

School Plan for Student Achievement Cole 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
Cole Elementary School	10621171030196	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.

Within our SPSA we have created a plan that focuses on English language arts, math, attendance and behavior. It is our ultimate goal to implement this plan and continue to increase academic achievement for all students. Our plan also includes goals around our problem areas of suspension rates and English language arts for the following subgroups: Students with Disabilities.

Educational Partner Involvement

How, when, and with whom did Cole 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.

In addition to our committee meetings, the following surveys are administered annually:

*SART- School Assessment Review Team

*Student body ELCAP survey

*CUSD school climate assessment

*English Learner needs assessment Survey

*Native American Education Survey
*Parent LCAP survey

When looking at the input we have received from parents, 94% of them feel that their child is receiving a quality education. 91% feel that their students are getting better at reading and 86% stated their student's math skills are improving. Of those who responded, 98% feel that the school grounds are properly maintained, and 78% feel that the the communication between home and school meets their needs. There were 75% of the families responding who felt that the school communicates the importance of culture while 15% responded they do not know. 84% felt that character building was an important part of the educational. In those two categories, 10% of the families responding expressed they did not know. 66% of the families who responded agreed that the Title I Program have helped their student's academic success. 26% responded that they don't know. 62% of the families responding felt that they were informed at the parent/teacher conference of their student's progress and the reasons for them receiving services from the Title I Program.

When looking at the committee following recommendations were made:

- Provide more help for struggling students, especially in the area of reading
- Provide more support for students struggling with behavior problems
- Better articulation about the skills and standards the students are not proficient in addition to just grades
- Better communication to those with attendance issues

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.

There were no performance categories in which the overall performance was in the red.

*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:

*Students with Disabilities in English Language Arts

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

*Suspension Rates: Students with Disabilities

*English Language Arts: 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:

- *increased amount of reading and math support for struggling students
- *behavioral supports for students struggling with behavior problems
- *training and collaboration to provide ELA support for students with disabilities in general education classes
- *interventions for students who are chronically absent

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	13.7 points above standard	2022-2023	1.8 points below standard
2021-2022	13.8 points above standard	2021-2022	0.1 points below standard
2018-2019	14.9 points above standard	2018-2019	3.6 points below standard
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	86.4 points below standard	SWD	92.3 points below standard
EL	13.2 points below standard	EL	41.7 points below standard
SED	5 points below standard	SED	19.9 points below standard
Hispanic	1.5 points above standard	Hispanic	16.5 points below standard
Asian	2.5 points above standard	Asian	2.1 points below standard
AA		AA	
Two or More Races	20.9 points above standard	Two or More Races	19 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.
<p>Grades K-6 served their students through deployment or small groups with the teacher/IA in the classroom. There was also an intervention teacher that pushed into the kindergarten classrooms to provide support for those students below grade level starting in February. There were two intervention teachers and an instructional assistant who ran a pull-out intervention program for the bottom five percent of students from first through sixth grades in reading and math. We also utilized supplemental curriculum materials for spelling and reading in addition to online subscriptions for reading and math support.</p>
Identified Need(s)
<p>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.</p>

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
- *Identify essential standards for ELA
- *Research professional developments to support our teachers to teach writing and to also look into researched based curriculum and resources to help both our teachers and students
- *Special Education teachers and general education teachers to work collaboratively through PLCs and training to focus on specific areas of need in the area of ELA for students with disabilities within the general education setting
- *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 and SED 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
Increase academic achievement by 4% in ELA and 5% in Math on state and local assessments.	G1 A1: Modify our MTSS model and increase intervention supports available for our lowest performing students Strategies to include: <ul style="list-style-type: none"> • Intervention staffing • supplemental resources • supplemental supports for EL students • translation supports for EL students • technology and technology resources 	1. Pre and post assessment data from intervention based on the intervention programs 2. Attendance at intervention	Baseline data in all 3 areas will be collected in the fall for each individual student	1. Increase between pre and post assessment data 2. Students will attend at least 80% of the intervention days
	G1 A2: Identify essential standards for ELA and math in order to focus on skills that can readily be addressed on standards. Strategies to include: <ul style="list-style-type: none"> • PD • Teacher release time 	1. Pre and post assessment data from intervention based on the intervention programs 2. Attendance at intervention 1. Observe teaching of essential standards	1. Baseline data will be collected in the first quarter 2. Essential standards were identified and given to grade	1. Teaching of essential standards increasing to 60% of the observed time 2. PLC meetings will address the

