

School Plan for Student Achievement Fancher Creek Elementary



7/1/24-6/30/25

Contact:
CARISA CORDOVA, Principal
(559) 327-6700
carisacordova@clouisusd.k12.ca.us

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
Fancher Creek Elementary School	10-62117-6108088	May 9, 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.....	5
Goals, Strategies, & Proposed Expenditures.....	6
Goal 1.....	6
Goal 2.....	12
Budget Summary	16
Budget Summary	16
Funds Budgeted to the School by Funding Source.....	16
Other Federal, State, and Local Funds	16
School Site Council Membership.....	18
Recommendations and Assurances	19

District Goals and Plan Overview

The purpose of the School Plan for Student Achievement (SPSA) is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Clovis Unified School District. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the district goals supporting the expectations that all goals shall have objectives that are measurable, actionable, and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.

Our district AIMS as well as our district's CLASSI goals are woven throughout our plan to meet the high expectations our district holds for our school sites, staff, students, and community.

District AIMS:

AIM I: Maximize Achievement for ALL Students

AIM II: Operate with Increasing Efficiency and Effectiveness

AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Within our SPSA we have created a plan that focuses on maximizing achievement for all students and operate with increasing efficiency and effectiveness. It is our ultimate goal to implement this plan and continue to increase academic achievement for all students. Our plan includes goals around our academic areas of Math and ELA as well as reducing chronic absenteeism and suspension rates for all students, which the following subgroups: English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic students. The totality of our spsa addresses areas of improvement that have caused us to be in ATSI for the 24-25 school year.

Educational Partner Involvement

How, when, and with whom did Fancher Creek 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 by our educational partners: A recommendation was made to remove funding our school Psychologist with Title I funds because it is now funded by the school district. A recommendation was made to remove funding for ASES because the program ended and no ASES funds were provided to our site.

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.

Our latest CAASPP scores show that the SBAC ELA claim that our students scored the lowest in on their state assessment was Listening (only 12%). This information illustrates that we have resource inequities in the area of listening. We have addressed this inequity in goal 1 of our site plan.

Our latest CAASPP scores show that our students scored lower in Mathematics (32%) than English Language Arts (45%). This information illustrates that we have resource inequities in the subject area of mathematics. We need more options for interventions in the area of mathematics at Fancher Creek. Currently, most of our school-wide interventions are in the area of phonics and reading comprehension. We have addressed this inequity in goal 1 of our site plan.

Based on a review of quantitative data along with parent and educational partner input, and student interviews, we found a resource inequity exists within our program in the area of suspension rates within our SED subgroup. Our site has a behavior support monitoring process that we call CAST-B. We meet for CAST-B bi-weekly to discuss students who need behavior supports. During these meetings we discuss students who would benefit from interventions such as Hands off Academy, Mentorship, CSI, All4Youth Counseling, and Positive Message Tracking. We review data through a teacher survey on many of these intervention every 4-6 weeks. With the help of these interventions, we were successful in reducing suspension rates by 2% school wide; however an inequity still exists for our African American and Students with Disabilities subgroups. Our needs assessment and data analysis revealed that our AA and SWD student groups are suspended more often than other subgroups and to address this inequity, our site will provide professional learning for our staff around alternatives to suspension and other research-based practices that will allow us to close the suspension gap. More information around these actions can be found in goal 2 of our site plan.

Based on a review of quantitative data along with parent feedback and educational partner input, we found a resource inequity exists within our program in the area of chronic absences and our African American, White, and EL subgroups. Our analysis illustrated for us that our parents need support around attendance including but not limited to: training on the importance of attending school, getting past barriers that are keeping their students home, and help in getting their students to school on time. We will address this inequity through parent training, increased communication regarding attendance in a variety of languages, meetings, and through the support of our attendance liaison. More information around these actions can be found in goal 2 of our site plan.

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.

No overall red indicators

*Overall Orange Indicators include: Chronic Absenteeism and English Language Arts

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:

- *African American

- *Student with Disabilities

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

- *Suspension: SWD and AA

- *Chronic Absenteeism: EL, AA, and White

- *ELA: SWD

- *Math: SWD

Other Needs

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

Local indicators and educational partner feedback also indicate that we have needs in the following areas:

Growth in local assessments in ELA and math.

