

School Plan for Student Achievement

Fugman 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 |
|-----------------------------------|-----------------------------------|--|---------------------------|
| James S. Fugman Elementary School | 10-62117-0106419 | 04/30/2024 | 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 school site goals aligned with LCAP goals. It is our ultimate goal to implement this plan and continue to increase academic achievement for all students. Our plan includes goals around our California Dashboard areas of academic achievement and school culture for the following subgroups: All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and Two or More Races. The plan also includes actions that support our ATSI area of chronic absenteeism for our SWD subgroup.

Educational Partner Involvement

How, when, and with whom did James S. Fugman 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:

- ~Focused and targeted intervention groups based on iReady data
- ~Pilot student-lead data tracking with students on iReady goals
- ~Progress monitoring of iReady goals

~Progress monitoring of iReady MyPath lessons passed
~Attendance interventions to monitor all student attendance, especially our SWD which fall in ATSI

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 school site 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 Students with Disabilities subgroup. Our analysis illustrated for us that our parents, specifically from our students with disabilities, 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.

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.

Fugman has No overall student indicators in red. However, we have orange in the overall indicator for suspension rates.

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:

*Chronic Absenteeism: SED and Two or More Races

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

*Chronic Absenteeism: 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:

*additional needs to support 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 | 91.8 points above standard | 2022-2023 | 85.6 points above standard |
| 2021-2022 | 83.3 points above standard | 2021-2022 | 69.9 points above standard |
| 2018-2019 | 85.6 points above standard | 2018-2019 | 70.3 points above standard |
| Subgroup DATA 2022-2023 | | Subgroup DATA 2022-2023 | |
| SWD | 92.7 points below standard | SWD | 101.1 points below standard |
| EL | 66.9 points above standard | EL | 59.8 points above standard |
| SED | 31.2 points above standard | SED | 25.7 points above standard |
| Hispanic | 39.1 points above standard | Hispanic | 30.4 points above standard |
| Asian | 118.8 points above standard | Asian | 122.4 points above standard |
| AA | | AA | |
| Two or More Races | 109.1 points above standard | Two or More Races | 98.1 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>To gain growth in the above areas, Fugman will continue to implement the following:</p> <p>Actions:</p> <ol style="list-style-type: none"> 1. Staff Development-Teachers are given substitutes to allow for collaborative planning time and review student achievement. They attend professional development, workshops or conferences, school-site meetings, and observe other classrooms. 2. Push-In and Pull-Out Intervention teachers provide instructional services to students below grade level, immigrant students, and socio-economically disadvantaged students. 3. Technology Equipment-software, licenses, computers, iPads, projectors, document cameras, printers, switches, cables, and monitors. 4. Classroom teachers identify students and analyze data for differentiated instruction and intervention purposes through the TGLE and PLC process. |

5. Purchase additional supplemental instructional materials to support classroom instruction and intervention instruction.
6. Professional Development and Implementation of Positive Behavioral Interventions and Supports to develop and sustain school wide behavior expectations to support student learning. Students are more available to learn when expectations are clear and supported.

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 in both ELA and Math in grades K-6 for all students with special considerations for our SWD subgroup
- *Increase academic supports in ELA and math for all students, with special consideration for our SWD

| Site Goal(s) | Strategies/Actions to be implemented | Data/Evidence to meet the goal(s) | Metrics | |
|--|---|--|--|--|
| | | | Baseline Data | Expected Outcome |
| 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? | | |
| Increase overall academic achievement on CAASPP ELA and Math assessment scores. | <p>G1 A1: Focused intervention groups in ELA and Math content areas to support all student groups.</p> <p>Strategies may include:</p> <ul style="list-style-type: none"> • staffing including intervention teachers, BIA support, and/or teacher intervention stipends • supplemental resources and materials • supplemental technology resources and supports | <ol style="list-style-type: none"> 1. Student pre and post assessment data from intervention groups 2. iReady reading and math diagnostic #2 & #3 data 3. CAASPP scores for ELA and Math 4. Intervention attendance tracking | <p>CAASPP ELA overall standard exceeded/met: Grades 3-6 85.6%</p> <p>CAASPP Math overall standard exceeded/met: Grades 3-6 85%</p> | <p>CAASPP ELA overall standard exceeded/met: Grades 3-6 87.6%</p> <p>CAASPP Math overall standard exceeded/met: Grades 3-6 87%</p> |

| 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. | As indicated above. |

| Budgets/Expenditures to meet the Goals | | |
|---|--|--|
| Strategies/Actions | Students to be Served | Proposed Expenditures |
| <p>G1 A1: Focused intervention groups in ELA and Math content areas to support all student groups.</p> <p>Strategies may include:</p> <ul style="list-style-type: none"> • staffing including intervention teachers, BIA support, and/or teacher intervention stipends • supplemental resources and materials • supplemental technology resources and supports | <p>*All Students *English Learner Students</p> | <p>17743.13 LCAP Supplemental</p> <p>12212.21 LCAP Intervention</p> <p>4879.08 Title III English Learner</p> |

