

School Plan for Student Achievement

Sierra Vista Elementary



7/1/24-6/30/25

Contact:
JENNIFER THAO, Principal
(559) 327-7900
jenniferthao@clouisusd.k12.ca.us

Parent Involvement Policy can be
found [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
Sierra Vista Elementary School	10-62117-6005904	May 16, 2024	June 10, 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 growth on local and state assessments. 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 English Language Arts/Mathematics, as well as a decrease in rates of chronic absenteeism and suspensions and for the following subgroups: SED students, Hispanic, African American, EL students, and Students with Disabilities

Educational Partner Involvement

How, when, and with whom did Sierra Vista 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 to hire high quality intervention teacher/personal; allocate money for professional development, substitute teachers, lab instructors, continue to allocate money for supplemental supplies and technology and administrative support positions as needed.

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 Students at Sierra Vista Elementary are in the Orange in the area of Mathematics and 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: None

Additionally, the following indicators are red on our dashboard for the following subgroups:
Mathematics: 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:
Continue to provide first time best instruction
Continue to provide intervention supports to struggling 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 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	23.7 points below standard	2022-2023	54.2 points below standard
2021-2022	27.1 points below standard	2021-2022	56.1 points below standard
2018-2019	9.7 points above standard	2018-2019	27.8 points below standard
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	67.1 points below standard	SWD	95.6 points below standard
EL	23 points below standard	EL	66.3 points below standard
SED	26.2 points below standard	SED	58.1 points below standard
Hispanic	25 points below standard	Hispanic	57.3 points below standard
Asian	6.7 points below standard	Asian	35 points below standard
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.
<p>SERVICES AND STRATEGIES IMPLEMENTED TO REACH GOAL 1:</p> <p>Professional development on i-Ready provided all teachers an understanding of a new diagnostic tool to systematically monitor students' progress in reading and use individual instructional pathway recommendations to support differentiated instruction.</p> <p>Small group instruction through the use of instructional assistants during guided reading period will support implementation of differentiated instruction for all students.</p>

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

Extended learning opportunity for kindergarten students will provide additional supports to students who are not yet proficient in fundamental foundations.

Extended learning opportunity for English learners & RFEP students will provide additional supports to students who are not yet proficient in English

iReady my path

PLC time

Intervention time and small group instruction

BLOOMZ

Web based resources and technology

Attendance intervention

Push in/pull out interventions with credentialed teacher
after school/lunch interventions

SCHOOL WIDE RESULTS DUE TO IMPLIMENTATION AND STRATEGIES:

CAASPP Proficiency ELA: 59% Growth

CAASPP Proficiency Math: 34% Growth

Increase our SWD in the area of Math by 25% (this subgroup was an area of concern on the state data dashboard)

iReady Reading Growth: 56% Typical Growth/86% of students showed growth

iReady Math Growth: 44% Typical Growth/92% of students showed growth

K 56% DRA, 64% District Assessments

1st grade ELA 52% Math 29% proficient on District Assessments

2nd grade ELA 64% Math 25% proficient on District Assessments

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 around writing in grades K-6 for all students with special considerations for our SWD and EL subgroups

*Increase academic supports in math for all students, with special consideration for our SWD and EL subgroups

*Increase academic supports in ELA for all students, with special consideration for our SWD and EL subgroups

*Continue to refine the SST referral and meeting process

*Continue PLC progress

*Continue to provide intervention opportunities

*Grades 1-6 specifically focus on Math intervention
 *Continue developing appropriate grade level Math rigor

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>It is expected that Sierra Vista Elementary students will demonstrate progress towards their expected growth on end of year assessments/district assessments in English Language Arts and Mathematics</p>	<p>G1 A1 ELA</p> <ul style="list-style-type: none"> • Intervention teachers materials • ELD instruction, materials, and teachers • Professional Development <p>Supplemental materials and websites</p> <p>Software licenses</p> <p>Equipment and technology support</p> <p>Parent involvement through</p> <p>BLOOMZ</p> <p>Personnel: GIS, Resource Teacher, Intervention Teachers, Lab Teachers.</p> <p>SV-tickets will be given to kids to promote good behavior during lessons and assessments. Incentives will also be given to classes who have the most growth within grade level academic</p>	<p>iReady diagnostics (3 times per year)</p> <ul style="list-style-type: none"> *K/1 Assessment *Quarterly writing prompts (Performance Tasks) *Teacher created assessments *Common formative assessments *Quick Checks *Benchmark & Collections *iCAL *DRA2 *ESGI *Student Attendance *PLC time *Intervention time and small group instruction *Push-in teachers/IAs *IEP Goals *ELD instruction and assessment *SST process *PD and training for teachers *Attendance interventions *Web based resources and technology *BLOOMZ *Continue to work on rigor and enrichment 	<p>CAASPP Proficiency ELA: 59% Growth SWD Proficiency in Math 25% Growth iReady Reading Growth: 56% Typical - Growth/86% of students showed growth iReady Math Growth: 44% Typical Growth/92% of students showed growth K 56% DRA, 64% District Assessments 1st grade ELA 52% Math 29% proficient on District Assessments 2nd grade ELA 64% Math 25% proficient on</p>	<ol style="list-style-type: none"> 1. 100% of teachers using across content areas 2. math iready- ELA iready- 3.5 % increase in overall and in subgroup data 4. ELPI -60% making progress