Reduce absenteeism and suspension rates.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

School Site Goals aligned with LCAP Goals			
AIM I: Maximize Achievement for ALL Students AIM II: Operate with Increasing Efficiency and Effectiveness AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce			
ELA Overall Met / Exceeded		Math Overall Met / Exceeded	
2022-2023	14.7 points below standard	2022-2023	41.1 points below standard
2021-2022	7.0 points below standard	2021-2022	45.2 points below standard
2018-2019	21.2 points above standard	2018-2019	7.2 points above standard
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	109.3 points below standard	SWD	136 points below standard
EL	43.6 points below standard	EL	66.4 points below standard
SED	20.6 points below standard	SED	46.6 points below standard
Hispanic	25.7 points below standard	Hispanic	50.7 points below standard
Asian	0.5 points below standard	Asian	24 points below standard
AA	78.4 points below standard	AA	109.9 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.
Professional Development was offered to ensure best instruction and best practices. Throughout the school year, professional development opportunities were made available to classified, certificated, and administrative staff. Extended learning opportunities through an Intervention Program for at-risk students and students struggling academically were held throughout the 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.
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%	G1 A1: Utilization of AVID WICOR strategies across content areas to support all student groups with an emphasis on our EL and SWD subgroups Strategies will include: *PD *Sub release time as needed *AVID supplemental materials for staff and students	Growth Data in the following areas: *iReady Diagnostics in Reading and Math *Unit Assessments and EOY Assessments *6-Week Intervention Cycle Data *ELPI Data and Reclassifications *SBAC- growth data by teacher and subgroups and ALL students tested Here is what I would put instead: 1. Evidence of implementation of WICOR strategies across content areas 2. CFA assessment results including diagnostics 3. State and Local EOY assessment results 4. Growth on the ELPI indicator	1. 20% of teachers using across content areas 2. Math iready- 37% ELA iready- 46% 3. Listed above 4. ELPI-56%	1. 100% of teachers using across content areas 2. Math iready- 42% ELA i-Ready- 51% 3. 3.5 % increase in overall and in subgroup data 4. ELPI -60% making progress
	G1 A2: Modify our MTSS model and increase intervention supports available for our lowest performing students Supports would include: *Intervention staffing *Supplemental resources and materials	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	1. Increase between pre and post assessment data 2. Students will attend at least 80% of the intervention days

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"> *Technology *Online resources *Resource teacher for additional academic supports 			3.iready diagnostic data will increase throughout the year in the area that intervention was provided
	<p>Continue with parent and student engagement activities in and after school hours</p> <p>Supports will include:</p> <ul style="list-style-type: none"> *Parent engagement events *Increased communication *translation as applicable *home school liaison support *supplemental educational materials and resources for families *SEL supports *SRL 	academic data	2.Math iready- 37% ELA iready- 46%	2. Math iready- 42% ELA i-Ready- 51%
Increase ELPI Scores on the Dashboard	<p>G2 A1: Continue intervention supports for our English Learners</p> <p>Supports would include:</p> <ul style="list-style-type: none"> *Bilingual supports *supplemental materials and resources *translations as needed *technology resources 	Hours of intervention provided	5 hours per week	Increase to 8 hours per week

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
	G2 A2: Provide professional Development around English Learner supports Strategies may include but are not limited to: *PD *release time for teachers to attend PD *PD materials	1. Attendance at PD 2. ELPI results prior to and after PD	1. 2 teachers have attended EL PD in the last year 2. ELPI-56%	1. At least 10 teachers trained in ELD strategies 2. ELPI increase to 60%

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Additional supports will be provided for our EL and SWD populations as indicated in the actions above. Our transition teams will also provide additional supports for our EL, FY, and SED students on goal setting and organization.	Specific supports are designated above

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 EL and SWD subgroups Strategies will include: *PD *Sub release time as needed *AVID supplemental materials for staff and students	*All Students *EL Students	10000 Title I
G1 A2: Modify our MTSS model and increase intervention supports available for our lowest performing students	*All Students *EL students	2000 Title III English Learner

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
Supports would include: *Intervention staffing *Supplemental resources and materials *Technology *Online resources *Resource teacher for additional academic supports	*SWD	12212.21 LCAP Intervention 53,774.12 LCAP Supplemental 200000 Title I 150,359.08 Title I
Continue with parent and student engagement activities in and after school hours Supports will include: *Parent engagement events *Increased communication *translation as applicable *home school liaison support *supplemental educational materials and resources for families *SEL supports *SRL	*All students	4690.04 Title I Part A: Parent Involvement
G2 A1: Continue intervention supports for our English Learners Supports would include: *Bilingual supports *supplemental materials and resources *translations as needed *technology resources	*English Learners	10303.76 Title III English Learner
G2 A2: Provide professional Development around English Learner supports Strategies may include but are not limited to:	*English Learners	10000 Title I

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
*PD *release time for teachers to attend PD *PD materials		

