

School Plan for Student Achievement Copper Hills Elementary



7/1/24-6/30/25

Contact:
MATT PAPENDORF, Principal
(559) 327-6300
mattpapendorf@cusd.com

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
Copper Hills Elementary	10-62117-6113583	May 1, 2024	June 12, 2024

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
District Goals and Plan Overview	3
Plan Description.....	3
Educational Partner Involvement.....	3
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	4
Other Needs.....	4
Goals, Strategies, & Proposed Expenditures.....	6
Goal 1.....	6
Goal 2.....	16
Budget Summary	19
Budget Summary	19
Funds Budgeted to the School by Funding Source.....	19
Other Federal, State, and Local Funds	19
School Site Council Membership.....	21

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 school site goals aligned with LCAP goals. It is our ultimate goal to implement this plan and continue to increase academic achievement for all students. Our plan includes goals around our California Dashboard areas of academic achievement and school culture for the following subgroups: English Learners, Student with Disabilities, Hispanic, and Two or More Races.

Educational Partner Involvement

How, when, and with whom did Copper Hills Elementary 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:

- * Focused intervention groups based on iReady data
- * Pilot student led data tracking on iReady goals and lessons
- * Progress monitoring of iReady My Path lessons passed
- * English Learner Parent Informational Night on ELPAC and reclassification with supplemental curriculum provided for at home practice

- * Parent Information Night to be held in 2nd quarter, after Back to School Night and Parent Conferences to provide clarification and instruction on resources available to help students at home
- * Teacher professional development on EL progress monitoring and curriculum resources
- * Continued Teacher professional development opportunities, such as, but not limited to, AVID and Get Your Teach On conferences.
- * ELPAC Summative preparation student support sessions
- * Monthly PBIS meetings with behavior analysis shared at monthly staff meetings
- * Weekly Positivity Project lessons in the classroom school wide
- * Second Step lessons weekly in the primary grades
- * Quarterly PBIS behavior classroom visits by Administration
- * Quarterly PBIS Student Incentive Assemblies for meeting academic and behavior expectations
- * Caught Being Good PBIS slips
- * PBIS store regularly updated per student/teacher feedback

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: No Overall All Student Red Indicators

*Overall Orange Indicators include: No Overall All Student Orange Indicators

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:

*Chronic Absenteeism: Students with Disabilities and Two or More Races

*Suspension Rate: English Learners, Students with Disabilities, and Hispanic

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

N/A

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:

2024 SART Parent Survey indicates overall strengths as a site, with all responses at/above 90% in Strongly Agree/Agree and no responses below 81% Strongly Agree/Agree. The three areas of improvement are:

* This school has adults who care about students- 81% Strongly Agree/Agree

- * The school does a good job of handling and resolving conflicts between students regarding race, culture, or ethnicity- 86% Strongly Agree/Agree
- * The staff at my school respects the differences in students' race, ethnicity, or cultural background- 89% Strongly Agree/Agree

The 2024 Student LCAP Survey of 4th-6th grade students at Copper Hills indicates needs for improvement in the following areas:

- * Cleanliness of bathroom and campus; better toilet paper
- * More playground equipment

The 2024 CUSD Staff Climate Assessments indicates needs for improvement in the following areas:

- * Use of Catapult safety system
- * PLC support

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	46.1 points above standard	2022-2023	35.5 points above standard
2021-2022	51.5 points above standard	2021-2022	25.2 points above standard
2018-2019	65.1 points above standard	2018-2019	40.8 points above standard
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	23.5 points below standard	SWD	41.9 points below standard
EL	13.8 points above standard	EL	30.1 points above standard
SED	5.5 points above standard	SED	1.2 points below standard
Hispanic	30.5 points above standard	Hispanic	5.1 points above standard
Asian	61.7 points above standard	Asian	63.9 points above standard
AA	15.9 points above standard	AA	8.7 points above standard
Two or More Races	65.7 points above standard	Two or More Races	51.4 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>Goal 1 combines the three goals of the 2022-2023 SPSA which were:</p> <ul style="list-style-type: none"> * To increase the overall number of 3rd-6th grade students and students in each subgroup scoring Standard Exceeded/Standard Met on CAASPP ELA by 3% * To increase the overall number of 3rd-6th grade students and students in each subgroup scoring Standard Exceeded/Standard Met on CAASPP ELA Math 3% * English Learner students will demonstrate one year's growth on the ELPAC Summative and 20% of English Learner students will reclassify <p>The actions implemented for these goals were:</p> <ul style="list-style-type: none"> * Classroom intervention teacher * Supplemental instructional supplies