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
	challenges throughout the year.		District Assessments	
	<p>G1 A2: Math</p> <p>Core curriculum: iReady</p> <p>Intervention materials</p> <p>Intervention Teachers</p> <p>Title III instructional aids</p> <p>Professional Development for teachers</p> <p>Supplemental materials and websites</p> <p>Personnel: GIS, Resource Teacher, Intervention Teachers, Lab Teachers.</p> <p>Hire more grade level intervention teachers to support with push-in intervention and pull-out intervention programs. Provide professional development for teachers to increase access to grade level content and first time best instruction for students who are performing significantly below grade level. Provide the school with a Title I</p>	<ul style="list-style-type: none"> *iReady Math *Interim Comprehensive Assessment (ICA) *CUSD iCAM Assessments *Math Facts *Teacher created assessments *Common formative assessments *Quick Checks *Formal Observations *Walk-through observations *Student Attendance *IEP Goals *PLC time *Intervention time and small group instruction *Push-in teachers/IAs *SST process *PD and training for teachers *Attendance interventions *BLOOMZ *Continue to work on rigor and enrichment 	Baseline data in all 3 areas will be collected in the fall for each individual student	<ol style="list-style-type: none"> 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 throughout the year in the area that intervention was provided

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>administrator/Resource GIS to support with intervention and assessment based on GL standards.</p> <p>SV-tickets will be given to kids to promote good behavior during lessons and assessments.</p> <p>Incentives will also be given to classes who have the most growth within grade level academic challenges throughout the year.</p>			
Increase ELPI Scores on the Dashboard	<p>G2 A1: Increase intervention supports for our English Learners</p> <p>strategies will include BIA support supplemental materials technology online resources</p>	Hours of intervention provided	5 hours per week	Increase to 8 hours per week
	<p>G2 A2: Provide professional Development around English Learner supports</p>	<p>1. Attendance at PD</p> <p>2. ELPI results prior to and after PD</p>	<p>1. 2 teachers have attended EL PD in the last year</p> <p>2. ELPI-44.6%</p>	<p>1. At least 10 teachers trained in ELD strategies</p> <p>2. ELPI increase to 60%</p>

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.

Special Education and General Education teachers will collaborate to determine schedule for services to support student and their IEP goals (as it relates to grade level standards).

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
<p>G1 A1 ELA</p> <ul style="list-style-type: none"> Intervention teachers materials ELD instruction, materials, and teachers Professional Development <p>Supplemental materials and websites</p> <p>Software licenses</p> <p>Equipment and technology support</p> <p>Parent involvement through</p> <p>BLOOMZ</p> <p>Personnel: GIS, Resource Teacher, Intervention Teachers, Lab Teachers.</p> <p>SV-tickets will be given to kids to promote good behavior during lessons and assessments. Incentives will also be given to classes who have the most growth within grade level academic challenges throughout the year.</p>	<p>*All Students *EL Students *SWD</p>	<p>43573.77 LCAP Supplemental</p> <p>12,212.21 LCAP Intervention</p> <p>399,149.34 Title I</p> <p>4,677.21 Title I Part A: Parent Involvement</p>
<p>G1 A2: Math</p> <p>Core curriculum: iReady</p> <p>Intervention materials</p> <p>Intervention Teachers</p> <p>Title III instructional aids</p> <p>Professional Development for teachers</p> <p>Supplemental materials and websites</p>	<p>*All Students *EL students *SWD</p>	<p>10000 Title I</p>

