School Plan for Student Achievement
Weldon Elementary

7/1/24-6/30/25

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Our parent involvement
plan can be found by
clicking here!

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Weldon Elementary	10621176005938	5/15/24	June 12, 2024

Table of Contents

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 SBAC areas of English Language Arts and Math and chronic absenteeism rates for the following subgroups: EL, Hispanic, Socioeconomically Disadvantaged, Students with Disadvantaged, and White

Educational Partner Involvement

How, when, and with whom did Weldon 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: continue to hire high-quality intervention teachers, allocate money for professional developement, substitute teachers, and lunch lab instructor, continue allocating money for supplimental supplies, technology, and Title 1 Administrative Support positions.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI only.

Weldon Elementary school's categorical funds provide a number of services designed to help under-performing students meet their grade level standards. General district funds provide support for the district's core curriculum program. Some children have special characteristics, not reflective of the general school population, that affect the success in the base/core programs. Some come from economically disadvantaged homes; some are educationally disadvantaged or lack English language proficiency because they have a primary language other than English. Children such as those described above, require supplemental services and materials not generally provided through the core curriculum program. Children's needs are identified and supplemental services and material are planned and targeted to meet their special needs. Categorical funds are to be used to provide financial support to meet these special needs.

Lastly, the Weldon staff is able to identify that students need to be provided targeted interventions for the concepts and skills they might have missed due to past academic struggles, poor attendance, social emotional struggles, and/or behavioral challenges. We especially need to focus on our Students with Disabilities (SWD) for Additional Targeted Support and Improvement (ATSI) in the area of chronic absences. While attendance is an area of improvement for us as a whole, we recognize that our SWD have a significantly higher attendance problem than other subgroups; thus, within our plan we have addressed how we will support this student group in increasing their attendance.

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: Chronic Absenteeism

*Overall Orange Indicators include: English Language Arts and Mathematics

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.

None of our subgroups have two or more indicators below the student group level.

Additionally, the following indicators are red on our dashboard for the following subgroups:
*Chronic Absenteeism: EL, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Our data also indicates that we need to continue with academic intervention supports for our students.

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	33.3 points below standard	2022-2023	60.2 points below standard
2021-2022	19.4 points below standard	2021-2022	57.2 points below standard
2018-2019	0.5 points above standard	2018-2019	14.5 points below standard
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	127 points below standard	SWD	151.6 points below standard
EL	73.3 points below standard	EL	91.5 points below standard
SED	40.3 points below standard	SED	66.3 points below standard
Hispanic	34.7 points below standard	Hispanic	63 points below standard
Asian	48.7 points below standard	Asian	47.8 points below standard
AA	86.4 points below standard	AA	153 points below standard
Two or More Races	27.8 points below standard	Two or More Races	77.7 points below 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.
Services and strategies implimented to reach goal 1: Professional development on i-Ready provides all teachers an understanding of the diagnostic tool to systematically monitor students' progress in reading and use individual instructional pathway recommendations to support differentiated instruction. Small group instruction through the use of instructional assistants during intervention will support implementation of differentiated instruction for all students.

Providing instructional assistants professional development will increase classified staff's capacity to use effective reading strategies in their small group instruction.

Academic intervention will provide additional supports to students who are not yet proficient in fundamental foundations.

Small group instruction through the use of instructional assistants for English learners & RFEP students will provide additional supports to students who are not yet proficient in English.

Schoolwide results due to implimentation:

SBAC growth for Math was 38%
SBAC growth for ELA was 44%

iReady Math growth was 88%
iReady Reading growth was 87%

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 & Math in grades K-6 for all students with special considerations for our SWD
*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 the PLC process
*Continue to provide Academic intervention

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
Goal 1 It is expected that Weldon Elementary students will demonstrate growth in ELA and Math state and local assessment scores by 3%.	G1 A1 ELA: Focus on Academic Intervention Maintain ELD IAs Provide Teachers and Intervention materials	1. Evidence of implementation of WICOR strategies across content areas 2. Common formative assessment results including diagnostics	1. 20% of teachers using WICOR across content areas 2.Math iready-	1. 100% of teachers using across content areas