- * Professional development for teachers
- * Substitute teachers for teacher professional development trainings
- * Software licenses for supplemental instruction with online platforms
- * Written translation for English Learner parents
- * Oral translation for English Learner students and parents
- * Supplemental books for English Learners to promote language development
- * English Learner parent education
- * English Learner student technology support

Analysis:

- * Growth goals for CAASPP ELA and Math were not met in 2022-2023 with 71% of 3rd-6th grade students scoring Standard Exceeded/Met on the ELA and 64% of 3rd-6th grade students scoring Standard Exceeded/Met on the Math.
- * English Learner growth goal was not met. While 19 English Learner students grew one Proficiency Band on the ELPAC Summative, 15 students remained at their level, and 1 student dropped a Proficiency Band.
- * Reclassification goal of English Learner students was met with 22% of English Learner students reclassified.

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:

- * To increase the overall number of 3rd-6th grade students and students in each subgroup scoring Standard Exceeded/Standard Met on CAASPP ELA from 71% to 72%
- * To increase the overall number of 3rd-6th grade students and students in each subgroup scoring Standard Exceeded/Standard Met on CAASPP ELA Math from 64% to 65%
- * English Learner students will demonstrate one year's growth on the ELPAC Summative and 20% of English Learner students will reclassify

2022-2023 CAASPP Data Baselines:

Overall All Students: 71% of all students were at/above grade level in ELA; 64% of all students were at/above grade level in Math
 EL- 10% of all students were at/above grade level in ELA; 20% of all students were at/above grade level in Math
 SWD- 32% of all students were at/above grade level in ELA; 26% of all students were at/above grade level in Math
 SED- 54% of all students were at/above grade level in ELA; 45% of all students were at/above grade level in Math
 Hispanic- 67% of all students were at/above grade level in ELA; 49% of all students were at/above grade level in Math

2023-2024 English Learner Student Proficiency Bands as reported on the 2023 ELPAC Summative:

