

School Plan for Student Achievement Mickey Cox 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
Mickey Cox Elementary School	10-62117-6101984	May 6, 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
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	4
Other Needs.....	4
Goals, Strategies, & Proposed Expenditures.....	5
Goal 1.....	5
Goal 2.....	12
Budget Summary	15
Budget Summary	15
Funds Budgeted to the School by Funding Source.....	15
Other Federal, State, and Local Funds	15
School Site Council Membership.....	17
Recommendations and Assurances	18

District Goals and Plan Overview

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

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

District AIMS:

AIM I: Maximize Achievement for ALL Students

AIM II: Operate with Increasing Efficiency and Effectiveness

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

Plan Description

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

Within our SPSA we have created a plan that focuses on student growth on local and state assessments. It is our ultimate goal to implement this plan and continue to increase academic achievement for all students. Our plan includes goals around our academic areas of English Language Arts and Mathematics, as well as chronic absenteeism rates for the following subgroups: Hispanic and Students with Disabilities.

Educational Partner Involvement

How, when, and with whom did Mickey Cox 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 support 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 and instructional assistants, allocate money for professional development, and substitute teachers, and continue to allocate money for supplemental instructional materials, supplies, technology, and administrative support positions.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Students at Mickey Cox Elementary do not demonstrate any red or orange indicators in any performance categories.

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:

*Students with Disabilities in English Language Arts and Mathematics

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

NONE

Other Needs

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

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

*decrease 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	24.2 points above standard	2022-2023	7.1 points above standard
2021-2022	18.7 points above standard	2021-2022	2.4 points below standard
2018-2019	28.7 points above standard	2018-2019	28.6 points above standard
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	56.4 points below standard	SWD	76.7 points below standard
EL	40.9 points below standard	EL	24.1 points below standard
SED	23.3 points above standard	SED	6.2 points above standard
Hispanic	8.5 points above standard	Hispanic	7.9 points below standard
Asian	29.4 points above standard	Asian	27.6 points above standard
AA		AA	
Two or More Races	33.5 points above standard	Two or More Races	31.8 points above standard

Annual Review
Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.
<p>Services and strategies implemented to reach goal 1: Last year our goal was to implement the following services and strategies:</p> <ul style="list-style-type: none"> Professional development on iReady ELA curriculum provided all teachers an understanding of a new 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 and/or credentialed teachers during guided reading will support the implementation of differentiated instruction or all students.

- Providing instructional assistants with professional development will increase the staff's capacity to use effective reading and math strategies in their small group instruction.
- Expanding learning opportunities for English learners and RFEP students will provide additional support to students who are not yet proficient in English.
- Utilize student achievement data to determine student placement within small groups and intervention.
- Targeted small reading groups for all primary students.
- Deployment groups for intervention for all students in grades 1st- 6th.
- Manda-Tutorials for at risk students during lunch recess (5th & 6th) and afterschool (1st - 4th)
- Utilization of supplemental instructional materials, supplies, and graphic arts - such as but not limited to, iReady materials, Benchmark materials, leveled readers, literature books, phonics workbooks, SRA and DRA kits, manipulatives, spelling games, Scope, Scholastic, Studies Weekly, ESGI, Formative and various reading materials designed for a variety of modalities and instructional strategies.

Schoolwide results due to implementation:

iReady ELA growth was 92.5%
 iReady Math growth was 90.9%
 CAASPP growth for ELA was 62.7%
 CAASPP growth for Math was 51.6%

Subgroup- English Learners

English Learners Meeting Standards on ELPAC at 47%
 English Learners Exceeding Standards on ELPAC at 24%

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.

- Continue to provide intervention opportunities for struggling students.
- Intervention teachers work together to collaborate as a PLC.
- Continue to refine the SST referral and meeting process.
- Continue to use data to drive instructional planning within grade-level PLC teams
- Continue to focus on intervention practices and deployment
- Continue to provide opportunities for use of manipulatives for curriculum.

