

School Plan for Student Achievement

Miramonte 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
Miramonte Elementary School	10-62117-6097026	May 9, 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 maximizing achievement for all students and operate with increasing efficiency and effectiveness. It is our ultimate goal to implement this plan and continue to increase academic achievement for all students. Our plan includes goals around our academic areas of Math and ELA as well as reducing chronic absenteeism and suspension rates for the following subgroups: students with disabilities in both ELA and Math, English Learners in English Language Arts, suspension rates for all students, and chronic absenteeism in both white students and students with disabilities.

Educational Partner Involvement

How, when, and with whom did Miramonte 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: to continue to provide more interventions, specifically in Math. Currently, there is only Math intervention in grades 4th-6th. Parents would love you see that expanded into the primary grades if possible. In contrast, all of our Reading intervention is in grades K-3 and parents would love to see Reading intervention, if possible, in the upper grades.

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: Miramonte has no overall red indicators.

*Overall Orange Indicators include: Suspension Rates

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:

SWD: ELA and Math

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

Students with Disabilities in English Language Arts

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:

- *Growth on local diagnostic assessments in both ELA and Math
- * Reduce suspension rates
- * Reduce chronic absenteeism 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	6.3 points above standard	2022-2023	7.1 points below standard
2021-2022	8.0 points below standard	2021-2022	18.2 points below standard
2018-2019	9.6 points above standard	2018-2019	7 points above standard
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	92.3 points below standard	SWD	79.9 points below standard
EL	38.8 points below standard	EL	20.5 points below standard
SED	0.7 points above standard	SED	11.7 points below standard
Hispanic	8.8 points below standard	Hispanic	22 points below standard
Asian	1.3 points below standard	Asian	14 points below standard
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.
<ul style="list-style-type: none"> • Tiered intervention system that targets students who are struggling • Universal Access (UA) deployment model to address specific needs of students • PLCs meet three times per month to discuss standards, curriculum, and students • Schoolwide focus and professional development around MTSS and ELD strategies
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 ELA in grades K-6 for all students with special considerations for our SWD and EL subgroups

*Increase academic supports in Math for all students, with special consideration for our SWD 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
<p>Increase academic achievement in ELA and Math state and local assessment scores by at least 5%.</p> <p>In grades K-2, 75% of students will meet expected growth as measured by local assessments.</p> <p>Increase Student with Disabilities ELA assessment scores by at least 5%.</p>	<p>Leverage school-wide intervention system to increase the number of students showing one-year's growth, continuing to work towards closing the achievement gap.</p> <p>strategies will include:</p> <ul style="list-style-type: none"> • intervention staffing, Resource teacher, TOSA • supplemental materials • online resources • technology 	<ol style="list-style-type: none"> 1. Pre and post assessment data from intervention 2. Attendance at intervention 3. Iready Diagnostics in reading and math 	<p>Baseline data in all 3 areas will be collected in the fall for each individual student</p>	<p>Increase between pre and post assessment data</p> <p>Students will attend at least 80% of the intervention days</p> <p>iready diagnostic data will increase throughout the year in the area that intervention was provided</p>
	<p>Continue to utilize the School Counselor to support students' social-emotional needs in a tiered approach to increase student success in the classroom and student achievement.</p>	<p>State and local EOY assessment results</p>	<p>3-6 ELA - 51% 3-6 Math - 53% K- ELA-62% Math-60% 1 - ELA-57% Math-37% 2- ELA-58% Math-35%</p>	<p>EOY assessment scores will continue to increase. Math and ELA will increase by 5%.</p>
	<p>For our SWD subgroup specifically, sped teachers will collaborate with</p>	<p>State EOY assessment results.</p>	<p>Students with disabilities</p>	<p>EOY assessment scores will</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
	<p>gen. ed teachers to align the scope and sequence of grade level curriculum.</p> <p>Strategies include: *Use of PLC time for collaboration time *Supplemental ELA curriculum and PD</p>		currently are at 17% passing the EOY state assessment.	continue to increase. ELA will increase by 5%.
Increase reclassifications of EL students by 2%	<p>Increase intervention supports for our EL students.</p> <p>This goal includes: *supplemental curriculum or EL students *Intervention IA's *Online resources *Resource teacher to support EL students</p>	Supplemental curriculum used during BIA hours	no supplemental curriculum is being used. Currently only district adopted curriculum, Benchmark is in use.	purchase supplemental curriculum to use with EL students.
	<p>Provide professional development opportunities for staff on the topics of AVID, social-emotional learning, and writing or reading instruction, specifically for English Learners.</p> <p>strategies include:</p> <ul style="list-style-type: none"> • PD • teacher release time • PD materials • supplemental student materials to align to PD 	<ol style="list-style-type: none"> 1. Attendance at PD 2. ELPI results prior to and after PD 	<ol style="list-style-type: none"> 1. 2 teachers have attended EL PD in the last year 2. ELPI- 64% 	<ol style="list-style-type: none"> 1. At least 10 teachers trained in ELD strategies 2. ELPI increase to 70%

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.	Goals are being constantly monitored and reviewed for progress, service minutes are adjusted as necessary to best support identified goals, continue to provide least restrictive environment to allow students access to grade level standards as much as possible, continue to follow SARB process, schoolwide behavior expectations are consistently reinforced.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
Leverage school-wide intervention system to increase the number of students showing one-year's growth, continuing to work towards closing the achievement gap. strategies will include: <ul style="list-style-type: none"> • intervention staffing, Resource teacher, TOSA • supplemental materials • online resources • technology 	*All Students *EL students *SWD	100,000.00 Title I 6,343.55 Title I Part A: Parent Involvement 206,922.43 Title I
Continue to utilize the School Counselor to support students' social-emotional needs in a tiered approach to increase student success in the classroom and student achievement.	*Tier 1 - All students *Tier 2 - some students	District Funded
For our SWD subgroup specifically, sped teachers will collaborate with gen. ed teachers to align the scope and sequence of grade level curriculum. Strategies include: *Use of PLC time for collaboration time *Supplemental ELA curriculum and PD	*SWD	20000 Title I
Increase intervention supports for our EL students. This goal includes: *supplemental curriculum or EL students *Intervention IA's	*EL students	5303.35 Title III English Learner 129,075.43

