

School Plan for Student Achievement Nelson Elementary



7/1/24-6/30/25

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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
Nelson Elementary School	10-62117-6005888	5/16/2024	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
Resource Inequities	4
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	4
Other Needs.....	4
Goals, Strategies, & Proposed Expenditures.....	5
Goal 1.....	5
Goal 2.....	10
Budget Summary	13
Budget Summary	13
Funds Budgeted to the School by Funding Source.....	13
Other Federal, State, and Local Funds	13
School Site Council Membership.....	15
Recommendations and Assurances	16

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 achievement in the areas of ELA, Math and decreasing absenteeism rates. 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 and social emotional areas of English Language Arts, Mathematics, and decreasing Chronic Absences for the following subgroups: All students, with a particular emphasis on our African American students. Chronic Absences for our AA subgroup is why we remain in ATSI this year.

Educational Partner Involvement

How, when, and with whom did Nelson 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: suggestions to continue to provide intervention for ELA and Math for our students to help improve our SBAC scores.

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.

Based on a review of quantitative data along with parent and educational partner input, and students' interviews, we found a resource inequity exists within our program in the area of chronic absenteeism within our African American subgroup. Our needs assessment and data analysis revealed that our AA student subgroups are absent more often than our other subgroups and to address this inequity, we have written a goal specific to increasing attendance rates for all students but with an emphasis on supporting our AA subgroup. Nelson qualified for ATSI for 24-25 due to the AA attendance rate.

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.

Within the 'all students' category, Nelson does not have any red indicators; however, we are orange in the area of math.

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:

*AA: Chronic Absenteeism

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

*Chronic Absenteeism: African American Subgroup

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:

*Math remains our lowest academic area across all student groups

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	0.6 points below standard	2022-2023	38.6 points below standard
2021-2022	9.9 points below standard	2021-2022	37.7 points below standard
2018-2019	14.7 points above standard	2018-2019	0.9 points below standard
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	90 points below standard	SWD	122.6 points below standard
EL	60.8 points below standard	EL	71.8 points below standard
SED	9.6 points below standard	SED	50.1 points below standard
Hispanic	7.1 points below standard	Hispanic	42.9 points below standard
Asian	16.1 points below standard	Asian	29.6 points below standard
AA	17.4 points below standard	AA	67.4 points below standard
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.
2023-2024 CAASPP Math performances for all students show that 33.07% of students have met or exceeded standards. The previous year shows that we were 36% have met or exceeded standards. As a school we have decreased by 3%. Nelson has alot of strategies and supports that are being implemented but I think increasing math intervention support and an IA support can help our school get to 50% in upcoming years. 2023-2024 ELA performances for all students show that 50.60% of students have met or exceeded standards.
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 grades K-6 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

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
Increase academic achievement in ELA and Math state and local assessment scores by 5%	<p>G1 A1: Utilization of tools and resources across content areas to support all student groups with an emphasis on our EL and SWD subgroups as they are struggling the most</p> <p>This strategy will include: *Supplemental materials and resources *Technology and technology resources</p>	<ol style="list-style-type: none"> 1. CFA assessment results including diagnostics 2. State and Local EOY assessment results 	<ol style="list-style-type: none"> 1. 40% of teachers using across content areas 2. Math iready- 26% above grade level ELA iready- 44% above grade level 3. CAASPP Math: 33.07% 4. CAASPP ELA: 50.60% 	<ol style="list-style-type: none"> 1. 100% of teachers using across content areas 2. Math iready- 36% above grade level ELA iready- 54% above grade level 3.5 % increase in overall and in subgroup data 3. CAASPP Math: 38% 4. CAASPP ELA: 55%
	<p>G1 A2: Modify our MTSS model and increase intervention supports available for our lowest performing students</p> <p>This strategy will include:</p>	<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 	Baseline data in all 3 areas will be collected in the fall for each individual student	<ol style="list-style-type: none"> 1. Increase between pre and post assessment data

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
	<ul style="list-style-type: none"> *Intervention staffing including but not limited to, intervention staffing/stipends for teachers, resource teacher, SRL *Supplemental intervention materials and resources *Technology and technology resources 			<ul style="list-style-type: none"> 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
Increase ELPI Scores on the Dashboard	<p>G2 A1: Increase intervention supports for our English Learners</p> <p>This strategy will include:</p> <ul style="list-style-type: none"> *Supplemental language support *supplemental materials *Supplemental technology and technology resources *BIA/intervention support 	Hours of intervention provided	2.5 hours per week	Increase to 5 hours per week
	<p>G2 A2: Provide professional Development around English Learner supports</p> <p>This strategy will include:</p> <ul style="list-style-type: none"> *PD * teacher release time to attend PD *PD materials 	<ul style="list-style-type: none"> 1. Attendance at PD 2. ELPI results prior to and after PD 	<ul style="list-style-type: none"> 1. 4 teachers have attended EL PD in the last year 2. ELPI- 63.2% 	<ul 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 population as indicated in the actions above. Additionally, transitions provides support to our EL, FY, and SED students around organization and study skills.	We plan to provide additional supports to our SWD students through collaboration with our sped team as they were the lowest performing subgroup as listed above.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
<p>G1 A1: Utilization of tools and resources across content areas to support all student groups with an emphasis on our EL and SWD subgroups as they are struggling the most</p> <p>This strategy will include: *Supplemental materials and resources *Technology and technology resources</p>	*All Students *EL Subgroup *SWD subgroup	37,260.57 LCAP Supplemental 51000 Title I
<p>G1 A2: Modify our MTSS model and increase intervention supports available for our lowest performing students</p> <p>This strategy will include: *Intervention staffing including but not limited to, intervention staffing/stipends for teachers, resource teacher, SRL *Supplemental intervention materials and resources *Technology and technology resources</p>	*All Students *EL students *SWD	12,212.21 LCAP Intervention 70000 Title I
<p>G2 A1: Increase intervention supports for our English Learners</p> <p>This strategy will include: *Supplemental language support *supplemental materials *Supplemental technology and technology resources *BIA/intervention support</p>	* EL students	1909.21 Title III English Learner
<p>G2 A2: Provide professional Development around English Learner supports</p> <p>This strategy will include: *PD * teacher release time to attend PD *PD materials</p>	*EL students	District Funded