Goals, Strategies, & Proposed Expenditures

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

Goal 2

| School Site Goals aligned with LCAP Goals | | | |
|--|--------------------------|--------------------------------|---------------------------------|
| AIM I: Maximize Achievement for ALL Students AIM II: Operate with Increasing Efficiency and Effectiveness AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce | | | |
| Chronic Absenteeism DATA | | Suspension DATA | |
| 2022-2023 | 9.3% Chronically Absent | 2022-2023 | 1.9% suspended at least one day |
| 2021-2022 | 10.1% Chronically Absent | 2021-2022 | 1.2% suspended at least one day |
| 2018-2019 | 3.2 | 2018-2019 | 0.3 |
| Subgroup DATA 2022-2023 | | Subgroup DATA 2022-2023 | |
| SWD | 26.9% Chronically Absent | SWD | 3.7% suspended at least one day |
| EL | 14.6% Chronically Absent | EL | 3.9% suspended at least one day |
| SED | 24.2% Chronically Absent | SED | 3.5% suspended at least one day |
| Hispanic | 16% Chronically Absent | Hispanic | 3% suspended at least one day |
| Asian | 6.4% Chronically Absent | Asian | 1% suspended at least one day |
| AA | 12.5% Chronically Absent | AA | 0% suspended at least one day |
| Two or More Races | 8.3% Chronically Absent | Two or More Races | 3.2% 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. |
| As per the California Department of Education dashboard for our site, Fugman had a slight decrease to our Chronic Absentee rates by 0.8% since 22/23 school year. This is due to continued collaboration with our SSSA department to identify and manage those families who, at reporting periods throughout the school year, are at 10% or higher in absenteeism rates (both excused and unexcused absences). Weekly and monthly home-to-school communication via site and district generated letters addressing attendance concerns. |
| 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. |

Our CA Dashboard indicator illustrates that we have a need to address chronic absentee rates specifically in our SWD subgroup as we have an equity gap in that subgroup indicator.

| 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, including in our Students with Disabilities subgroup.</p> | <p>G2 A1: Site Administrators will be provided with PD around foundational research-based practices to prevent absenteeism for all students.</p> <p>Additional strategies will include: *Appropriate staff will be trained on pulling and analyzing absenteeism data. *Increase communication and awareness to families around absences and the importance of being at school. *Additional communication to our SWD families through our staff, ARM, and SARB process *Student incentives for increase in attendance</p> | <p>Whole school attendance intervention reports Attendance Review Meetings Letters of Concerns SARB/Master SARB reviews all above meetings conducted in conjunction with SSSA CN Area Attendance officer</p> | <p>Overall- 9.3% Chronic Absenteeism Rate SWD- 26.9% Chronic Absenteeism Rate</p> | <p>Overall-8.3% Chronic Absenteeism Rate SWD- 20% Chronic Absenteeism Rate</p> |

| Specify any enhanced services to support EL, SED, or SWD | Specify any enhanced services to support low-performing subgroups |
|--|---|
| <p>SWD subgroup will receive additional communication based on student needs and attendance reasons. This could include more information related to the option of IS or HH for extended absence times.</p> | <p>Additional supports may be identified on as needed basis depending on student/family needs</p> |

| Budgets/Expenditures to meet the Goals | | |
|---|---|--|
| Strategies/Actions | Students to be Served | Proposed Expenditures |
| <p>G2 A1: Site Administrators will be provided with PD around foundational research-based practices to prevent absenteeism for all students.</p> <p>Additional strategies will include:</p> <ul style="list-style-type: none"> *Appropriate staff will be trained on pulling and analyzing absenteeism data. *Increase communication and awareness to families around absences and the importance of being at school. *Additional communication to our SWD families through our staff, ARM, and SARB process *Student incentives for increase in attendance | <ul style="list-style-type: none"> *All Students *SWD | <p>District Funded</p> <p>Unrestricted</p> |

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 | \$\$4,879.08 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$34,834.42 |
| 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 | \$17,743.13 | 0.00 |
| Title III English Learner | \$4,879.08 | 0.00 |
| LCAP Intervention | \$12,212.21 | 0.00 |

Other Federal, State, and Local Funds

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

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

| Federal Programs | Allocation (\$) |
|-------------------------------------|-----------------|
| rCalc_TotbyFSGrpFederal_50_FundSrc} | \$ |

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

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

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
| | |

| | |
|---------------------------|-------------|
| LCAP Intervention | \$12,212.21 |
| LCAP Supplemental | \$17,743.13 |
| Title III English Learner | \$4,879.08 |

Subtotal of state or local funds included for this school: \$34,834.42

Total of federal, state, and/or local funds for this school: \$34,834.42

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 |
|-------------------|------------------------------------|
| Jeremy Pierro | Principal |
| Kristy Enos | Teacher |
| Kent Younglund | Teacher |
| Katie Tomcak | Teacher |
| Jamie Smith | Other Staff Member |
| Randi Margarian | Parent Member |
| Barbara Greenberh | Parent Member |
| Goli Malakan | Parent Member |
| Kristin Safian | Parent Member or Secondary Student |
| Eric Charlick | 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 04/30/2024.

Attested:



| |
|--|
| Principal, Jeremy Pierro on 04/30/2024 |
| SSC Chairperson, Randi Margarian on 04/30/2024 |
| Other Committee Member (optional), Jamie Smith on 04/30/2024 |