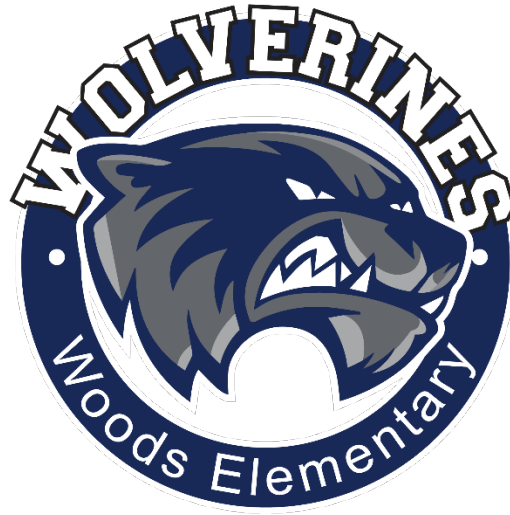


School Plan for Student Achievement

Woods Elementary



7/1/24-6/30/25

Contact:

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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
Woods Elementary School	10621170108142	May 13, 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 increasing student outcomes and overall performance. It is our ultimate goal to implement this plan and continue to increase academic achievement for all students. Our plan includes goals around our focus areas of English Language Arts, Math and student attendance for the following subgroups: students with disabilities and socioeconomically disadvantaged students.

Educational Partner Involvement

How, when, and with whom did Woods 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 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 meeting, 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 committee 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 with reading intervention in grades K-4.

*Continue providing professional development on the implementation of AVID strategies.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

*Overall Red Indicators include: None

*Overall Orange Indicators include: None

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

The following subgroups have two or more indicators below the all student performance level in the following areas:

*Students with Disabilities in English Language Arts and math

No student groups were in the red on our dashboard.

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:

*Increase the performance of K-2 students as measured on the iReady ELA and Math diagnostic assessments.

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	56.4 points above standard	2022-2023	45.9 points above standard
2021-2022	62.4 points above standard	2021-2022	50.3 points above standard
2018-2019	71.1 points above standard	2018-2019	54.4 points above standard
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	31 points below standard	SWD	52.5 points below standard
EL	45.3 points above standard	EL	56.9 points above standard
SED	32.8 points above standard	SED	25 points above standard
Hispanic	23.5 points above standard	Hispanic	16.6 points above standard
Asian	85.8 points above standard	Asian	86.3 points above standard
AA		AA	
Two or More Races	73.6 points above standard	Two or More Races	57.5 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>Professional development will increase teachers' capacity to deepen understanding of various components such as AVID strategies, iReady Pathways, Curriculum Units of Instruction, Intervention, etc.</p> <p>Small group instruction through the use of instructional assistants will support implementation of differentiated instruction for all students.</p> <p>Providing instructional assistants professional development will increase classified staff's capacity to use effective reading strategies in their small group instruction.</p> <p>Providing an Intervention Specialist to provide small group instruction of Tier II Intervention support to students struggling with Reading and Language Arts.</p> <p>Extended learning opportunity for English learners & RFEP students will provide additional supports to students who are not yet proficient in English.</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.

Based on our data analysis and needs assessment, we need to:

- *Refine our instructional practices to utilize AVID strategies in grades K-6 for all students with special considerations for our SWD subgroup.
- *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 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 on state and local summative assessment scores by 2%.</p>	<p>G1 A1: Utilization of AVID WICOR strategies across content areas to support all student groups with an emphasis on our SWD and EL subgroups. Struggling students will be identified and supported with reading intervention and ELD support.</p>	<ol style="list-style-type: none"> 1. Evidence of implementation of WICOR strategies across content areas 2. CFA assessment results including diagnostics 3. State and Local EOY assessment results 4. Staff Participation in site, district, and Institute PD 5. Collection of AVID evidence in Google Drive 	<ol style="list-style-type: none"> 1. 70% of teachers using across content areas 2. & 3. Baseline data will be collected in the fall on the iReady diagnostic and CAASPP results. 4. All 4th and 5th grade teachers have attended AVID training. 	<ul style="list-style-type: none"> * 100% of teachers using across content areas * math iready grades K-2 increase of 2% * ELA iready grades K-2 increase of 2%. * CAASPP EOY assessment increase of 2% from 2023-2024 results. * 2% increase in overall and in subgroup data *Increase AVID trained grade levels.