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>It is expected that Mickey Cox Elementary School students will demonstrate progress toward their expected growth on year-end local and/or state assessments in English Language Arts and Mathematics.</p>	<p>G1 A1: ELA Intervention</p> <ul style="list-style-type: none"> *Intervention teachers and materials *ELD instruction, materials, and teachers *Professional Development *Supplemental materials and websites *Software licenses *Equipment and technology support *Staffing 	<ol style="list-style-type: none"> 1. CFA assessment results including diagnostics 2. State and Local EOY assessment results 3. Growth on the ELPI indicator 4. Quarterly Writing Prompts (Performance Tasks) 5. DRA 6. ESGI 7. Pre and post-assessment data from deployment and intervention 8. iReady Diagnostics in Reading 	<p>iReady ELA growth was 92.5%</p> <p>CAASPP ELA proficiency was 55%</p> <p>CAASPP growth for ELA was 62.7%</p>	<ol style="list-style-type: none"> 1. Increase student proficiency on state and local year-end assessments. 2. Increase student proficiency within SWD subgroup on state and local year-end assessments. 3.5 % increase in overall and in subgroup data 4. ELPI -60% making progress toward reclassification.
	<p>G1 A2: Math intervention</p> <ul style="list-style-type: none"> *Core Curriculum *Intervention teachers and materials *Professional Development *Supplemental materials and websites *Software licenses *Equipment and technology support 	<ol style="list-style-type: none"> 1. Pre and post-assessment data from deployment and intervention 2. iReady Diagnostics in math 3. District Performance Tasks 4. Math Facts 5. ALEKS 6. Supplemental materials and websites 	<p>iReady Math growth was 90.9%</p> <p>CAASPP Math proficiency was 47%</p>	<ol style="list-style-type: none"> 1. Increase between pre and post-assessment data 2. Increase student proficiency on

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
	*Staffing		CAASPP growth for Math was 51.6%	state and local year-end assessments. 3. Increase student proficiency within SWD subgroup on state and local year-end assessments. 4. iReady diagnostic data will increase throughout the year in the area that intervention was provided
	G1 A3: Parent Engagement *Increase student engagement and achievement through parent engagement events.	Parent Attendance for events	None	Increase parent engagement during school-wide events.
It is expected that EL students will demonstrate progress toward English proficiency and reclassification based on local and state assessments.	G2 A1: Increase intervention supports for our English Learners EL curriculum BIA and intervention teacher and materials Professional Development Supplemental materials and websites	1. Hours of intervention provided 2. Assessments within EL specific curriculum.	1. 5 hours per week 2. Baseline will be collected in the 2024-25 school year.	1. Increase of intervention hours. 2. Collection of data to see an increase in EL proficiency bands.

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
	Software licenses, equipment, and technology support Staffing G2 A2: Provide professional Development around English Learner support Professional Development Supplemental materials and websites Software licenses and equipment Staffing	1. Attendance at PD 2. EL subgroup growth on ELPAC and SBAC	1. BIA has attended PD 2. 36.4% of EL students did not meet standard	1. Increase teacher attendance for PD of EL instruction. 2. EL students meeting of exceeding standards on ELPAC and SBAC will increase.

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
In addition to what is listed above, translation services will be provided for our EL students and families as needed. Our transitions team will also support students in our EL, FY, and SED subgroups.	Our lowest performing subgroup in academics was our SWD subgroup. To support these students, we will continue to provide intervention and accommodation based on student needs.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G1 A1: ELA Intervention *Intervention teachers and materials *ELD instruction, materials, and teachers	*All Students *EL Subgroup *SWD subgroup	80,296.00 Title I

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
*Professional Development *Supplemental materials and websites *Software licenses *Equipment and technology support *Staffing		15,858.00 LCAP Supplemental 4,070.68 LCAP Intervention 3,712.00 Title III English Learner
G1 A2: Math intervention *Core Curriculum *Intervention teachers and materials *Professional Development *Supplemental materials and websites *Software licenses *Equipment and technology support *Staffing	*All Students *EL students *SWD	80,296.00 Title I 15,858.00 LCAP Supplemental 4,070.66 LCAP Intervention
G1 A3: Parent Engagement *Increase student engagement and achievement through parent engagement events.	All Students	5,504.00 Title I Part A: Parent Involvement
G2 A1: Increase intervention supports for our English Learners EL curriculum BIA and intervention teacher and materials Professional Development Supplemental materials and websites Software licenses, equipment, and technology support Staffing	*EL Subgroup *SWD subgroup	80,296.00 Title I 15,858.00 LCAP Supplemental 4,070.66 LCAP Intervention

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G2 A2: Provide professional Development around English Learner support Professional Development Supplemental materials and websites Software licenses and equipment Staffing	* EL subgroup	80,296.00 Title I

