

School Plan for Student Achievement Clouis Community Day School



7/1/24-6/30/25

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Our parent involvement policy
can be downloaded 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
Clovis Community Day School	10621170101949	May 17, 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.

Our SPSA acts as our CSI plan and has goals written within it that address academics in the areas of ELA and math as those are areas that we want to make sure we are addressing for all students even though due to our transiency rates, our subgroups don't necessarily reflect poor performance. Additionally, we have goals written around attendance and suspension rates as those are areas in which our students struggle the most and which accounts for the reason we are in CSI.

Educational Partner Involvement

How, when, and with whom did Clovis Community Day 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, SART, 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 meetings, our SPSA monitoring tool was reviewed with our committee 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 utilizing intervention aides and teaching fellows
- Continue using online resources
- Continue, walk-through observations

- Continue grade level PLC's
- Continue SEL Blocks (CSI, Drug Ed., Outreach program)
- Refine our instructional practices

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI only.

During meetings with District personnel dashboard data was reviewed with a focus on Comprehensive Support and Improvement. Clovis Community Day School qualified for Comprehensive Support and Improvement for all student groups under the suspension category and attendance for grades 4th-12th grades. Through school and District meetings that include staff, parents, community members, school administration and District personnel, it was determined that there is a need for further staff development in the area of student discipline, increasing discipline strategies, and to reorganize our PBIS Program that will assist in motivating students to behave more appropriately and to increase our student attendance.

Attendance and suspension information was gathered and analyzed by stakeholders to help target areas covered in CSI. Clovis Community Day School is working closely with our Attendance Officer to monitor student attendance and help connect with families in need of support. Incentives through our PBIS Program have been established to help encourage students to attend school regularly. Suspensions are being monitored more closely and two intervention classes have been put into place to assist with counseling and working with students to help prevent suspensions. These intervention classes also assist in transitioning student returning from a suspension. The Teaching Fellows Program has also been utilized to help establish a strong rapport with students, so students have individuals to talk to closer to their age and are modeling appropriate behaviors.

A behavior management flow chart has also been created and will be monitored closely as it relates to suspensions and in communicate existing suspension structures and procedures. Current structures will also be reviewed in relationship to what is working and what is not working and in need or revising. The dashboard indicators will constantly be monitored on a regular basis.

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: Suspension Rates and Chronic Absentees

*There were no overall indicators in orange.

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.

No subgroups have indicators that were two or more below the all student group.

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

Chronic Absenteeism-SED

Suspension Rates-SED, Hispanic, and White

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:

- English language arts
- Math
- Increase in behavior supports
- Increase in attendance supports

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.
Supplemental instructional materials and educational website subscriptions were ordered to assist in teaching ELA standards and English/language arts intervention programs. Supplemental literature books were purchased to teach literary devices and enhance reading comprehension. CCDS also purchased Moby Max, Brain Pop and Spelling City websites to enhance student learning and use as intervention tools. During the summer at CCDS, we have summer school for our 6th-8th grade students in the areas of ELA and math that better prepares students for reentry into intermediate and high schools. Title I funding is reserved to purchase two instructional aides for our summer school program to assist in student learning.

Technology is constantly being utilized and updated to provide the students the latest equipment to enhance their educational opportunities. Computers, document cameras, projectors, screen beams, head phones and various accessories are purchased yearly to help enhance instruction.

Professional development is offered to ensure best practices and to provide staff with new, innovate strategies that are researched based. Staff development opportunities are presented to staff throughout the school-year and may include English/language arts, math and science instruction as well as improve classroom management strategies, increase student motivation, reduce suspensions, raise attendance and keep up with the latest emerging technology.

Books have been purchased and distributed to parents/guardians to assist them in better understanding student development and needs.

Materials have been purchased to assist our EL students acquire English as a second language.

Intervention instructional aides help the teachers in articulating curriculum to the students. They support student learning, help run small group instruction and assist in engaging students with their class work.

