

School Plan for Student Achievement

Clouis Elementary



7/1/24-6/30/25

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Our parent involvement policy can be
found here:

[Click Here](#)



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Clovis Elementary School	10-62117-6116313	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 student growth on local and state assessments. 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 English Language Arts and Mathematics, as well as chronic absenteeism and suspension rates for the following subgroups: socioeconomically disadvantaged students, students with disabilities, and English learners.

Educational Partner Involvement

How, when, and with whom did Clovis 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: continue to hire high-quality intervention teachers; allocate money for professional development, substitute teachers, and lunch lab instructor; continue allocating money for supplemental supplies, technology, and Title I Administrative Support positions

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 are no red or orange indicators for overall students.

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:

None

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

None

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 absences and suspension rates for our SWD subgroup.

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	16.2 points above standard	2022-2023	3.2 points below standard
2021-2022	11.3 points above standard	2021-2022	9.4 points below standard
2018-2019	13.2 points above standard	2018-2019	3.4 points above standard
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	65.2 points below standard	SWD	73.8 points below standard
EL	45.9 points below standard	EL	69.3 points below standard
SED	3.5 points above standard	SED	15.6 points below standard
Hispanic	0.3 points above standard	Hispanic	20.6 points below standard
Asian	14.5 points above standard	Asian	0.4 points below standard
AA		AA	
Two or More Races	19.3 points above standard	Two or More Races	11.3 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>Services and strategies implemented to reach goal 1:</p> <p>Professional development for Benchmark ELA curriculum provided teachers an understanding of tools to systematically monitor students' progress in reading and use individual instructional pathway recommendations to support differentiated instruction.</p> <p>Small group instruction through the use of instructional assistants and/or credentialed teachers during guided reading will support implementation of differentiated instruction</p> <p>Providing instructional assistants/intervention teachers professional development to increase staffs' capacity to use effective reading strategies in their small group instruction</p>

Extended learning opportunity for English Learners will provide additional supports to students who are not yet proficient in English.

PLC time

Intervention time and small group instruction

Push-in teachers/IAs

ELD instruction and assessment

SST process

PD and training for teachers

CSI

Attendance interventions and tracking

Web based resources and technology

Parent Communication Platform (ex: BLOOMZ)

Schoolwide results due to implementation of services and strategies:

i-Ready Reading growth was 92%

i-Ready Math growth was 94%

CAASPP growth for ELA was 50%

CAASPP growth for Math was 37%

Subgroups:

English Learners and Students with disabilities are performing well below standard in ELA and Math

Students with disabilities have an orange indicator for chronic absenteeism

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 writing in all grades for all students with special considerations for our SWD and EL subgroups

*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 EL subgroups

*Continue to refine the SST referral and meeting process.

*Continue PLC process

*Continue to provide intervention opportunities for these students struggling

*Encourage Intervention teachers to work together to collaborate as a PLC. Admin will meet with the team monthly and create a common place to keep progress monitoring reports, intervention focuses, etc.

*5th and 6th grade specifically will have their intervention focus on Math.

*Continue to provide opportunities for manipulative use in math lessons

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>Goal 1: It is expected that Clovis Elementary students demonstrate progress toward their expected growth and proficiency on year end local and/or state assessments in English Language Arts and Mathematics.</p>	<p>G1 A1 ELA: Intervention teachers and materials ELD instruction, materials, and teachers Professional Development PLC Planning Supplemental materials and websites software licenses equipment and technology support parent involvement and communication Personnel: Guidance Instructional Specialist, Resource Teacher, Intervention Teachers, and Lunch Lab teachers Intervention Teacher/Admin collaboration "On the PROWL" behavior incentives</p>	<ul style="list-style-type: none"> *Benchmark & Collections assessment *i-Ready Reading standards mastery and diagnostics *Focused Interim Assessment Blocks *Top Score Writing Assessments *Quarterly writing prompts (Performance Tasks) *District iCAL Performance Tasks *DRA2 *ESGI *Accelerated Reader Assessments (STAR) *Intervention time and small group instruction: Push-in teachers data collection sheets for small group progress *ELD instruction and assessment *CSI *Attendance at intervention *PROWL tickets and data tracking doc *CAASPP 	<p>All students: i-Ready Reading growth was 92%</p> <p>CAASPP ELA proficiency was 57%</p> <p>CAASPP growth for ELA was 50%</p> <p>Subgroup data: English Learners Dashboard indicator: 45.8% of EL students are "making progress" and declined 19.6%</p> <p>CAASPP ELA proficiency was 45.9 points below standard</p> <p>Clovis Elementary had 4 reclassifications</p>	<p>Increase percentage toward expected growth on i-Ready Reading</p> <p>Increase percentage toward growth on CAASPP ELA</p>
	<p>G1 A2 Math: Core curriculum/i-Ready Intervention materials Intervention Teachers</p>	<ul style="list-style-type: none"> *i-Ready Math standards mastery and diagnostics *Interim Comprehensive Assessment (ICA) 	<p>i-Ready Math growth was 94%</p>	<p>Increase percentage toward expected</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
	Indian Ed Tutors Professional Development for teachers Supplemental materials and websites Parent involvement and communication Personnel: Guidance Instructional Specialist, Resource Teacher, Intervention Teachers, and Lunch Lab teachers "On the PROWL" behavior incentives	*Distirct iCAM Assessments and Performance Tasks *Front Row Math *Math Facts *Reflex Math *I Know It *Teacher created assessments *Common formative assessments *Quick Checks *Formal Observations *Walk-through observations *Attendance at Intervention *PROWL tickets and data tracking doc *CAASPP	CAASPP Math proficiency was 53% CAASPP growth for Math was 37%	growth on i-Ready Math Increase percentage toward growth on CAASPP Math Attendance of the intervention days is expected to increase

