meeting, our committee discussed recommendations for the SPSA as a new school site for our SPSA to the site administration.

The following recommendations were made:

*Making sure that students get the intervention help to be successful

*Support on the campus for teachers in their classroom (IA support, intervention support)

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.

Hirayama is a brand new school opening out doors in the fall of 24-25, so at this time we have no red or orange indicators on the dashboard; however our staff has already started analyzing the data of our incoming students in order to be proactive and to have a plan in place for this school year.

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.

Hirayama has no indicators for this section

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

As a new school, opening our doors in 24-25, it will be critical for us to ensure that we are building a collaborative culture with our staff and families. Additionally, we are focused on first time best instruction, but also understand that we will have students who have gaps in their learning; therefore, we also have a need to implement a strong intervention plan.

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		2022-2023	
2021-2022		2021-2022	
2018-2019		2018-2019	
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD		SWD	
EL		EL	
SED		SED	
Hispanic		Hispanic	
Asian		Asian	
AA		AA	
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.
This is a new goal for Hirayama
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.
Hirayama is a brand new school, but we were able to utilize data from our incoming students and gather parent and other educational partner feedback via staff meetings and our initial SSC and PTC meetings. Based off of this information, our identified needs include: *Implementation of First-time Best Instruction (FBI) practices *Implementation of ELA and math interventions based on student needs

*Implementation of supplemental ELD supports

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>ELA Goal- 55% of students will be meeting or exceeding standards Math Goal---50% of students will be meeting or exceeding standards</p>	<p>G1 A1: Utilization of AVID WICOR strategies across content areas to support all student groups.</p>	<p>*Evidence of implementation of WICOR strategies across content areas *CFA assessment results including diagnostics *State and Local EOY assessment results</p>	<p>Baseline data will be available in the fall</p>	<p>We expect 100% of students who are WICOR trained to use the strategies</p>
	<p>G1A2: Implement FBI around mastery standards</p> <p>Strategies will include: *PD around mastery standards *Teacher release time *Supplemental teaching materials that support differentiated instruction *Staffing to support the implementation of this action</p>	<p>*Pre and Post assessment data from CFA's</p>	<p>Baseline data will be available in the fall</p>	<p>*Increase between pre and post assessment data</p>
	<p>G1 A3. Implement ELA and Math interventions</p> <p>Strategies will include: *Supplemental staffing *Supplemental intervention materials *Supplemental online resources and/or technology</p>	<p>*Pre and Post assessment data *iReady diagnostic scores (fall, winter, spring)</p>	<p>Baseline data will be available in the fall</p>	<p>*Increase between pre and post intervention data *increase in iReady diagnostic data between assessment windows</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
	<p>G1 A4: Implement Supplemental Supports for Multilingual English Learner Students</p> <p>Strategies will include: *Supplemental staffing *Supplemental materials to support language acquisition *supplemental online resources *supplemental technology specifically for EL students</p>	<p>*On-going progress monitoring of our EL students</p>	<p>Baseline data will be available in the fall</p> <p>We also plan to monitor our reclassification rates</p>	<p>*Increase from baseline data on ELPI</p>
	<p>G1 A5: Provide Professional Learning around English Learner Supports</p> <p>Strategies will include: *PD *Teacher Release time *Supplemental materials</p>	<p>Attendance at PL</p>	<p>2 Teachers have attended PL in the last year</p>	<p>*At least 10 teachers will attend the district provide PL or another PL around English Learner Supports</p>

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
<p>*Multilingual EL students will receive additional supports through both designated and integrated ELD time. *Additionally our EL students will be provided with translation services or devices to support translation needs when applicable.</p>	<p>*Our teachers will utilize differentiated instructional strategies to support students who are struggling in content areas *Our transition team will provide additional supports for our EL, SED, and FY students around goal setting and organization.</p>

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G1 A1: Utilization of AVID WICOR strategies across content areas to support all student groups.	*All Students	18,297.60 LCAP Supplemental
G1A2: Implement FBI around mastery standards Strategies will include: *PD around mastery standards *Teacher release time *Supplemental teaching materials that support differentiated instruction *Staffing to support the implementation of this action	*All Students	10000 Title I
G1 A3. Implement ELA and Math interventions Strategies will include: *Supplemental staffing *Supplemental intervention materials *Supplemental online resources and/or technology	*All Students	12,212.21 LCAP Intervention 90,421.33 Title I
G1 A4: Implement Supplemental Supports for Multilingual English Learner Students Strategies will include: *Supplemental staffing *Supplemental materials to support language acquisition *supplemental online resources *supplemental technology specifically for EL students	*EL Students	4,030.55 Title III English Learner 4000 Title I
G1 A5: Provide Professional Learning around English Learner Supports Strategies will include: *PD *Teacher Release time *Supplemental materials	*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	
2021-2022		2021-2022	
2018-2019		2018-2019	
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD		SWD	
EL		EL	
SED		SED	
Hispanic		Hispanic	
Asian		Asian	
AA		AA	
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.	
This is a new goal for Hirayama	
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.	
Hirayama is a brand new school, but we were able to utilize data from our incoming students and gather parent and other educational partner feedback via staff meetings and our initial SSC and PTC meetings. Based off of this information, our identified needs include: *Creating a systematic behavior system *Providing Professional Learning around SEL supports so that we can create a strong foundation as we open our new school	