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
	G1 A2: Optimize PLC Collaboration, Communication, & Documentation focusing on CUSD Mastery Standards.	1. PLC Agendas 2. Team Leader Feedback	*Baseline data will be collected on mastery standards. *Fall iReady diagnostic data.	1. Increase between pre and post assessment data 2. iready diagnostic data will increase throughout the year

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Additionally, our SED, EL, and FY students may receive transitions supports to help with organization and goal setting.	Services for low performing subgroups will include: *ELD instruction for our EL students focusing on reading and writing. *Inclusion in intervention groups for all struggling students.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G1 A1: Utilization of AVID WICOR strategies across content areas to support all student groups with an emphasis on our SWD and EL subgroups. Struggling students will be identified and supported with reading intervention and ELD support.	*All Students *EL Students *Students with disabilities (SWD)	12212.21 LCAP Intervention 15857.92 LCAP Supplemental

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
		2227.41 Title III English Learner
G1 A2: Optimize PLC Collaboration, Communication, & Documentation focusing on CUSD Mastery Standards.	*All Students *EL students *SWD	
	*All Students * EL Students * SWD	

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	9.9% Chronically Absent	2022-2023	1% suspended at least one day
2021-2022	13.2% Chronically Absent	2021-2022	1.1% suspended at least one day
2018-2019	3	2018-2019	0.6
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	12.1% Chronically Absent	SWD	1.7% suspended at least one day
EL	7.4% Chronically Absent	EL	0% suspended at least one day
SED	14.5% Chronically Absent	SED	1.1% suspended at least one day
Hispanic	12.6% Chronically Absent	Hispanic	1.1% suspended at least one day
Asian	8.1% Chronically Absent	Asian	0% suspended at least one day
AA	27.3% Chronically Absent	AA	8.3% suspended at least one day
Two or More Races	13.6% Chronically Absent	Two or More Races	1.7% 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
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 analysis of our data and needs assessment we need to: *Increase the attendance rate of Socioeconomically disadvantaged students. *Increase the attendance rate of African American Students.

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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 at Woods Elementary will reduce their chronic absenteeism rate by 2%.	G2: A1 Provide informational slide and handout to be given to parents at Back to School Night on Attendance Policies.	EOY Baseline data from 2023-2024 school year	Chronic Absenteeism rate for the 2023-2024 school year will be collected at the start of the 2024-2025 school year.	Chronic absenteeism rates will drop 2% from 2023-2024 EOY rate.
	G2:A2 Work with SSSA Area Attendance Officers to hold Attendance Review Meetings and SARB meetings as needed.	*Attendance Review and SARB meetings.	ARM meetings will be held for students with a chronic absentee rate over 10% SARB meetings held for students with 3 or more attendance codes or 3 or more unexcused absences or tardies.	Reduce the number of students who are considered chronically absent or truant.

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Utilize BHS Area Attendance Officer to conduct home visits as needed. Utilize transitions support for SED, EL, and FY students.	Use BHS and SSSA attendance officers to make home visits and transport students as needed.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G2: A1 Provide informational slide and handout to be given to parents at Back to School Night on Attendance Policies.	*All Students	
G2:A2 Work with SSSA Area Attendance Officers to hold Attendance Review Meetings and SARB meetings as needed.	*All students	

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$2,227.41
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$30,297.54
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	\$15,857.92	0.00
Title III English Learner	\$2,227.41	0.00
LCAP Intervention	\$12,212.21	0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)

LCAP Intervention	\$12,212.21
LCAP Supplemental	\$15,857.92
Title III English Learner	\$2,227.41

Subtotal of state or local funds included for this school: \$30,297.54

Total of federal, state, and/or local funds for this school: \$30,297.54

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
Cecelia Dansby	Principal
Jennifer Williams	Teacher
Heather Devany	Teacher
Leticia Floyd	Teacher
Greg Raymer	Other Staff Member
Holly Clinard	Parent Member
Andrew Whisman	Parent Member
Kate Coleman	Parent Member
Alissa Forester	Parent Member or Secondary Student
Kristi Olivares	Parent Member or Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan: SSC and ELAC (if applicable)

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/13/2024.

Attested:



Principal, Cecelia Dansby on 5/13/2024



SSC Chairperson, Kate Coleman on 5/13/2024



Other Committee Member (optional), Greg Raymer on 5/13/2024