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. Check PLC minutes and SMART goals to ensure teams are meeting about these standards 3. Check data on common formative assessments to ensure they are being created and administered 4. CAASPP data will be collected to see if there is growth	level teams in the spring of 2024 3. Common formative assessments were not given this year 4. The students met or exceeded the standard with 49% in math and 56% in ELA on the CAASPP	identified standards 3. Common formative assessments will be given as a pre and post cycle once per quarter 4. 54% of students will meet or exceed the standard in math with 60% meeting or exceeding the standard in ELA on the CAASPP.
Increase ELA level on the dashboard for SWD students	G2 A1: Special Education teachers and general education teachers to work collaboratively through PLCs	Attendance at meetings	Baseline data will be gathered in this area	SPED teachers will attend PLC meetings every time there is not a Buchanan area department meeting on the same day.
	G2 A2: Provide professional Development around working with special education students in the general education setting. Strategies to include:	1. Attendance at PD 2. SWD level on the CA dashboard	1. There was no PD offered in this area last year	1. All general education teachers will be trained in ELA strategies to help SWD students in

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"> • PD • Teacher release time 		2. ELA level on CA dashboard is red	<p>the general education setting</p> <p>2. ELA level on CA dashboard improve to yellow</p>

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 SED and SWD populations as indicated in the actions above.	Part 2 is dedicated to our SWD subgroup which was our lowest performing subgroup on the dashboard.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
<p>G1 A1: Modify our MTSS model and increase intervention supports available for our lowest performing students</p> <p>Strategies to include:</p> <ul style="list-style-type: none"> • Intervention staffing • supplemental resources • supplemental supports for EL students • translation supports for EL students • technology and technology resources 	<p>*All Students</p> <p>*SED students</p> <p>*SWD</p>	<p>11206.72</p> <p>LCAP Intervention</p> <p>1000-1999: Certificated Personnel Salaries Intervention Teachers</p> <p>101743.99</p> <p>Title I</p> <p>1000-1999: Certificated Personnel Salaries TSA, Intervention Teachers</p> <p>131196.96</p> <p>Title I</p> <p>2000-2999: Classified Personnel Salaries Instructional Aides</p> <p>1,591.00</p> <p>Title III English Learner</p> <p>1005.49</p>

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
<p>G1 A2: Identify essential standards for ELA and math in order to focus on skills that can readily be addressed on standards.</p> <p>Strategies to include:</p> <ul style="list-style-type: none"> • PD • Teacher release time 	<p>*All Students *SED Students *SWD</p>	<p>LCAP Intervention 4000-4999: Books And Supplies Instructional Materials 29175.89 Title I 4000-4999: Books And Supplies Supplies and Subscriptions 25484.64 LCAP Supplemental 4000-4999: Books And Supplies Supplies and Subscriptions</p>
<p>G2 A1: Special Education teachers and general education teachers to work collaboratively through PLCs</p>	<p>*SWD</p>	
<p>G2 A2: Provide professional Development around working with special education students in the general education setting.</p> <p>Strategies to include:</p> <ul style="list-style-type: none"> • PD • Teacher release time 	<p>*SWD</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	23% Chronically Absent	2022-2023	4% suspended at least one day
2021-2022	35% Chronically Absent	2021-2022	3.1% suspended at least one day
2018-2019	6.8	2018-2019	2.4
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	34.7% Chronically Absent	SWD	9% suspended at least one day
EL	16% Chronically Absent	EL	3.8% suspended at least one day
SED	28% Chronically Absent	SED	4.8% suspended at least one day
Hispanic	27% Chronically Absent	Hispanic	4.5% suspended at least one day
Asian	13.7% Chronically Absent	Asian	3.8% suspended at least one day
AA	33.3% Chronically Absent	AA	6.3% suspended at least one day
Two or More Races	19% Chronically Absent	Two or More Races	2.2% 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.
<p>The school psychologist, the GIS, and the campus SRL meet to check the behavior data for each student. These students are those who have been referred to the office by the teaching staff or campus monitors in addition to those students assigned to the responsibility room for reasons other than unfinished work.</p> <p>Those students will given an intervention such as check ins, recess monitoring, lunch monitoring, bus monitoring or recess buddies in order to practice behaviors that help students not earn a suspension.</p> <p>Students who continue to participate in activities that can lead to a suspension or who get suspended meet with the school psychologist.</p>
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.