*Ensure family and student engagement opportunities

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
Create and Implement a behavior MTSS model	<p>G1 A1: Create a PBIS matrix and behavior referral system</p> <p>Strategies will include: *Collection of staff and educational partner feedback *PL around PBIS and referral systems *Teacher release time *Supplemental resources that support the implementation of PBIS and the referral system</p>	<p>*Referral data *Suspension data</p>	<p>No quantitative baseline data available as this is a new goal</p> <p>6 number of staff members previously trained on PBIS</p>	<p>All staff will be trained and utilized PBIS strategies</p>
	<p>G1 A2: Professional Learning around SEL supports that address Tiers 1, 2, and 3 of a behavior MTSS model</p> <p>Strategies will include: *PL around SEL supports *Teacher Release time to attend PL *Supplemental SEL curriculum *Supplemental online resources</p>	<p>*Staff attendance at PL</p>	<p>6 number of staff members previously trained around SEL supports</p>	<p>All staff will attend PL around SEL supports</p>
	<p>G1 A3: Behavior expectations will be communicated to families and students</p>	<p>*Samples of communication via family newsletters, back to school night ppts, student assemblies, etc.</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
	<p>G1 A4: Tiered behavior interventions</p> <p>Strategies will include: *Behavior intervention supports will be provided based on student needs *supplemental staffing *supplemental curriculum</p>	<p>*Referral data *Suspension data</p>	<p>No quantitative baseline data available as this is a new goal</p>	<p>On-going monitoring will occur as this is a new goal</p>
	<p>G1 A5: Implement Student and Family Engagement Opportunities</p> <p>Strategies will include: *Students will be offered a variety of engagement opportunities on campus including but not limited to sports, music, and clubs. *Parent engagement through committees, PTC, volunteer opportunities, etc.</p>	<p>*Sign in sheets from parent involvement activities *Co-Curricular involvement sign-ups</p>	<p>No quantitative baseline data available as this is a new goal</p>	<p>Our goal is to have at least 70% of students involved in a co-curricular and at least 75% of parents in attendance at parent events</p>

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
<p>Our transitions team will support our EL, SED, and FY subgroups with SEL supports on as-needed basis. Our TOSA will also help to provide supplemental behavior interventions as needed.</p>	<p>We will work with our RSP team to address any behavior concerns that revolve around this student group.</p>

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
<p>G1 A1: Create a PBIS matrix and behavior referral system</p> <p>Strategies will include: *Collection of staff and educational partner feedback *PL around PBIS and referral systems *Teacher release time *Supplemental resources that support the implementation of PBIS and the referral system</p>	* All Students	10000 Title I
<p>G1 A2: Professional Learning around SEL supports that address Tiers 1, 2, and 3 of a behavior MTSS model</p> <p>Strategies will include: *PL around SEL supports *Teacher Release time to attend PL *Supplemental SEL curriculum *Supplemental online resources</p>	*All Students	10000 Title I
<p>G1 A3: Behavior expectations will be communicated to families and students</p>	*All Students	
<p>G1 A4: Tiered behavior interventions</p> <p>Strategies will include: *Behavior intervention supports will be provided based on student needs *supplemental staffing *supplemental curriculum</p>	*All Students	80000 Title I
<p>G1 A5: Implement Student and Family Engagement Opportunities</p> <p>Strategies will include: *Students will be offered a variety of engagement opportunities on campus including but not limited to sports, music, and clubs. *Parent engagement through committees, PTC, volunteer opportunities, etc.</p>	*All Students	3,331.69 Title I Part A: Parent Involvement

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	\$\$211,783.57
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$242,293.38
Total Federal Funds Provided to the School from the LEA for CSI	\$

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP Supplemental	\$18,297.60	0.00
Title III English Learner	\$4,030.55	0.00
LCAP Intervention	\$12,212.21	0.00
Title I	\$204,421.33	0.00
Title I Part A: Parent Involvement	\$3,331.69	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 (\$)
Title I	\$204,421.33
Title I Part A: Parent Involvement	\$3,331.69
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$207,753.02

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	\$18,297.60
Title III English Learner	\$4,030.55

Subtotal of state or local funds included for this school: \$34,540.36

Total of federal, state, and/or local funds for this school: \$242,293.38

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
Laura Reynolds	Principal
Jayne Olsen	Teacher
Linda Garcia	Teacher
Shaunna Harris	Teacher
Ashley Hutchason	Other Staff Member
Kiah Sanders	Parent Member
Jahmaal Sawyer	Parent Member
Nicole Matthews	Parent Member
Elizabeth Paiz	Parent Member or Secondary Student
Jose G. Hernandez	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 5/20/2024.

Attested:



Principal, Laura Reynolds on 5/20/2024

SSC Chairperson, Elizabeth Paiz on 5/20/2024