

School Plan for Student Achievement Tarpey Elementary



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
Tarpey Elementary School	10621176005912	May 16, 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 outcomes and overall performance. 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 and Social Emotional/Behavioral Support in the areas of ELA and Math for all students with some focus strategies for the following subgroups: EL and SWD.

Educational Partner Involvement

How, when, and with whom did Tarpey 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:

*intervention for ELA/Math support

*intervention for social emotional/behavior support

*increase academic growth

*parental involvement

- *increase academic growth in our EL and & Sped students
- *provide professional development to increase student achievement in ELA and Math

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: Mathematics

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

*Students with Disabilities in English Language Arts--this is also our only red indicator

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:

*increase attendance

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	13.3 points below standard	2022-2023	37.4 points below standard
2021-2022	17.1 points below standard	2021-2022	39.1 points below standard
2018-2019	5.4 points below standard	2018-2019	20.4 points below standard
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	88.6 points below standard	SWD	88.3 points below standard
EL	48.9 points below standard	EL	58.5 points below standard
SED	21.5 points below standard	SED	44 points below standard
Hispanic	24.1 points below standard	Hispanic	48.8 points below standard
Asian	8.8 points below standard	Asian	28.4 points below standard
AA	18.8 points below standard	AA	56.9 points below standard
Two or More Races	11.6 points below standard	Two or More Races	42.7 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.

Professional development on i-Ready curriculum 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.

*Throughout the school year, professional development opportunities were made available to classified, certificated, and administrative staff.

*Hired Intervention teachers to provide support for students.

*Hired BIA to support our EL students and to provide differentiated support and intervention.

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 for our EL & SWD subgroups.

*Increase academic supports in language acquisition for our English Language Learners

*Increase academic supports in math for all students, with special consideration for our 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
<p>Increase academic achievement in ELA & Math state and local assessment scores by 3%</p>	<p>G1 A1: Small group instruction PD. (EL & SWD)</p> <p>Strategies will include:</p> <ul style="list-style-type: none"> • PD • Teacher release time • Supplemental PD materials • Supplemental materials to support our EL students • Staffing • Time for Sped and Gen Ed Teachers to collaborate • Parent Education Night • ELD Curriculum Design 	<ol style="list-style-type: none"> 1. Peer Observation, note taking sheet 2. Agendas 3. AVID strategies 	<ol style="list-style-type: none"> 1. iReady diagnostic 	<ol style="list-style-type: none"> 1. iReady diagnostic growth 2. 3% increase in overall and in subgroup data
	<p>G1 A3: Provide Intervention</p> <p>Strategies will include:</p> <ul style="list-style-type: none"> • Supplemental materials • Supplemental online resources • Devices • Staffing • Time for Sped and Gen Ed Teachers to collaborate • Parent Education Night • ELD Curriculum Design 	<ol style="list-style-type: none"> 1. Pre and post assessment data from intervention 2. iReady Math diagnostic 	<p>iReady</p>	<ol style="list-style-type: none"> 1. iReady diagnostic growth

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

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Additionally, our SED, EL, and FY students may receive transitions supports to help with organization and goal setting.	Our lower-performing student groups will receive specific interventions based on their needs. Additionally for our SWD subgroup, a SPED and General Education Collab Model to Support SWD will be utilized.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G1 A1: Small group instruction PD. (EL & SWD) Strategies will include: <ul style="list-style-type: none"> • PD • Teacher release time • Supplemental PD materials • Supplemental materials to support our EL students • Staffing • Time for Sped and Gen Ed Teachers to collaborate • Parent Education Night • ELD Curriculum Design 	*All Students *EL *SWD	62,655.43 LCAP Supplemental 10,000.21 LCAP Intervention 130,200.43 Title I 7,356.37 Title I Part A: Parent Involvement 9,333.88 Title III English Learner
G1 A3: Provide Intervention Strategies will include:	*All Students *EL students *SWD	250,000 Title I

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
<ul style="list-style-type: none"> • Supplemental materials • Supplemental online resources • Devices • Staffing • Time for Sped and Gen Ed Teachers to collaborate • Parent Education Night • ELD Curriculum Design 		2212 LCAP Intervention