This goal will be school-wide, with specific Strategies and Actions focused on Students with Disabilities (SWD). While the chronic absenteeism for the school fell from 35% to 23% in the last school year, students in the SWD subgroup were chronically absent at a rate of 34.7%. Our site earned an orange rating on the dashboard and the students in the SWD subgroup were in the red. This year there has been a greater number of students receiving early attendance interventions. There will be a need to give incentives towards those improving attendance on an early and consistent basis. There 9% of the students in the SWD subgroup that were suspended at least one day last year. That was more than twice the 4% of the general student body. We have seen initial success with those students who are receiving behavior interventions. It allows the staff to limit behaviors or see the need for further resources. There will be greater emphasis on expanding Tier 2 behavior interventions. There will be a concerted effort to make sure 10% of students are receiving these types of interventions.

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
Our students will improve one level on the dashboard in the area of chronic absenteeism.	<p>G2. A1 - We will send out proactive communication to families that provide information including the importance of attendance, the repercussions of lack of attendance, and supports available to families.</p> <p>Those improving attendance after a behavior intervention will receive an incentive. This comes in by way of a gift certificate donated by local businesses.</p>	<p>1. Data for chronically absent students 2. Attendance interventions</p>	<p>1. 23% of students are chronically absent 2. Baseline data will be gathered this year</p>	<p>1. Less than 20% of students will be chronically absent 2. 100% of students who are chronically absent have received an attendance intervention</p>
	<p>G2. A2 - We will provide communication to our families, regarding their student's attendance to ensure more effective and efficient communication.</p>	<p>Amount of communication sent to</p>	<p>Baseline data will be gathered this year</p>	<p>Communication should be sent out at least once a week on the importance of attendance</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
Our students will improve one level on the dashboard in the area of suspensions.	G2 A3 - Utilize a full-time SRL to mediate, supervise playground, Check-In Check-Out, recess buddies, work with homeless and foster youth.	Suspension Data	4% of our students and 9% of those in the SWD subgroup have been suspended	No more than 3.5% of our students and 6% of the students in the SWD subgroup will be suspended
	G2 A4 - PBIS Tier 2 team meets every month to discuss students who are having difficulty with behavior with students showing behavior challenges receiving a behavior intervention implemented by the SRL or the site administration.	Records of the students who are receiving a Tier 2 behavior intervention	7% of students are receiving a Tier 2 behavior intervention	10% of students should receive a Tier 2 behavior intervention

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
The PBIS Tier 2 team includes the school psychologist and two members of the special education teaching staff. These staff members have knowledge of students in the SWD subgroup and any behavioral interventions plans they may have. These behavioral intervention plans provide extra support to help students with behaviors before they elevate to the level of requiring a suspension.	Our lowest performing subgroup in these areas are those in the SWD subgroup. The above strategies were listed in order to provide enhanced support for these students.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G2. A1 - We will send out proactive communication to families that provide information including the importance of attendance, the repercussions of lack of attendance, and supports available to families.	*All Students *SWD	23530.76 LCAP Supplemental 2000-2999: Classified Personnel Salaries

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
Those improving attendance after a behavior intervention will receive an incentive. This comes in by way of a gift certificate donated by local businesses.		Home Liaison
G2. A2 - We will provide communication to our families, regarding their student's attendance to ensure more effective and efficient communication.	*All Students *SWD	5810.48 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Supplies for Parent Engagement Meeting
G2 A3 - Utilize a full-time SRL to mediate, supervise playground, Check-In Check-Out, recess buddies, work with homeless and foster youth.	*All Students *SWD	76953.97 Title I 2000-2999: Classified Personnel Salaries SRL
G2 A4 - PBIS Tier 2 team meets every month to discuss students who are having difficulty with behavior with students showing behavior challenges receiving a behavior intervention implemented by the SRL or the site administration.	*All Students *SWD	

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	\$\$346,472.29
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$407,699.90
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	\$49,015.40	0.00
Title III English Learner	\$1,591.00	0.00
LCAP Intervention	\$12,212.21	0.00
Title I	\$339,070.81	0.00
Title I Part A: Parent Involvement	\$5,810.48	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	\$339,070.81
Title I Part A: Parent Involvement	\$5,810.48
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$344,881.29

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	\$49,015.40
Title III English Learner	\$1,591.00

Subtotal of state or local funds included for this school: \$62,818.61

Total of federal, state, and/or local funds for this school: \$407,699.90

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 Arruda	Principal
JoAnn Willis	Teacher
Tatelynn Arcellus	Teacher
Riley Skinner	Teacher
Blair Lambert	Other Staff Member
Jared Thomas	Parent Member
Steffani Rice	Parent Member
Monica Malcom	Parent Member
Yasmin Qwfan	Parent Member or Secondary Student
Nicole Blumer	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, Jennifer Arruda on May 15, 2024



SSC Chairperson, Yasmin Qwfan on May 15, 2024



Other Committee Member (optional), Blair Lambert on May 15, 2024