18 students are Level 3
 6 students are Level 2
 5 students are Level 1

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 and Math on CAASPP for grades 3-6.</p>	<p>G1 A1: Focused intervention groups in ELA and Math content areas to support all student groups. After school Academic Lab for additional academic support.</p>	<p>1. Student pre and post assessment data from Intervention groups 2. iReady Reading and Math Diagnostic Data 3. CAASPP scores for ELA and Math 4. District assessment scores 5. Academic Lab attendance tracking</p>	<p>1. iReady CAASPP projections for ELA: *Overall 61% of students will score Standard Exceeded/Met *iReady ELA Standard Exceeded/Met projections for subgroups: EL: 7% at/above Standard Exceeded/Met *iReady does not provide projections for SED/SWD subgroups. 2. iReady CAASPP projections for Math: *Overall 59% of students will score Standard Exceeded/Met i*Ready Math Standard Exceeded/Met projections for subgroups:</p>	<p>1. 2024 CAASPP ELA- *Overall Standard Exceeded Met: 72% * EL- 11% Standard Exceeded/Met * SWD- 33% Standard Exceeded/Met * SED- 55% Standard Exceeded/Met * Hispanic- 62% Standard Exceeded/Met 2. 2024 CAASPP Math- *Overall Standard Exceeded Met: 65% * EL- 43% Standard Exceeded/Met * SWD- 27% Standard Exceeded/Met * SED- 46% Standard Exceeded/Met</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
			EL: 43% Standard Exceeded/Met Hispanic: 51% Standard Exceeded/Met *iReady does not provide projections for SED/SWD subgroups.	* Hispanic- 51% Standard Exceeded/Met 3. 2025 CAASPP Scores in both ELA and Math for students scoring Standard Exceeded Met/Exceeded will increase by 1% overall and in each subgroup.
	G1 A2: Implement student-led tracking of goals and progress towards goals for iReady Reading and Math school wide and providing student incentives to students who meet target goals within the iReady curriculum.	1. iReady growth tracking 2. Student folders tracking progress on Diagnostic growth, My Path lessons, and teacher assigned lessons.	Student baselines will be created based on Diagnostic #1 taken at the beginning of the school year	1. All students will demonstrate 100% Annual Typical Growth. 2. Student proficiency will increase from Diagnostic 1 to Diagnostic 3
	G1 A3: Professional development opportunities for teachers in grades 4-6 specifically geared towards implementation of AVID strategies in all 4th-6th grade classrooms. Professional development	1. Attendance records for professional development attended.	1. 6th grade implemented AVID with a school wide focus on relational capacity and a	1. AVID note-taking strategies and WICOR walks will be implemented 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
	<p>opportunities for all teachers to support student engagement and rigor in the classroom, implementation of the Science of Reading, handwriting, and any changes to mandated curriculum and standards as well as provided the substitute teachers necessary for certificated teachers to attend any professional development trainings.</p>		<p>grade level focus on note-taking during the 2023-2024, providing professional development for all staff and taking part in WICOR walks with District staff. 2. Certificated staff participated in District professional development offered as well as off site conferences focused on student engagement and rigor in the classroom, Reading, and Math strategies to increase student achievement.</p>	<p>all 4th-6th grade classrooms. 2. Certificated teachers will be provided opportunities to attend trainings and conferences focused student achievement.</p>
	<p>G1 A4: Supplemental instructional supplies, software licenses for supplemental instruction with online platforms, and supplemental student experiences to enhance student</p>	<p>1. Purchase order receipts</p>	<p>Supplemental curriculum, supplemental software licenses, and student experiences (i.e.</p>	<p>Any supplemental curriculum, supplemental software licenses, and</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
	engagement tied to California Common Core State Standards.		field trips) were provided in supplement student engagement with curriculum.	student experiences will be tied directly to promoting student engagement with the curriculum.
English Learner students will demonstrate one year of growth on the ELPAC Summative assessment and 20% of English Learners will reclassify.	G2 A1: Increase intervention supports and ELPAC Summative preparation for our English Learners	<ol style="list-style-type: none"> 1. Intervention pre and post data for EL students 2. iReady Reading Diagnostic scores 3. 2024 ELPAC Summative Scores 4. 2024 CAASPP ELA Scores 5. Attendance records of those students that participate in supplemental ELPAC test prep sessions outside of the school day. 6. Purchase Order receipts for supplemental language development materials and technology supplied to English Learner families. 7. Time sheet records for CUSD staff providing oral translation support for students. 	<ol style="list-style-type: none"> 1. The # of EL students at each proficiency level in the 2023-2024 school years (all student scoring a 4 on the 2023 ELPAC Summative were reclassified): Level 3: 18 Level 2: 6 Level 1: 5 2. 8 English Learner students participated in after school ELPAC test preparation sessions offered. 3. Dictionaries and supplemental curriculum purchased in primary languages of 	<ol style="list-style-type: none"> 1. Of the English Learner students enrolled in the 2023-2024 school year, 6 will be Level 3 and 5 will be Level 2 in the 2024-2025 school. 2. The expected # of EL students enrolled in the 2023-2024 school year at each proficiency level in the 2024-2025 school year: Level 4: 18 Level 3: 6 Level 2: 5 Level 1: 0 3. Of the 18 English Learner students at the Level 3

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>English Learner students.</p> <p>4. Three English Learner students were Newcomers and provided with oral translation support towards acquisition of the English language.</p>	<p>Proficiency band enrolled in the 2023-2024 school year, 8 will be eligible to reclassify in Fall of 2024-2025 school year to met the 20% reclassification goal.</p> <p>4. ELPAC test preparation sessions will be offered to English Learner students.</p> <p>5. Supplemental curriculum and technology will be provided for English Learner student</p> <p>6. Oral translation support will be provided to English Learner students classified as "Newcomers."</p>
	G2 A2: Provide professional development around English	1. Attendance at site-based professional development	1.All teachers have attended	1. Teachers will implement EL