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:

- Continue using aides and teaching fellows
- Continue using supplemental online resources
- Continue, walk-through observations
- Continue grade level PLC's to analyze data and make instructional decisions

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
Students attending CCDS taking both the pre and post tests will increase their ELA scores 3-5% as measured by the quarterly benchmark assessments during the 24-25 school year.	G1 A1: Increase parent engagement * Utilize LCAP meetings *Host Family Nights *Increase communication *Host parent meetings	<ul style="list-style-type: none"> • Sign in sheets to parent events • SART Survey results 	<ul style="list-style-type: none"> • Hosted 5 parent engagement events 	*Host 7 parent engagement events

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>Students attending CCDS taking both the pre and post tests will increase their math scores 3-5% as measured by the quarterly benchmark assessments during the 2022-23 school year.</p>	<p>G1 A2: We will provide supplemental supports for our EL students</p> <p>Strategies include:</p> <ul style="list-style-type: none"> • resources to instruct EL students • use Transition personnel to mentor students • Utilize school psychologists to support students social-emotional well being • Utilize Teaching Fellows for in class support and Tier 2 small group instruction to support mastery of skills • supplemental staffing 	<p>*Pre and post assessment data</p>	<p>baseline data will be determined in the fall</p>	<p>*Increase between pre and post assessment data</p> <p>*iReady diagnostic data will increase throughout the year in the elementary</p>
	<p>G1 A3: We will provide intervention</p> <ul style="list-style-type: none"> • continue to use PLC's to analyze data and increase re-teaching strategies. • Utilize the RSP classroom to support Sp. Ed. students. • Utilize classroom instructional aides and teaching fellows for small group and individualized instruction • Utilize supplemental materials 	<p>Growth Data in the following areas:</p> <p>*iReady Diagnostics in Reading</p> <p>*Unit Assessments and EOY Assessments</p> <p>*6-Week Intervention Cycle Data</p> <p>*ELPI Data and Reclassifications</p> <p>*Quarterly ELA Benchmark assessments administered by the teacher (subgroups and ALL students tested)</p> <p>Growth Data in the following areas:</p> <p>*IXL in math</p>	<p>75% of students taking pre/post assessments received a 70% or above in ELA</p> <p>95% of students taking pre/post assessments received a 70% or above in math</p>	<p>80% of students or above will receive a 70% on benchmarks</p> <p>95% of students or above will receive a 70% on benchmark assessments</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
	<ul style="list-style-type: none"> Utilize supplemental online resources Purchase supplemental technology as needed 	*Unit Assessments and EOY Assessments *6-Week Intervention Cycle Data		

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Additional supports will be provided for our EL populations as indicated in G1 A2 above. Additionally, translations will be provided as needed. Additional supports will be provided for our SWD populations as indicated in G1 A1 above.	Our lowest subgroup is our SED subgroup. Our transition team will provide additional supports for this group of students in addition to what is mentioned above.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G1 A1: Increase parent engagement * Utilize LCAP meetings *Host Family Nights *Increase communication *Host parent meetings	*All Students *SWD *SED	493.09 Title I Part A: Parent Involvement
G1 A2: We will provide supplemental supports for our EL students Strategies include: <ul style="list-style-type: none"> resources to instruct EL students use Transition personnel to mentor students Utilize school psychologists to support students social-emotional well being Utilize Teaching Fellows for in class support and Tier 2 small group instruction to support mastery of skills supplemental staffing 	*EL students	530.34 Title III English Learner

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
<p>G1 A3: We will provide intervention</p> <ul style="list-style-type: none"> • continue to use PLC's to analyze data and increase re-teaching strategies. • Utilize the RSP classroom to support Sp. Ed. students. • Utilize classroom instructional aides and teaching fellows for small group and individualized instruction • Utilize supplemental materials • Utilize supplemental online resources • Purchase supplemental technology as needed 	<ul style="list-style-type: none"> • All students • EL students • SED 	<p>156931.35 ESSA: School Improvement</p> <p>12212.21 LCAP Intervention</p>

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	43.8% Chronically Absent	2022-2023	0% suspended at least one day
2021-2022	50% Chronically Absent	2021-2022	10% suspended at least one day
2018-2019	46.7%	2018-2019	12
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD		SWD	
EL		EL	
SED	53.8% Chronically Absent	SED	0% suspended at least one day
Hispanic		Hispanic	0% suspended at least one day
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.
Utilize Teaching Fellows as well as aides in identifying students with excessive behavior issues. These excessive behavior issues will be addressed every two weeks in a behavior review that will include administration, teachers, parent and student. Developing a referral system for these behaviors that involves, administration, psychologist, special education teacher, counselor, general education teacher, nurse. This intervention "team" will meet regularly to assess and prescribe the appropriate behavior intervention.
Hiring an SRL/Mentor SARB person to call all absences daily and to make home visits to students with chronic absenteeism. This SRL will work closely with the SSSA attendance officer.