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	17% Chronically Absent	2022-2023	1.7% suspended at least one day
2021-2022	25.8% Chronically Absent	2021-2022	1.8% suspended at least one day
2018-2019	6.1	2018-2019	1.3
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	23.5% Chronically Absent	SWD	2% suspended at least one day
EL	18.2% Chronically Absent	EL	4.3% suspended at least one day
SED	19.3% Chronically Absent	SED	1.8% suspended at least one day
Hispanic	21% Chronically Absent	Hispanic	2.3% suspended at least one day
Asian	6.5% Chronically Absent	Asian	3.2% suspended at least one day
AA	10.5% Chronically Absent	AA	0% suspended at least one day
Two or More Races	18.2% 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.
<p>Strategies/ Interventions Implemented: Increased communication and awareness to families.</p> <p>Professional development was provided on research-based practices to prevent absenteeism.</p> <p>Parents will be invited to attend parent workshops provided by the district.</p> <p>Appropriate staff will be trained by the district on pulling and analyzing absentee data.</p>

While our Asian subgroup decreased by 17.5% and our EL subgroup by 6%, we plan to continue this goal with our SWD subgroup.

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 must focus on increasing all student attendance with an emphasis on our students with disabilities subgroup.

Improvement Plan

- Monitor SWD student attendance
- Continue to provide targeted intervention opportunities
- Continue to provide increased support with SARB and ARM communication
- Increased communication with FLS staff, parents and families

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?	Baseline Data	Expected Outcome
It is recommended that chronic absenteeism decreases with special consideration for students with disabilities.	A courtesy phone call from the SARB Coordinator to the parent or guardian is made to review attendance policies. Conversations are documented in Q visits.	"Visits" in Q is checked to determine when the last parent contact was made, and whether attendance has improved before scheduling an ARM/SARB.	23.5% of students with disabilities were chronically absent.	Decrease the percentage of absences.
	SARB/ ARM meetings are not held for students within the FLS program if students are meeting their IEP goals.	Monthly check-ins between the SARB coordinator and the teachers in the FLS program are held to review students' IEP progress.	No baseline data for this goal.	Decrease the percentage of absences.
	Students with chronic conditions may submit a DR note for the school year to remain on file that will excuse their absences related to the treatment/ symptoms of their condition.	The SARB coordinator works with the student's parents, and nurse's office to gather the appropriate documentation to excuse the student's absences.	No baseline data for this goal.	
	Communicating with parents and families about the options and requirements for independent study to assist with absences.	Parent meetings and Q visits to log the communication.	No baseline data for this goal.	

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
<p>In addition to what is listed above, translation services will be provided for our EL students and families as needed. Additional SARB and ARM meetings, along with parent communication in regard to absences will take place.</p>	<p>For our SWD students, monthly check-in between SARB coordinator and FLS teachers to review student IEP progress. Monthly attendance checks for all students, specifically English Learners to monitor attendance and begin attendance interventions as needed.</p>

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
<p>A courtesy phone call from the SARB Coordinator to the parent or guardian is made to review attendance policies. Conversations are documented in Q visits.</p>	<p>all students</p>	
<p>SARB/ ARM meetings are not held for students within the FLS program if students are meeting their IEP goals.</p>	<p>FLS students</p>	
<p>Students with chronic conditions may submit a DR note for the school year to remain on file that will excuse their absences related to the treatment/ symptoms of their condition.</p>	<p>FLS students</p>	
<p>Communicating with parents and families about the options and requirements for independent study to assist with absences.</p>	<p>FLS students</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	\$330,400.34
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$390,186.00
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	47,574.00	0.00
Title III English Learner	3,712.00	0.00
LCAP Intervention	12,212.00	0.00
Title I	321,184.00	0.00
Title I Part A: Parent Involvement	5,504.00	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	\$321,184.00
Title I Part A: Parent Involvement	\$5,504.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$326,688.00

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	\$12,212.00
LCAP Supplemental	\$47,574.00
Title III English Learner	\$3,712.00

Subtotal of state or local funds included for this school: \$63,498.00

Total of federal, state, and/or local funds for this school: \$390,186.00

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
Cheryl Floth	Principal
Rebecca Vines	Teacher
Holly Frankfort	Teacher
Leanne Chacon	Teacher
Emily Minton	Other Staff Member
Andi Lambert	Parent Member
Ryan Budge	Parent Member
Kristine Wittenborn	Parent Member
Janette Nunez	Parent Member or Secondary Student
Magloria Machuca	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 5/6/2024.

Attested:



Principal, Cheryl Floth on 5/6/2024



SSC Chairperson, Ryan Budge on 5/6/2024



Other Committee Member (optional), Courtney Davies on 5/6/2024