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	25% Chronically Absent	2022-2023	4.2% suspended at least one day
2021-2022	43.6% Chronically Absent	2021-2022	4.7% suspended at least one day
2018-2019	11.1	2018-2019	2.3
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	25.3% Chronically Absent	SWD	4.7% suspended at least one day
EL	19.8% Chronically Absent	EL	2.6% suspended at least one day
SED	26.7% Chronically Absent	SED	4.6% suspended at least one day
Hispanic	27.4% Chronically Absent	Hispanic	3.9% suspended at least one day
Asian	8.9% Chronically Absent	Asian	2.9% suspended at least one day
AA	33.3% Chronically Absent	AA	13.6% suspended at least one day
Two or More Races	27.8% Chronically Absent	Two or More Races	2.8% 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.
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.
Students in grades TK-6 are struggling with social emotional and behavioral regulation.
Based on our needs assessment we need to: *Decrease suspension rate

- *Decrease office referrals for behavior
- *Provide social emotional behavioral support for students
- *Provide researched based PD for teachers/staff to support students social emotional behavior needs and intervention strategies
- *Use funds to pay for sub coverage for teachers to attend PDs to meet our goal for student achievement
- *Increase parental involvement

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
Implement behavior system with fidelity.	G2 A1: Provide Social Emotional Behavioral Support all students grade TK-6. Strategies may include: <ul style="list-style-type: none"> • PD • Teacher release time • Supplemental materials to support our students • Staffing • Time for Sped and Gen Ed Teachers to collaborate focusing on EL and SWD groups • Parent Education Night • SEL Curriculum Design 	PD agendas	NA	Quarterly SEL PD.
	G2 A2: Purchase materials to support our teachers and students in SEL and behavioral reward system. Strategies may include: <ul style="list-style-type: none"> • supplemental behavior and SEL curriculum for all student with a focus on EL and SWD group • PD 	Suspension data	4.2% of students suspended at least one day	3.2% of students suspended at least one day

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
	<ul style="list-style-type: none"> • Teacher release time • Supplemental PD materials • SEL curriculum planning with Sped and Gen Ed teacher 			

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Additional support will be provided for our EL and SWD population as indicated above.	Our lower-performing student groups will receive specific interventions based on their needs

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G2 A1: Provide Social Emotional Behavioral Support all students grade TK-6. Strategies may include: <ul style="list-style-type: none"> • PD • Teacher release time • Supplemental materials to support our students • Staffing • Time for Sped and Gen Ed Teachers to collaborate focusing on EL and SWD groups • Parent Education Night • SEL Curriculum Design 	*All students *EL *SWD	90,007.17 Title I
G2 A2: Purchase materials to support our teachers and students in SEL and behavioral reward system. Strategies may include:	*All students *EL *SWD	57,000 Title I

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
<ul style="list-style-type: none"> • supplemental behavior and SEL curriculum for all student with a focus on EL and SWD group • PD • Teacher release time • Supplemental PD materials • SEL curriculum planning with Sped and Gen Ed teacher 		

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	\$543,897.85
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$618,765.49
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	\$62,655.43	0.00
Title III English Learner	\$9,333.88	0.00
LCAP Intervention	\$12,212.21	0.00
Title I	\$527,207.60	0.00
Title I Part A: Parent Involvement	\$7,356.37	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	\$527,207.60
Title I Part A: Parent Involvement	\$7,356.37
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$534,563.97

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	\$62,655.43
Title III English Learner	\$9,333.88

Subtotal of state or local funds included for this school: \$84,201.52

Total of federal, state, and/or local funds for this school: \$618,765.49

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
Tachua Vue	Principal
Ying Vang	Teacher
Pao Her	Teacher
Lenora Silva	Teacher
Ze Moua	Other Staff Member
Ana Cortez	Parent Member
Angelina Lopez	Parent Member
Vidiana Brasil	Parent Member
Bao Yang	Parent Member or Secondary Student
Maria Martinez Valencia	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 16, 2024.

Attested:



Principal, Tachua Vue on May 16, 2024

SSC Chairperson, Lenora Silva on May 16, 2024