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	23.6% Chronically Absent	2022-2023	5.8% suspended at least one day
2021-2022	30% Chronically Absent	2021-2022	6.3% suspended at least one day
2018-2019	10.1	2018-2019	5.3
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	32.7% Chronically Absent	SWD	3.6% suspended at least one day
EL	18.2% Chronically Absent	EL	4.5% suspended at least one day
SED	28% Chronically Absent	SED	6% suspended at least one day
Hispanic	27.4% Chronically Absent	Hispanic	5.8% suspended at least one day
Asian	3.2% Chronically Absent	Asian	3% suspended at least one day
AA	37.1% Chronically Absent	AA	8.1% suspended at least one day
Two or More Races	23.1% 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.	
This is a new goal for us.	
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.	
At our site, our African American subgroup has a high percentage of students who were considered chronically absent.	

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>Decrease the number of students who are chronically absent across our campus by 13%, including in our African American student subgroup.</p>	<p>G2.A1. Professional Development. Site Administrators will be provided with PD around foundational research-based practices to prevent absenteeism for all students</p> <p>This strategy will include: *PD *Release time to attend PD (as needed) *Supplemental PD materials</p>	<p>1. Appropriate staff will be trained on pulling and analyzing absentee data</p>	<p>23.6% of our students were considered chronically absent</p> <p>AA subgroup data-37.1% chronically absent</p>	<p>10% of our students being chronically absent</p> <p>AA subgroup-24%</p>
	<p>G2 A2: Increase parent and family connection to the school.</p> <p>Strategies include: *Utilizing additional staffing to support parent engagement activities, parent communication, and parent education *Increase opportunities for our families to be a part of the campus with a focus on bringing our AA families to campus.</p>	<p>We will provide communications to our Socioeconomically Disadvantaged families, either through written or oral translation, regarding thier student's attendance to ensure more effective and efficient communication</p> <p>Using staff to support parent engagement activities and collecting data to increase our engagement</p>	<p>Staff contacts about 2% of our population when they are absent to check in</p>	<p>We expect to contact 5% of our population when they are absent to check in</p>
	<p>G2. A3. Increase communication related to attendance, chronic absences, option for IS for extended absences, etc. for all students with a focus on additional communication based on the needs of our AA subgroup students.</p>	<p>1. Number of ARMS and SARBS that will be held for our African American subgroup.</p>	<p>20% or greater of our African American students were considered chronically absent</p>	<p>10% of our African American students were considered chronically absent</p>

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
We plan to support our EL students in this area by providing translation as needed to families.	Our highest subgroup for chronic absences is our AA subgroup. We plan to increase parent engagement opportunities specifically for this subgroup of students to build relationships and bridge the gap.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
<p>G2.A1. Professional Development. Site Administrators will be provided with PD around foundational research-based practices to prevent absenteeism for all students</p> <p>This strategy will include: *PD *Release time to attend PD (as needed) *Supplemental PD materials</p>	All students	67,191.53 Title I
<p>G2 A2: Increase parent and family connection to the school.</p> <p>Strategies include: *Utilizing additional staffing to support parent engagement activities, parent communication, and parent education *Increase opportunities for our families to be a part of the campus with a focus on bringing our AA families to campus.</p>	All Students AA subgroup	80000 Title I
<p>G2. A3. Increase communication related to attendance, chronic absences, option for IS for extended absences, etc. for all students with a focus on additional communication based on the needs of our AA subgroup students.</p>	African American subgroup	4,424.49 Title I Part A: Parent Involvement

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	\$274,525.23
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$323,998.01
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	\$37,260.57	0.00
Title III English Learner	\$1,909.21	0.00
LCAP Intervention	\$12,212.21	0.00
Title I	\$268,191.53	0.00
Title I Part A: Parent Involvement	\$4,424.49	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	\$268,191.53
Title I Part A: Parent Involvement	\$4,424.49
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$272,616.02

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	\$37,260.57
Title III English Learner	\$1,909.21

Subtotal of state or local funds included for this school: \$51,381.99

Total of federal, state, and/or local funds for this school: \$323,998.01

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
Thomas Brocklebank	Principal
Sarah Perez	Teacher
Anissa MedinaDaniel	Teacher
Stacia Crowder	Teacher
Ashley Hutchason	Other Staff Member
Guadalupe Carranco	Parent Member
Ashley Clark	Parent Member
Michael O'banion	Parent Member
Stefani Koda	Parent Member or Secondary Student
Andrea Talbot	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 5/16/2024.

Attested:



Principal, Thomas Brocklebank on 5/16/2024

SSC Chairperson, Andrea Talbot on 5/16/2024