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
*Online resources *Resource teacher to support EL students		Title I
Provide professional development opportunities for staff on the topics of AVID, social-emotional learning, and writing or reading instruction, specifically for English Learners. strategies include: <ul style="list-style-type: none"> • PD • teacher release time • PD materials • supplemental student materials to align to PD 	*All Students *EL students	12,212.21 LCAP Intervention 53,562.07 LCAP Supplemental

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	22.3% Chronically Absent	2022-2023	4.5% suspended at least one day
2021-2022	39.2% Chronically Absent	2021-2022	3.6% suspended at least one day
2018-2019	9.1	2018-2019	2.4
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	21.5% Chronically Absent	SWD	5% suspended at least one day
EL	19.7% Chronically Absent	EL	1.5% suspended at least one day
SED	22.5% Chronically Absent	SED	5.3% suspended at least one day
Hispanic	22.5% Chronically Absent	Hispanic	4.5% suspended at least one day
Asian	8.5% Chronically Absent	Asian	1.4% suspended at least one day
AA		AA	
Two or More Races	14.3% Chronically Absent	Two or More Races	4.8% suspended at least one day

Annual Review	
Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.	
This is a new goal, so no analysis is available.	
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.	
According to our Needs Assessment and data from the California Data Dashboard orange indicator, Miramonte should decrease suspension rates for all students and reduce chronic absenteeism rates for white students and students with disabilities.	

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
Miramonte will decrease suspension rates by at least 1%.	G1 A1: Continue to utilize the School Counselor to support students' social-emotional needs in a tiered approach to increase student success in the classroom and on the playground in order to reduce suspension rates.	1. Suspension rate data from Q 2. The number of counselor visits recorded in Q	1. Last year 4.5% of our students were suspended for at least one day. 2. Over 100 counselor visits have been recorded in Q.	1. Reduce suspension rates to 3.5% 2. Continue to record counselor visits.
	G1 A2: Have structured activities for students to use during unsupervised time.	1. Suspension rate data from Q 2. The number of students with an office referral during unsupervised time including morning recess and lunch recess.	1. Last year 4.5% of our students were suspended for at least one day. 2. 9.5% of office referrals were during recess time.	1. Reduce suspension rates to 3.5% 2. Reduce office referrals by 10%
Miramonte will increase attendance with a focus on white students and students with disabilities.	G1 A1: Continue to implement and improve usage of CatapultEMS during safety drills so students feel safe at school.	1. Data collected from Catapult usage system	Catapult usage: Fire Drill Students accounted for: Sept - 69% Oct - 79% Nov - 70% Dec - 72% Jan - 67% Feb - 73%	Increase Students accounted for to 80% or above consistently.
	G1 A2: Communicate attendance guidelines provided by the district.	1. SMORE newsletter 2. ARM/SARB meetings	1. SART data shows that parents are tired of receiving	1. The SMORE newsletter will consolidate all information and

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
			multiple emails from the school.	include attendance information while translating it into everyone's preferred language. 2. Use the flier made by supplemental services at ARM/SARB meetings about the importance of attendance and how to clear absences.

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
We currently have a BIA that pulls EL students for designated ELD time outside of the classroom. Also, all SED students are in a small reading instruction group in grades K-3.	Our highest suspension rates are within our SED subgroup, so we will utilize our transitions team to provide additional SEL supports to this student group.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G1 A1: Continue to utilize the School Counselor to support students' social-emotional needs in a tiered approach to increase student success in the classroom and on the playground in order to reduce suspension rates.	Tier 1: All students Tier 2: Some students	157,500.01 Title I Part A: Allocation

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G1 A2: Have structured activities for students to use during unsupervised time.	All students at various times	
G1 A1: Continue to implement and improve usage of CatapultEMS during safety drills so students feel safe at school.	All staff	District Funded
G1 A2: Communicate attendance guidelines provided by the district.	All students and families	District Funded

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	\$\$467,644.76
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$690,919.05
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	\$53,562.07	0.00
Title III English Learner	\$5,303.35	0.00
LCAP Intervention	\$12,212.21	0.00
Title I	\$455,997.86	0.00
Title I Part A: Parent Involvement	\$6,343.55	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	\$455,997.86
Title I Part A: Allocation	\$157,500.01
Title I Part A: Parent Involvement	\$6,343.55

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Subtotal of additional federal funds included for this school: \$619,841.42

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	\$53,562.07
Title III English Learner	\$5,303.35

Subtotal of state or local funds included for this school: \$71,077.63

Total of federal, state, and/or local funds for this school: \$690,919.05

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
Michelle Dodson	Principal
Elizabeth Marquez	Teacher
Rachel Simpson	Teacher
Holly vonDohlen	Teacher
Christina Foster	Other Staff Member
April Keeton	Parent Member
Rebecca Hancock	Parent Member
Aleshia Garcia	Parent Member
Melissa Kennedy	Parent Member or Secondary Student
Alissa Bowen	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 4/30/24.

Attested:



Principal, Michelle Dodson on 4/30/24



SSC Chairperson, April Keeton on 4/30/24