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
	Learner reclassification criteria and curriculum		site-based professional development on EL reclassification criteria, the components of the ELPAC Summative, and EL curriculum supports within the District adopted ELA curriculum.	strategies within ELA instruction in the classroom, including lessons that mirror question types found on the ELPAC Summative.
	G2 A3: Provide Parent Education about the ELPAC Summative and student support resources	<ol style="list-style-type: none"> 1. Agendas, flyers, and sign-in sheets for EL Parent Information Night. 2. Purchase Order receipts for supplemental language development materials supplied to English Learner families 3. Time sheet records for CUSD staff providing written and/or oral translation support for families of English Learner students. 	<ol style="list-style-type: none"> 1. Supplemental language and vocabulary materials were provided to families of English Learners. 2. Practice ELPAC packets were sent home to families of every English Learner student. 3. Written and/or oral translation was provided for families at Parent Conferences and 	Continued support for families of English Learner students with supplemental resources, information meetings, practice ELPAC packets, and any written and/or oral translations needed.

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
			at EL Parent Information Night.	

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 and SED populations as indicated in the actions above.	Goal 2 is dedicated to our EL subgroup which was our lowest performing subgroup on CAASPP ELA assessment.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G1 A1: Focused intervention groups in ELA and Math content areas to support all student groups. After school Academic Lab for additional academic support.	*All Students *EL Students *SED	12,212.21 LCAP Intervention 11,254.77 LCAP Supplemental
G1 A2: Implement student-led tracking of goals and progress towards goals for iReady Reading and Math school wide and providing student incentives to students who meet target goals within the iReady curriculum.	*All Students *EL students *SED	1093.90 LCAP Supplemental
G1 A3: Professional development opportunities for teachers in grades 4-6 specifically geared towards implementation of AVID strategies in all 4th-6th grade classrooms. Professional development opportunities for all teachers to support student engagement and rigor in the classroom, implementation of the Science of Reading, handwriting, and any changes to mandated curriculum and standards as well as provided the substitute teachers necessary for certificated teachers to attend any professional development trainings.	*All Students *EL students	3,610.40 LCAP Supplemental

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G1 A4: Supplemental instructional supplies, software licenses for supplemental instruction with online platforms, and supplemental student experiences to enhance student engagement tied to California Common Core State Standards.	*All Students	2,400.00 LCAP Supplemental
G2 A1: Increase intervention supports and ELPAC Summative preparation for our English Learners	*EL Students	1200.00 Title III English Learner
G2 A2: Provide professional development around English Learner reclassification criteria and curriculum	*EL Students	663.81 Title III English Learner
G2 A3: Provide Parent Education about the ELPAC Summative and student support resources	*EL Students	1000.00 Title III English Learner

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

School Site Goals aligned with LCAP Goals			
AIM I: Maximize Achievement for ALL Students AIM II: Operate with Increasing Efficiency and Effectiveness AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce			
Chronic Absenteeism DATA		Suspension DATA	
2022-2023	13.7% Chronically Absent	2022-2023	1.6% suspended at least one day
2021-2022	25.8% Chronically Absent	2021-2022	2.1% suspended at least one day
2018-2019	4.1	2018-2019	0.6
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	23.3% Chronically Absent	SWD	3.2% suspended at least one day
EL	8.3% Chronically Absent	EL	4% suspended at least one day
SED	20.9% Chronically Absent	SED	2.9% suspended at least one day
Hispanic	22.4% Chronically Absent	Hispanic	2.8% suspended at least one day
Asian	2.9% Chronically Absent	Asian	1% suspended at least one day
AA	21.7% Chronically Absent	AA	4.2% suspended at least one day
Two or More Races	25% Chronically Absent	Two or More Races	0% suspended at least one day

Annual Review
Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.
* Positive Behavior Intervention and Support (PBIS) and Positivity Project initiatives were implemented school wide. Second Step SEL curriculum implemented in TK-3 classrooms. Absentee rate and suspension rate declined in 2022-2023.
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.