Purchasing a site license to address students with SEL issues, Navigate 360. This is a research based program that provides innovative hands on lessons addressing various SEL issues.

Books have been purchased and distributed to parents/guardians to assist them in better understanding student development and needs.

The Teaching Fellows Program are young college age adults who assist students in making appropriate decisions and keep students engaged in learning the curriculum. This will ultimately help lower suspensions and keep students in school by developing positive relationships with our students. The Teaching Fellows Program provides positive role models and assist in connecting students with school.

CSI funding has also been utilized to allow staff members to participate in conferences, in-services and trainings related to discipline and attendance. This gives our staff members the opportunity to add new strategies and ideas to their classroom management techniques.

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.

Behavior reviews will be conducted every two weeks. Students will meet with an on sight mentor to reflect on behavior and offer strategies to better behavior. Students will have opportunities to earn PBIS points for Attendance and behavior.

Hire of an SRL/Mentor SARB person to call all absences daily and document and make home visits to chronically absent 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
Increase attendance by 10% Decrease suspensions by 10%	<ul style="list-style-type: none"> • Increase behavior reviews every two weeks • Students given opportunities to earn PBIS points for attendance as well as behavior • Hire an SRL/Mentor SARB person to call all absences daily and to make home visits to students with chronic absenteeism 	<ul style="list-style-type: none"> • on-going suspension data will be reviewed • number of students completing assigned behavior interventions • on-going attendance data will be reviewed 	Percent of students suspended at least one day: 35.4% Percent of chronic absenteeism: 77.6%	Percent of students suspended at least one day: 25.4% Percent of chronic absenteeism: 67.6%

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"> • Add a social emotional program, Navigate 360, purchase updated computers for new program • Utilize Teaching fellows to make daily calls to absent students 			

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Our transition team provides additional supports for our SED, EL, and FY students.	All of our student groups struggle with suspensions; thus we are working through the continuous improvement model to utilize a plan that supports decreasing suspension rates for all students. This plan encompasses utilizing SEL programs and PD to support students and teachers.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
<ul style="list-style-type: none"> • Increase behavior reviews every two weeks • Students given opportunities to earn PBIS points for attendance as well as behavior • Hire an SRL/Mentor SARB person to call all absences daily and to make home visits to students with chronic absenteeism • Add a social emotional program, Navigate 360, purchase updated computers for new program • Utilize Teaching fellows to make daily calls to absent students 	All Students Hispanic White SED	4103.10 LCAP Supplemental 34667.91 Title I

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	\$35,691.34
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$208,938.00
Total Federal Funds Provided to the School from the LEA for CSI	\$156,931.35

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP Supplemental	4,103.10	0.00
Title III English Learner	530.34	0.00
LCAP Intervention	\$12,212.21	0.00
Title I	34,667.91	0.00
Title I Part A: Parent Involvement	493.09	0.00
ESSA: School Improvement	156,931.35	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	\$34,667.91
Title I Part A: Parent Involvement	\$493.09

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Subtotal of additional federal funds included for this school: \$35,161.00

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 (\$)
ESSA: School Improvement	\$156,931.35
LCAP Intervention	\$12,212.21
LCAP Supplemental	\$4,103.10
Title III English Learner	\$530.34

Subtotal of state or local funds included for this school: \$173,777.00

Total of federal, state, and/or local funds for this school: \$208,938.00

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
Sean Osterberg	Principal
Katie Hammond	Teacher
Anna Dorsey	Teacher
	Teacher
	Other Staff Member
Santiago Lujan	Parent Member
Cameron Rivera (student)	Parent Member
	Parent Member
Gabriel Torres (student)	Parent Member or Secondary Student
	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 05/17/24.

Attested:



Principal, Sean Osterberg on 05/17/24



SSC Chairperson, Santiago Lujan on 05/17/24