

School Plan for Student Achievement Kastner Intermediate



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
Kastner Intermediate School	10621176101190	May 15, 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.

At Kastner Intermediate we are dedicated to the best work for our students. Within our SPSA we have created a plan that focuses on increasing academic achievement and supporting an increase in suspension rates. It is our ultimate goal to implement this plan to fidelity and continue to increase academic achievement for all students. Our plan includes goals around ELA and Math as well as decreasing suspension rates for all students. We realize that our SWD have unique needs, so our plan also includes actions and strategies to meet the needs of this specific subgroup of students.

Educational Partner Involvement

How, when, and with whom did Kastner Intermediate 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 the intervention model of TBird time that was implemented this year
- continue the Tier 2 academic intervention for students on the D/F list who need Executive Functioning skills training

- continue the model of support using the BIA to push-in with our Newcomer students and our students struggling to succeed in class that may need more personalized 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.

*Overall Red Indicators include: none

*Overall Orange Indicators include: Suspension Rate

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:

*none

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

*English Language Arts: SWD

Other Needs

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

Local indicators and educational partner feedback also indicate that we have needs in the following areas:

*To address suspension rates

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	34.3 points above standard	2022-2023	21.7 points below standard
2021-2022	46.2 points above standard	2021-2022	24.1 points below standard
2018-2019	63.1 points above standard	2018-2019	6.4 points above standard
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	103.1 points below standard	SWD	147.4 points below standard
EL	12 points below standard	EL	44.3 points below standard
SED	10.5 points above standard	SED	44.5 points below standard
Hispanic	15.3 points above standard	Hispanic	38.1 points below standard
Asian	85.7 points above standard	Asian	31.5 points above standard
AA	6.6 points below standard	AA	87.6 points below standard
Two or More Races	32.4 points above standard	Two or More Races	16 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.

There has been a great response to the Third time interventions. Students are taking advantage of the extra support and we have seen a lessening of the students on the D/F list. We foresee that the extra targeted support will provide the students with the foundation they will need to be more successful on this year's CAASPP. We are also finding great support in using our BIA to focus on the EL students with the greatest academic need as well as pushing in to support some of our most intensive students on the D/F list. Lastly, our Tier 2 executive functioning intervention was a great support for students who are not succeeding based on will and not skill deficits.

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:

*Increase academic supports in language arts for our SWD subgroup

*Increase academic supports in math for all students, with special consideration for our SWD and English Learners 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
<p>Increase academic achievement in ELA and Math state and local assessment scores by 5%</p>	<p>G1 A1: Utilization of AVID WICOR strategies across content areas to support all student groups.</p>	<p>Growth Data in the following areas: 1. Evidence of implementation of WICOR strategies across content areas 2. CFA results including diagnostics 3. State and Local EOY assessment results</p>	<p>1. 20% of teachers using across content areas 2. iReady-Math- 29% on grade level ELA- 42% on grade level 3. CAASPP data- Math- 41% ELA- 67%</p>	<p>1. 50% of teachers using across content areas 2. 5% increase in overall on grade level placement 3. 5% increase in overall and in subgroup data</p>
	<p>G1 A2: Create intentional, focused Tier 2 groups to meet during Tbird time providing extra support in math and ELA for our students with special attention to the SWD and EL subgroups.</p>	<p>1. Pre and post assessment data from intervention 2. Attendance at intervention 3. Iready Diagnostics in reading and math</p>	<p>1. Baseline data will be collected on these students in the fall including CAASPP and ELPAC.</p>	<p>1. Increase between pre and post assessment data 2. Students will attend at least 80% of the intervention days 3.iReady diagnostic data will increase</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
				throughout the year in the area that intervention was provided
	G1 A3: Provide PLC training and support for progress monitoring and data collection with an emphasis on our SWD and EL subgroups.	1. Data collection on CFA's and district assessments 2. PLC agendas	1. CAASPP data from the fall 2. ELPAC data from the fall 2. Baseline data from fall diagnostics.	1. 5% increase in CAASPP scores for our subgroups 2. 5% Increase in students eligible for reclassification
	G1 A4: Create Tier 2 executive functioning groups to meet during Tbird time for students who struggle in both math and ELA.	1. Pre and post assessment data from intervention 2 Attendance at intervention 3. D/F lists at each grading period	1. Baseline data will be collected on these students in the fall.	1. Increase between pre and post assessment data 2. Students will attend at least 80% of the intervention days 3. Student GPA and progress will be monitored/

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
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Additional supports will be provided for our EL and SWD populations as indicated in the actions above.

Action 2 is dedicated to our SWD and EL subgroups which were our lowest performing subgroups on the dashboard.