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
<p>Personnel: GIS, Resource Teacher, Intervention Teachers, Lab Teachers.</p> <p>Hire more grade level intervention teachers to support with push-in intervention and pull-out intervention programs. Provide professional development for teachers to increase access to grade level content and first time best instruction for students who are performing significantly below grade level. Provide the school with a Title I administrator/Resource GIS to support with intervention and assessment based on GL standards.</p> <p>SV-tickets will be given to kids to promote good behavior during lessons and assessments. Incentives will also be given to classes who have the most growth within grade level academic challenges throughout the year.</p>		
<p>G2 A1: Increase intervention supports for our English Learners</p> <p>strategies will include BIA support supplemental materials technology online resources</p>	*EL students	3,000.21 Title III English Learner
<p>G2 A2: Provide professional Development around English Learner supports</p>	*EL students	500.00 Title III English Learner

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	33.1% Chronically Absent	2022-2023	3.8% suspended at least one day
2021-2022	39.7% Chronically Absent	2021-2022	2.4% suspended at least one day
2018-2019	14.9	2018-2019	3.2
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	34.7% Chronically Absent	SWD	2.7% suspended at least one day
EL	20.5% Chronically Absent	EL	0% suspended at least one day
SED	32.8% Chronically Absent	SED	4.2% suspended at least one day
Hispanic	35.9% Chronically Absent	Hispanic	4.7% suspended at least one day
Asian	20.7% Chronically Absent	Asian	1.7% suspended at least one day
AA	33.3% Chronically Absent	AA	8% suspended at least one day
Two or More Races	25% 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 for the 2024-2025 School Year. This goal is based on a trend increase in student tardies and absences.
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.
Sierra Vista has 14.7% of its students (118) on the Chronically Absent list. These students have missed more than 10% of the school year.

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
It is expected that the chronic absenteeism rate decreases with a focus on Students with Disabilities, EL, Asian, and White students.	Courtesy Bloomz messaging, phone calls and check in on attendance for families that have already have a history of attendance challenges.	Visits in Q is checked to determine when the last parent contact was made and weather attendance has improved over a 4 week span.	Asian 20.7% chronically absent	Decrease of 10%
	SARB/ARM meetings for families that have surpassed the 10% mark of absenteeism. Students with IEPs will have a section of IEP meeting that will go over attendance and the importance of school attendance when meeting with families.	Monthly check ins between the SARB coordinator and the teachers.	Students with Disabilities 34.7% Chronically Absent	Decrease of 10%
	Students with chronic medical conditions will be asked to submit a medical note by health provider that will excuse absences that are related to their documented medical conditions.	The SARB coordinator works with the students parents doctor and the school nurses to gather all appropriate documentation to excuse the student's absences.	White students 33.6% Chronically Absent	Decrease of 11%
	SV-tickets will be given to kids to promote good attendance. Incentives will also be given to classes who have the highest attendance within grade level throughout the year.	number of tickets given out	EL students 20.5% chronically absent	Decrease of 10%

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Transitions will also support our EL, SED, and FY students around being engaged in school and with SEL supports.	Students with IEPs will have a section of IEP meeting that will go over attendance and the importance of school attendance when meeting with families. School attendance may be added as an IEP goal.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
Courtesy Bloomz messaging, phone calls and check in on attendance for families that have already have a history of attendance challenges.	All Students	1000.00 Title I Part A: Parent Involvement
SARB/ARM meetings for families that have surpassed the 10% mark of absenteeism. Students with IEPs will have a section of IEP meeting that will go over attendance and the importance of school attendance when meeting with families.	All Students	
Students with chronic medical conditions will be asked to submit a medical note by health provider that will excuse absences that are related to their documented medical conditions.	All Students	
SV-tickets will be given to kids to promote good attendance. Incentives will also be given to classes who have the highest attendance within grade level throughout the year.	All Students	4,000.00 LCAP Supplemental

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	\$\$418,326.76
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$478,112.74
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	\$47,573.77	0.00
Title III English Learner	\$3,500.21	0.00
LCAP Intervention	\$12,212.21	0.00
Title I	\$409,149.34	0.00
Title I Part A: Parent Involvement	\$5,677.21	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 (\$)
Title I	\$409,149.34
Title I Part A: Parent Involvement	\$5,677.21
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$414,826.55

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	\$47,573.77
Title III English Learner	\$3,500.21

Subtotal of state or local funds included for this school: \$63,286.19

Total of federal, state, and/or local funds for this school: \$478,112.74

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
Jennifer Thao	Principal
Heather Richardson	Teacher
LeeAnn McDonald	Teacher
Jennifer Linares	Teacher
Marci Booth	Other Staff Member
Mashona Buma	Parent Member
Letecia Rodriguez	Parent Member
Joslyn Dixon-Lewis	Parent Member
Hannah Dybas	Parent Member or Secondary Student
Ruby Guzman	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 5-16-24.

Attested:



Principal, Jennifer Thao on 5-16-24



SSC Chairperson, Mashona Buma on 5-16-24