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
	Provide Teachers and Intervention PD PLC Professional Development Supplimental materials and websites Technology support Parent involvement and communication through Bloomz Investment in qualified personnel, Guidance Instructional Specialist/Resource Teacher, and Intervention Teachers	3. State and Local EOY assessment results	ELA iready- 3. SBAC results	2. math iready- quarterly growth ELA iready- quarterly growth 3. 3% increase in overall and in subgroup data
	G1 A2: Math Focus on Academic Intervention Maintain ELD IAs Provide Teachers and Intervention materials Provide Teachers and Intervention PD PLC Professional Development Supplimental materials and websites Technology support Parent involvement and communication through Bloomz Investment in qualified personnel, Guidance Instructional Specialist/Resource Teacher, and Intervention Teachers	1. Pre and post assessment data from intervention 2. Attendance at intervention 3. Iready Diagnostics and math	Baseline data in all 3 areas will be collected in the fall for each individual student	1.Growth between pre and post assessment data 2. Students will attend at least 80% of the intervention days 3.iready diagnostic data will increase throughout the year in the area that intervention was provided

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.	Our SWD subgroup is our lowest performing in ELA and math. Teachers will utilize AVID strategies and differentiated instruction to our SWD students. Additionally, our RSP staff will ensure that the appropriate accommodations are written into IEP's for students.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	**Students to be Served**	**Proposed Expenditures**
G1 A1 ELA: Focus on Academic Intervention Maintain ELD IAs Provide Teachers and Intervention materials Provide Teachers and Intervention PD PLC Professional Development Supplimental materials and websites Technology support Parent involvement and communication through Bloomz Investment in qualified personnel, Guidance Instructional Specialist/Resource Teacher, and Intervention Teachers	*All Students *EL Students *SWD	142317.26 Title I 16597.22 LCAP Supplemental 1060.67 Title III English Learner 1976.80 Title I Part A: Parent Involvement 4070.73 LCAP Intervention
G1 A2: Math Focus on Academic Intervention Maintain ELD IAs Provide Teachers and Intervention materials Provide Teachers and Intervention PD PLC Professional Development Supplimental materials and websites Technology support Parent involvement and communication through Bloomz Investment in qualified personnel, Guidance Instructional Specialist/Resource Teacher, and Intervention Teachers	*All Students *EL students *SWD	142317.26 Title I 16597.22 LCAP Supplemental 1060.67 Title III English Learner 1976.81 Title I Part A: Parent Involvement

Budgets/Expenditures to meet the Goals		
Strategies/Actions	**Students to be Served**	**Proposed Expenditures**
		4070.74 LCAP Intervention

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	34.2% Chronically Absent	**2022-2023**	3.2% suspended at least one day
2021-2022	31.6% Chronically Absent	**2021-2022**	3.9% suspended at least one day
2018-2019	9.5	**2018-2019**	4.8
Subgroup DATA 2022-2023		**Subgroup DATA 2022-2023**	
SWD	51.4% Chronically Absent	**SWD**	4.1% suspended at least one day
EL	20.5% Chronically Absent	**EL**	0% suspended at least one day
SED	36.4% Chronically Absent	**SED**	3.9% suspended at least one day
Hispanic	35.2% Chronically Absent	**Hispanic**	3.6% suspended at least one day
Asian	12.5% Chronically Absent	**Asian**	0% suspended at least one day
AA	28.6% Chronically Absent	**AA**	9.5% suspended at least one day
Two or More Races	53.6% Chronically Absent	**Two or More Races**	7.1% 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.
1. Create a culture in which all teachers and staff purposefully develop relationships with students. 2. Create an attendance accoutnability/mentorship program. 3. Monitor attendance and follow up on students with weak attendance.
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.
STUDENT GROUPS PARTICIPATING IN THIS GOAL

Goal will be schoolwide, with specific strategies and actions concentrated on focus subgroups such as EL, Special Education, Socioeconomically Disadvantaged and Hispanic students.
1. Create a culture in which all teachers and staff purposefully develop relationships with students.
2. Create a mentor program.
3. Monitor attendance and follow up on students with weak attendance.
4. Minimize obstacles to attendance.
5. Create opportunities for meaningful involvement.
6. Treat kids with dignity and respect—as if they were your own.
7. Consider alternatives to suspension.
8. Teachers should model excellent attendance.
9. Tap community resources to help.
10. Utilize SSSA as a home-school liason support.

PERFORMANCE GAINS FOR EXPECTED GROWTH FOR THESE STUDENT GROUPS
* It is expected that all focus subgroups will demonstrate progress toward their attendance.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL
Data will be collected weekly and reviewed with SARB Coordinator

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL
Weldon will evaluate overall attencace performance utilizing the CLASSI model to maintain accountability in terms of educational excellence. In addition, the principal, GIS, and other appropriate staff will evaluate program effectiveness on an ongoing basis.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS
Ongoing progress toward goal objective will be measured by:
Weekly attendance reports to be reviewed by admin monthly to be reported to staff at staff meetings monthly.