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	9200 LCAP Supplemental
G1 A2: Create intentional, focused Tier 2 groups to meet during Tbird time providing extra support in math and ELA for our students with special attention to the SWD and EL subgroups.	*All Students *EL students *SWD students	3394.14 Title III English Learner 5000 LCAP Supplemental
G1 A3: Provide PLC training and support for progress monitoring and data collection with an emphasis on our SWD and EL subgroups.	* All students * EL students *SWD students	22,420.37 LCAP Supplemental
G1 A4: Create Tier 2 executive functioning groups to meet during Tbird time for students who struggle in both math and ELA.	* All students	28960 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 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	17.4% Chronically Absent	2022-2023	9.1% suspended at least one day
2021-2022	28.6% Chronically Absent	2021-2022	8.9% suspended at least one day
2018-2019	10.4	2018-2019	8.1
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	29.6% Chronically Absent	SWD	17.4% suspended at least one day
EL	13.5% Chronically Absent	EL	3.6% suspended at least one day
SED	21.9% Chronically Absent	SED	12.1% suspended at least one day
Hispanic	19.9% Chronically Absent	Hispanic	10.9% suspended at least one day
Asian	10.5% Chronically Absent	Asian	3% suspended at least one day
AA	22.2% Chronically Absent	AA	19.4% suspended at least one day
Two or More Races	13.7% Chronically Absent	Two or More Races	11.8% 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.
There has been a great response to the SARB interventions as evidenced by our Chronically Absent rate dropping over 10% this past year. This shows the extra attention to the SARB process by our counselors was very effective and will be continued next year to continue to see growth in that area. Our suspension rate, on the other hand, increased 0.2%. Although this is a slight increase, it is still our goal to decrease to 8% which was our typical percentage prior to COVID.
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.

To tackle the problem of a rising suspension rate, we will be more intentional and focused with our Tier 2 and Tier 3 behavior interventions. We will implement intervention groups during the Opportunities class and also during Tbird time with a particular focus on our SWD, SED, AA, and Hispanic students. We will pair them with staff to intentionally coach them on behaviors and track their progress in this area.

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 rate from 9.1% to 8% with a special focus on SWD, SED, African American, and Hispanic students.	G2 A1: Implement tiered behavior interventions for students with repeat offenses with particular focus on our listed subgroups.	<ol style="list-style-type: none"> 1. Number of Thunder referrals 2. Log of behavior interventions including Check in-Check out, Check and Connect, Tier 2 Tbird intervention groups 3. Q behavior entries 	1. Log of thunder referrals per student for previous year or first 6 weeks	<ol style="list-style-type: none"> 1. Decrease number of Thunder referrals monthly 2. Q behavior entries will decrease for each student
	G2 A2: Teach social emotional and coping strategies to students through the Opportunities class.	<ol style="list-style-type: none"> 1. Roster/attendance in Opportunities class 2. Pre/Post assessment data 3. Thunder referral log 	1. Number of referrals for the students placed in the Opportunities class	<ol style="list-style-type: none"> 1. Students will attend at least 80% of the intervention days. 2. Increase between pre/post assessment data. 3. Decrease in the number of Thunder referrals.
	G2 A3: Implement Tier 2 intervention groups utilizing Second Step curriculum during Tbird time with intentional focus on our SWD, SED, African American, and Hispanic students.	<ol style="list-style-type: none"> 1. Roster/attendance in Tier 2 tbird time intervention groups 2. Pre/post assessment data 3. Thunder referral log 	1. Number of referrals of students rostered to the Tier 2 interventions	1. Students will attend at least 80% of the intervention days.

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
			2. Score on the social emotional survey at the beginning of the year.	2. Increase between pre-post assessment data. 3. Decrease in number of Thunder referrals monthly.

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Our Tier 2 interventions in Goal 3 will have an intentional focus on our subgroups that were higher in the suspension category. That includes SWD and SED students.	All of the services above will support our low-performing subgroups, but our Goal 3 will have intentional focus on our African American and Hispanic subgroups as they showed higher rates of suspension.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G2 A1: Implement tiered behavior interventions for students with repeat offenses with particular focus on our listed subgroups.	*All students	12209 LCAP SEC INTERV STIPENDS 5392.15 LCAP Supplemental
G2 A2: Teach social emotional and coping strategies to students through the Opportunities class.	*All students	12211.28 LCAP SEC INTERV STIPENDS

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G2 A3: Implement Tier 2 intervention groups utilizing Second Step curriculum during Tbird time with intentional focus on our SWD, SED, African American, and Hispanic students.	*All students Extra focus on: * SWD * SED students *African American students * Hispanic students	12209 LCAP SEC INTERV STIPENDS

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	\$\$3,394.14
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$110,995.94
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	\$70,972.52	0.00
Title III English Learner	\$3,394.14	0.00
LCAP SEC INTERV STIPENDS	\$36,629.28	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	\$36,629.28
LCAP Supplemental	\$70,972.52
Title III English Learner	\$3,394.14

Subtotal of state or local funds included for this school: \$110,995.94

Total of federal, state, and/or local funds for this school: \$110,995.94

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
May Moua	Principal
Shelley Johnson	Teacher
Sarah Giersch	Teacher
Dava Parks	Teacher
Ann Castro	Other Staff Member
Jennifer Poochigian	Parent Member
France Cordon	Parent Member
Ruby Helsley	Parent Member
Rex Alves	Parent Member or Secondary Student
Sophia 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 May 15, 2024.

Attested:



Principal, May Moua, Ed.D on May 15, 2024

SSC Chairperson, Jennifer Poochigian on May 15, 2024