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 students as indicated in the actions above.	We will continue to work collaboratively with our RSP team to improve our current academic support system for our SWD subgroup who is our lowest performing subgroup.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G1 A1 ELA: Intervention teachers and materials ELD instruction, materials, and teachers Professional Development PLC Planning Supplemental materials and websites	*All Students *EL Students	32732.33 LCAP Supplemental 12232.23 LCAP Intervention

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
software licenses equipment and technology support parent involvement and communication Personnel: Guidance Instructional Specialist, Resource Teacher, Intervention Teachers, and Lunch Lab teachers Intervention Teacher/Admin collaboration "On the PROWL" behavior incentives		213187.62 Title I 5277.80 Title I Part A: Parent Involvement 4289.40 Title III English Learner
G1 A2 Math: Core curriculum/i-Ready Intervention materials Intervention Teachers Indian Ed Tutors Professional Development for teachers Supplemental materials and websites Parent involvement and communication Personnel: Guidance Instructional Specialist, Resource Teacher, Intervention Teachers, and Lunch Lab teachers "On the PROWL" behavior incentives	*All Students *EL students	213187.62 Title I 12232.23 LCAP Intervention 32732 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	16.8% Chronically Absent	2022-2023	2.7% suspended at least one day
2021-2022	23.7% Chronically Absent	2021-2022	2.8% suspended at least one day
2018-2019	8.5	2018-2019	3.1
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	30% Chronically Absent	SWD	5.3% suspended at least one day
EL	8.8% Chronically Absent	EL	2.8% suspended at least one day
SED	19% Chronically Absent	SED	3.2% suspended at least one day
Hispanic	17.3% Chronically Absent	Hispanic	3.5% suspended at least one day
Asian	7.5% Chronically Absent	Asian	0% suspended at least one day
AA		AA	9.1% suspended at least one day
Two or More Races	33.3% 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.
This is a new goal for the 2024-25 school year.
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.
Overall, we had 16.8% of our students chronically absent with our SWD subgroup being one of the highest and receiving a yellow indicator on the dashboard. We need to modify our current practices to increase attendance rates especially amongst this specific subgroup.

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
It is expected that the chronic absenteeism rate decreases with special consideration of students with disabilities.	A courtesy phone call from the SARB Coordinator to the parent/guardian is made to review attendance policies. A note is added in "Visits" in Q regarding the call.	"Visits" in Q is checked to determine when the last parent contact was made, and whether attendance has improved before scheduling an ARM/SARB.	16.8% of students were chronically absent	Decrease the percentage of absences
	SARB/ARM meetings are not held for students in the Severely Disabled SPED program if they are meeting their IEP goals.	Monthly check-ins between the SARB coordinator and the teachers in the Severely Disabled SPED program are held to review students' IEP progress.	The dashboard indicator shows that SWD need special consideration to increase attendance rates. SWD attendance rate is 30%	Decrease the percentage of absences of SWD
	Students with chronic conditions may submit a DR note for the school year to remain on file that will excuse their absences related to the treatment/symptoms of their condition.	The SARB Coordinator works with the student's parents, doctor, and the school nurses office, to gather the appropriate documentation to excuse the student's absences.		
	"On the PROWL" attendance incentives are given out weekly to classes with perfect attendance.	Weekly attendance reports are generated to determine which classes are rewarded.		
	Communicate with families the option for Independent Study	Parent meetings and courtesy phone calls		

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
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As indicated above.	Monthly check-ins between the SARB coordinator and the teachers in the Severely Disabled SPED program are held to review students' IEP progress.
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Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
A courtesy phone call from the SARB Coordinator to the parent/guardian is made to review attendance policies. A note is added in "Visits" in Q regarding the call.	All students	
SARB/ARM meetings are not held for students in the Severely Disabled SPED program if they are meeting their IEP goals.	SWD	
Students with chronic conditions may submit a DR note for the school year to remain on file that will excuse their absences related to the treatment/symptoms of their condition.	All students	
"On the PROWL" attendance incentives are given out weekly to classes with perfect attendance.	All students	
Communicate with families the option for Independent Study	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	\$\$369,102.42
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$525,871.23
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	\$65,464.33	0.00
Title III English Learner	\$4,289.40	0.00
LCAP Intervention	\$24,464.46	0.00
Title I	\$426,375.24	0.00
Title I Part A: Parent Involvement	\$5,277.80	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	\$426,375.24
Title I Part A: Parent Involvement	\$5,277.80
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$431,653.04

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	\$24,464.46
LCAP Supplemental	\$65,464.33
Title III English Learner	\$4,289.40

Subtotal of state or local funds included for this school: \$94,218.19

Total of federal, state, and/or local funds for this school: \$525,871.23

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
Donelle Kellom	Principal
Becky Winegar	Teacher
Tammi Lott	Teacher
Tiffany Noel	Teacher
See Thao	Other Staff Member
Crystal Baltierra	Parent Member
Kimberly Tatham	Parent Member
Jessica Hale	Parent Member
Hannah Short	Parent Member or Secondary Student
Willie Alvarez	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 9, 2024.

Attested:



Principal, Donelle Kellom on May 9, 2024



SSC Chairperson, Kimberly Tatham on May 9, 2024