- * Continue with monthly PBIS committee meetings with one teacher from each grade level as a member to analyze Behavior Analysis reports. Sharing of Behavior Analysis at monthly staff meetings.
- * Include attendance data in PBIS analysis.
- * Second Step curriculum implementation in K-4th grade classes weekly.
- * Continue with Positivity Project weekly.
- * Publish site PBIS Handbook, continue with quarterly PBIS Expectation classroom visits by Admin, and PBIS reward student incentives.
- * Update PBIS Digital store regularly per student/teacher feedback.
- * Attendance Review Meetings with parents and students for students whose attendance/tardy rate is greater than 7% on monthly attendance reports with focus on the following subgroups: SWD and Two or More Races
- * Clovis Support and Intervention (CSI) groups developed and facilitated

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>* Reduce student time out of class due to behaviors, including a focus on the following subgroups: EL, SWD, and Hispanic.</p> <p>*Reduce student absenteeism rate for SWD and Two or More Races subgroups.</p>	<p>G1A1: Continued implementation of PBIS initiative with student incentives, Positivity Project, Second Step curriculum, and CSI groups</p> <p>G1A2: Professional development on PBIS strategies and student intervention supports for all staff</p> <p>G1A2: Include attendance data in monthly PBIS committee meetings and in staff reports.</p> <p>G1A3: Attendance Review Meetings with parents and students whose attendance/tardy rate is greater than 7% on monthly attendance reports with a focus on the following subgroups: SWD and Two or More Races.</p>	<p>* Internal monthly behavior analysis reports</p> <p>* Internal PBIS Tiered Fidelity Monitoring</p> <p>* Sign-in sheets for staff professional development</p> <p>* Suspension rate as reported on California Dashboard</p> <p>* Chronic Absenteeism rate as reported on California Dashboard</p> <p>* Internal monthly attendance reports</p>	<p>* 2022-2023 Suspension Rate: 1.6%</p> <p>*2022-2023 Subgroups with Orange indicator under Suspension Rate: EL, SWD, Hispanic</p> <p>*2022-2023 PBIS Silver recognition</p> <p>* 2022-2023 Subgroups with Orange indicator for Chronic Absenteesim: SWD and Two or More Races</p>	<p>* 2023-2024 Suspension Rate: less than 2%</p> <p>* All subgroups for Suspension Rate and Chronic Absenteeism to be Yellow or better</p> <p>* PBIS recognition of Gold for 2023-2024</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 EL and SWD populations as indicated in the actions above.	Goal 1 includes focus on low-performing subgroups.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
<p>G1A1: Continued implementation of PBIS initiative with student incentives, Positivity Project, Second Step curriculum, and CSI groups</p> <p>G1A2: Professional development on PBIS strategies and student intervention supports for all staff</p> <p>G1A2: Include attendance data in monthly PBIS committee meetings and in staff reports.</p> <p>G1A3: Attendance Review Meetings with parents and students whose attendance/tardy rate is greater than 7% on monthly attendance reports with a focus on the following subgroups: SWD and Two or More Races.</p>	<p>All</p> <p>EL</p> <p>SWD</p> <p>Hispanic</p> <p>Two or More Races</p>	<p>2,600.00</p> <p>LCAP Supplemental</p>

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	\$2,863.81
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$36,035.09
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	\$20,959.07	0.00
Title III English Learner	\$2,863.81	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	\$20,959.07
Title III English Learner	\$2,863.81

Subtotal of state or local funds included for this school: \$36,035.09

Total of federal, state, and/or local funds for this school: \$36,035.09

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
Matt Papendorf	Principal
Shana Blankenship	Teacher
Andrea Saunders	Teacher
Amanda Truhett	Teacher
Melissa Holdener	Other Staff Member
Stutee Khandelwal	Parent Member
Nicole James	Parent Member
Juan Carlos Gonzalez	Parent Member
Kristina Foote	Parent Member or Secondary Student
Oanh Tran	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:

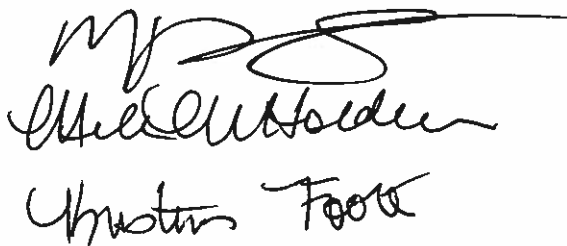
- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student 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 1, 2024.

Attested:



Principal, Matt Papendorf on May 1, 2024

SSC Chairperson, Melissa Holdener on May 1, 2024

Other Committee Member (optional), Kristina Foote, Parent on May 1, 2024