

School Plan for Student Achievement Valley Oak 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
Valley Oak Elementary School	10621176108096	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.

Within our SPSA we have created a plan that focuses on English Language Arts, Math, Chronic Absenteeism, 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 concern areas of, English Language Arts, Mathematics, and Suspension Rates for the following subgroups: Students with Disabilities and Hispanic Students.

Educational Partner Involvement

How, when, and with whom did Valley Oak 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: It was recommended to add a goal for our Students with Disabilities and Hispanic populations for ELA and Mathematics. It was also recommended to add goals for Suspension rates for the same populations, as these were identified as areas for growth.

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: None

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:

*None

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 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	33.2 points above standard	2022-2023	15.2 points above standard
2021-2022	45.6 points above standard	2021-2022	17.6 points above standard
2018-2019	65.1 points above standard	2018-2019	47 points above standard
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	63.6 points below standard	SWD	89.7 points below standard
EL	25.9 points below standard	EL	19.3 points below standard
SED	4.7 points above standard	SED	20.4 points below standard
Hispanic	17.4 points above standard	Hispanic	6.8 points below standard
Asian	39.6 points above standard	Asian	36.9 points above standard
AA		AA	
Two or More Races	57.1 points above standard	Two or More Races	39.1 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.
Overall ELA and Mathematics scores have decreased over the last two years. Putting them back on track is important to improve. Incremental growth should be the focus. SWD and Hispanic student populations will be the emphasis as they were the lowest performing subgroups.
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 Hispanic Students Increase academic supports in English Language Arts for our SWD and Hispanic Students

Increase academic supports in mathematics for all students, with special consideration for our SWD and Hispanic 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
<p>Increase academic achievement in ELA state and local assessment scores by 3%</p>	<p>G1 A1: Utilization of AVID WICOR strategies in grades 3-6 across content areas to support all student groups with an emphasis on our SWD and Hispanic student populations.</p>	<p>1. Evidence of implementation of WICOR strategies across content areas 2. CFA assessment results including diagnostics 3. State and Local EOY assessment results</p>	<p>1. 40% of teachers use across content areas 2. ELA iReady- 3. Listed above</p>	<p>1. 50% of teachers using across content areas 2. ELA iReady- 3. Increase in overall and in subgroup data</p>
	<p>G1 A2: Push-In/Pull-Out Intervention for students who are struggling in ELA, with an emphasis on SWD and Hispanic students.</p>	<p>1. Pre and post-assessment data from intervention 2. Attendance at intervention 3. IReady Diagnostics in reading</p>	<p>Baseline data in all 3 areas will be collected in the fall for each individual student</p>	<p>1. Increase between pre and post-assessment data 2. Students will attend at least 70% of the intervention days 3. iReady diagnostic data will increase throughout the year in the area where intervention was provided</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
	G1 A3: EL intervention teacher will utilize benchmark curriculum to support EL student growth in ELA.	<ol style="list-style-type: none"> 1. Benchmark pre and post-assessment data 2. iReady ELA diagnostic 3. State and Local EOY Assessments 	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. iReady diagnostic data will increase throughout the year in ELA intervention 3. Increase in overall and subgroup data
Increase academic achievement in Math state and local assessment scores by 3%	G2 A1: Push-In/Pull-Out Intervention for students who are struggling in Math, with an emphasis on SWD and Hispanic students.	<ol style="list-style-type: none"> 1. Pre and post-assessment data from intervention 2. Attendance at intervention 3. IReady Diagnostics in Math 	5 hours per week	<ol style="list-style-type: none"> 1. Increase between pre and post-assessment data 2. Students will attend at least 70% of the intervention days 3. iReady diagnostic data will increase throughout the year in the area where intervention was provided

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 Hispanic and SWD populations as indicated in the actions above. Our SED, FY, and EL students may also receive supplemental support through transitions.	These actions will address all students, but specifically the subgroups of SWD and Hispanic, the lowest-performing groups on the dashboard.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G1 A1: Utilization of AVID WICOR strategies in grades 3-6 across content areas to support all student groups with an emphasis on our SWD and Hispanic student populations.	*All Students *Hispanic Students *SWD	District Funded
G1 A2: Push-In/Pull-Out Intervention for students who are struggling in ELA, with an emphasis on SWD and Hispanic students.	*All Students *Hispanic students *SWD	5000 LCAP Supplemental
G1 A3: EL intervention teacher will utilize benchmark curriculum to support EL student growth in ELA.	*EL Students, with the highest population being Hispanic students	6,212.21 LCAP Intervention 9006.41 LCAP Supplemental 3818.41 Title III English Learner
G2 A1: Push-In/Pull-Out Intervention for students who are struggling in Math, with an emphasis on SWD and Hispanic students.	*SWDs *Hispanic Students	4623.88 LCAP Supplemental 6000 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	17.1% Chronically Absent	2022-2023	1.1% suspended at least one day
2021-2022	24.1% Chronically Absent	2021-2022	1.1% suspended at least one day
2018-2019	5.6	2018-2019	1.5
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	41.1% Chronically Absent	SWD	5.3% suspended at least one day
EL	20.6% Chronically Absent	EL	0% suspended at least one day
SED	26.9% Chronically Absent	SED	0.5% suspended at least one day
Hispanic	24.2% Chronically Absent	Hispanic	1.6% suspended at least one day
Asian	12.2% Chronically Absent	Asian	2% suspended at least one day
AA		AA	
Two or More Races	16.2% Chronically Absent	Two or More Races	2.6% 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.
We will look to decrease the suspension rates of SWD students at our school. This is a new goal this year.
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.
Due to previous issues, students with disabilities have been suspended at a higher rate than other students, at 5.3% suspended at least one day. At our site, these students present the highest percentage, beating the next closes percentage by 2.7%, making it an immediate need.

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 the SWD suspension rate 4%	Work closely with teachers and transition SRL on goal setting, playground support, and positive relationship building.	CA Dashboard Suspension Rate	5.3% suspension rate for SWDs	Decrease SWD suspension rate to 4%

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
This goal will specifically target the SWD population as indicated in the above action.	

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
Work closely with teachers and transition SRL on goal setting, playground support, and positive relationship building.	All students, but specifically targeting SWD students	

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	\$\$\$3,818.41
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$34,660.91
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	\$18,630.29	0.00
Title III English Learner	\$3,818.41	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	\$18,630.29
Title III English Learner	\$3,818.41

Subtotal of state or local funds included for this school: \$34,660.91

Total of federal, state, and/or local funds for this school: \$34,660.91

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
Julie Duwe	Principal
Amanda Torossian	Teacher
Donna Williams	Teacher
Loretta French	Teacher
Ryan-Michael Swain	Other Staff Member
Scotty Phillips	Parent Member
Sachin Patel	Parent Member
Macy Gennock	Parent Member
Nicolette Moore	Parent Member or Secondary Student
Nicole Williams	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, Julie Duwe on 5/20/2024

SSC Chairperson, Nicolette Moore on 5/20/2024