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	26.9% Chronically Absent	2022-2023	3.8% suspended at least one day
2021-2022	29.7% Chronically Absent	2021-2022	4.9% suspended at least one day
2018-2019	10.1	2018-2019	4
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	37.3% Chronically Absent	SWD	6.7% suspended at least one day
EL	29.3% Chronically Absent	EL	3.1% suspended at least one day
SED	29.6% Chronically Absent	SED	4% suspended at least one day
Hispanic	28.4% Chronically Absent	Hispanic	3.6% suspended at least one day
Asian	17.7% Chronically Absent	Asian	1.5% suspended at least one day
AA	44.2% Chronically Absent	AA	19.6% suspended at least one day
Two or More Races	35.7% 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.
To reduce suspensions, we revised our discipline model to include alternatives consequences to suspension, which included Saturday School and Buddy Classrooms. Additionally, we implemented a new strategy called Positive Message Tracking to support our students who were at-risk of suspension. To reduce absenteeism, we increased SEL support and held attendance intervention meetings.
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.
We were successful in decreasing our suspensions and absenteeism rate by 2%, however this is still an indicator on our dashboard. We would like to make chronic absenteeism a main focus this year. We will meet monthly for attendance meetings to identify and address the needs to chronically

absent students. We plan to continue with alternatives to suspension in addition to school wide incentives for positive behavior and good attendance.

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
To decrease suspensions and chronic absenteeism school wide by 2%.	G2.A1 Through mentorship & Positive Message Tracking, reduce percentage of chronic absenteeism.	data will be collected via google drive to support and will include the number of positive messages, the mentorship, etc.	23/24 Absenteeism Data: 26.9% Chronically Absent	24/25 Absenteeism Data: 24.9% or lower
	G2.A2 Modify MTSS Model to increase intervention supports for our chronically absent and students at-risk of suspension. Supports will include: *Increased communication around absenteeism *increased communication around the option for IS *PD around suspensions and absenteeism *release time for staff to attend PD *PD materials *translation of absentee information as needed for parents of EL students *Continued CSI supports *Continue to utilize our SRL to support SEL needs	Suspension and attendance data	23/24 Absenteeism Data: 26.9% Chronically Absent 23/24 Suspension Data: 3.8% suspended at least one day	24/25 Absenteeism Data: 24.9% or lower 23/24 Suspension Data: 1.8% or lower suspended at least one day
	Increase student and parent engagement. Our hope is with increased involvement, parents will	Sign in sheets, messages sent home, SART survey results	23/24 Title 1 Meeting: 48	24/25 Title 1 Meeting: more

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>feel more connected to our school and we will see a decrease in suspension and absenteeism.</p> <p>Supports will include: *Home school liaison *supplemental materials and curriculum *parent engagement and education events *oral and written translation as needed</p>		parents in attendance	than 48 parents in attendance

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
<p>EL, White, and AA students had the highest absentee rates and are included in the above actions. Our transitions team will also support our SED, EL, and FY students with SEL supports which will effect both absences and suspension rates.</p>	<p>SWD and AA subgroups had the highest suspension rates and we plan to continue our current work around suspensions that is showing a decrease already.</p>

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G2.A1 Through mentorship & Positive Message Tracking, reduce percentage of chronic absenteeism.	*All Students *AA Students *SWD Students *White Students	
G2.A2 Modify MTSS Model to increase intervention supports for our chronically absent and students at-risk of suspension.	*All students *EL students *SWD	100000 Title I

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
Supports will include: *Increased communication around absenteeism *increased communication around the option for IS *PD around suspensions and absenteeism *release time for staff to attend PD *PD materials *translation of absentee information as needed for parents of EL students *Continued CSI supports *Continue to utilize our SRL to support SEL needs	*AA *White	5000 LCAP Supplemental
Increase student and parent engagement. Our hope is with increased involvement, parents will feel more connected to our school and we will see a decrease in suspension and absenteeism. Supports will include: *Home school liaison *supplemental materials and curriculum *parent engagement and education events *oral and written translation as needed	*All students *EL students *SWD *AA *White	2000 Title I Part A: Parent Involvement 10000 Title I

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	\$499,352.88
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$570,339.21
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	\$58,774.12	0.00
Title III English Learner	\$12,303.76	0.00
LCAP Intervention	\$12,212.21	0.00
Title I	\$480,359.08	0.00
Title I Part A: Parent Involvement	\$6,690.04	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	\$480,359.08
Title I Part A: Parent Involvement	\$6,690.04
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$487,049.12

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	\$58,774.12
Title III English Learner	\$12,303.76

Subtotal of state or local funds included for this school: \$83,290.09

Total of federal, state, and/or local funds for this school: \$570,339.21

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
Carisa Cordova	Principal
Jayne Olsen	Teacher
Emily Bernal	Teacher
Marni Strunk	Teacher
Dominique Barajas	Other Staff Member
Cyndee Loryang	Parent Member
Julie Salcedo	Parent Member
Maninder Kaur	Parent Member
Mafutaga Tiai	Parent Member or Secondary Student
Stephanie Mangrum	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 5/9/2024.

Attested:



Principal, Carisa Cordova on 5/9/2024

SSC Chairperson, Stephanie Mangrum on 05/9/2024