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
Goal 2 It is expected that the chronic absenteeism rate decreases	A courtesy phone call from the SARB Coordinator to the paretn/guardian is made to review	"Visits" in Q is checked to determine when the last parent contact was made, whether attendance has	34.2% of students are chronically absent	Decrease the percentage of absences.

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
with special considerations of students with disabilities.	attendance policies. A note is added in Q Visits to document the call.	improved before scheduling an ARM/SARB.		
	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 attendance rates is 51.4%.	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 treatments/systems of their condition.	The SARB Coordinator works with the student's parents, doctor, and the school Health Office to gather the appropriate documentation to excuse the students's absences.	34.2% of students are chronically absent	Decrease the percentage of absences.
	"100% Attendance" signs are placed on doors and the classes are announced in the morning over the intercom for the whole school to hear. Classrooms that show consistent attendance habits will be rewarded with various incentives children will want to strive for.	Daily attendance reports are generated and submitted to the school office daily.	34.2% of students are chronically absent	Decrease the percentage of absences.
	Communicate with families the option for independent study	Family Meetings	34.2% of students are chronically absent	Decrease the percentage of absences.
	Additionally, we will use social media platforms (Bloomz, Parent Connect, Instagram , Facebook, etc...) to keep our parent community well informed of our progress towards increased daily student attendance.	Evidence of communication	34.2% of students are chronically absent	Decrease the percentage of absences.

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
• Admin will identify in August '24 WHERE each classroom that a SWD is placed, and personally inform the classroom teacher of the unique designation. • SWD's attendance AND tardies will be monitored weekly, and each quarter an incentive plan implemented to award the "top ten" students in primary, UG, as well as our top student in our severely disabled program. • Nurse will coordinate outreach efforts with our families that have students in our severely disabled program, and offer support as needed to help students in need improve in attendance and decrease tardies.	Monthly check-ins between the SARB coordinator and the teachers in the Severely Disabled SPED program are held to review students' IEP progress.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	**Students to be Served**	**Proposed Expenditures**
A courtesy phone call from the SARB Coordinator to the paretn/guardian is made to review attendance policies. A note is added in Q Visits to document the call.	All	142317.26 Title I 16597.22 LCAP Supplemental 1060.67 Title III English Learner 4070.74 LCAP Intervention 1976.81 Title I Part A: Parent Involvement
SARB/ARM meetings are not held for students in the Severely Disabled SPED program if they are meeting their IEP goals.	SWD	

Budgets/Expenditures to meet the Goals		
Strategies/Actions	**Students to be Served**	**Proposed Expenditures**
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 treatments/systems of their condition.	All	
"100% Attendance" signs are placed on doors and the classes are announced in the morning over the intercom for the whole school to hear. Classrooms that show consistent attendance habits will be rewarded with various incentives children will want to strive for.	All	
Communicate with families the option for independent study	All	
Additionally, we will use social media platforms (Bloomz, Parent Connect, Instagram , Facebook, etc...) to keep our parent community well informed of our progress towards increased daily student attendance.	All	.

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	$$436,064.21
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$498,068.08
Total Federal Funds Provided to the School from the LEA for CSI	$0

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP Supplemental	$49,791.66	0.00
Title III English Learner	$3,182.01	0.00
LCAP Intervention	$12,212.21	0.00
Title I	$426,951.78	0.00
Title I Part A: Parent Involvement	$5,930.42	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	$426,951.78
Title I Part A: Parent Involvement	$5,930.42
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $432,882.20

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

State or Local Programs	Allocation ($)
LCAP Intervention	$12,212.21
LCAP Supplemental	$49,791.66
Title III English Learner	$3,182.01

Subtotal of state or local funds included for this school: $65,185.88

Total of federal, state, and/or local funds for this school: $498,068.08

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
Ray Lozano	Principal
Patty Fain	Teacher
Priscilla Valerie	Teacher
Emily Hicks	Teacher
Patty Mushegan	Other Staff Member
Virginia Gomez	Parent Member
Jessica Joy Badigue	Parent Member
Natalie Montano	Parent Member
Amal Salama	Parent Member or Secondary Student
Karla Vega	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 5/15/24.

Attested:

	Principal, Ray Lozano on 5/15/24
	SSC Chairperson, Karla Vega on 5/15/24