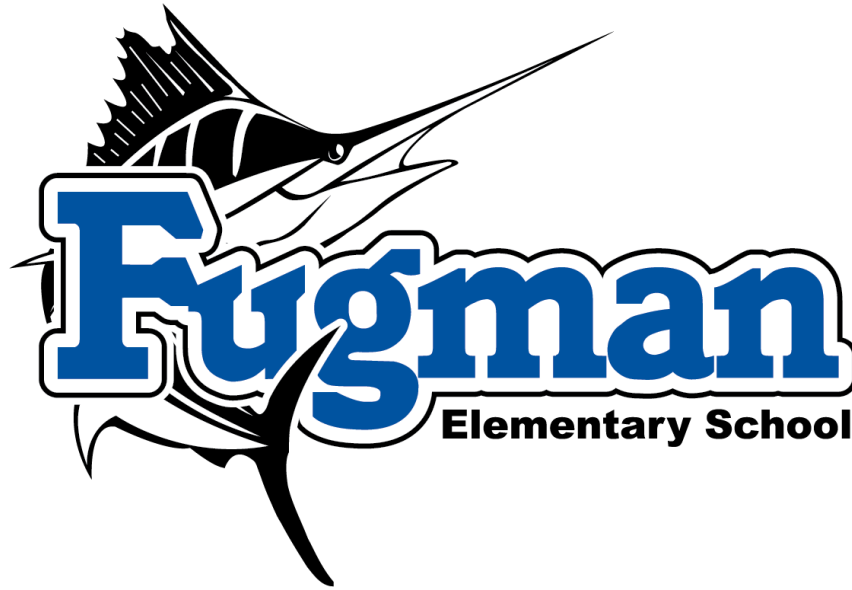


School Plan for Student Achievement



FUGMAN ELEMENTARY

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7/1/23-6/30/24

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School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
James S. Fugman Elementary School	10-62117-0106419	May 31, 2023	June 14, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Additional Targeted Support and Improvement

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

The purpose of the School Plan for Student Achievement 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. Within our SPSA we have created a plan that focuses on ELA, math, and our MTSS system. It is our ultimate goal to implement this plan and continue to increase our academic achievement. This plan also includes actions related to improving chronic absenteeism for our SWD subgroup which is the reason we are in ATSI.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The following surveys are administered annually:

- *SART- School Assessment Review Team
- *Student body ELCAP survey
- *CUSD school climate assessment
- *English Learner needs assessment Survey
- *Native American Education Survey
- *Parent LCAP survey

Fugman's SART team has determined school safety proves to be one of our top priorities moving forward. Climate assessment rated intervention as one of Fugman's areas of need moving in to the next school year.

We presented our ATSI information to our SSC/ELAC parent committee at our Quarter 3 meeting. At this meeting we explained the reason for our placement in ATSI and our goal to improve our Chronic Absenteeism rate amongst the identified subgroup, Students with Disabilities, and our plan to improve this at our site.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

As per CUSD Board Policy 6211 Clovis Unified Board Policy #4315 and ED CODE #44664 require that all certificated teachers are evaluated on a regular bases. Informal and formal classroom observations occur throughout the school year. Administrators from both the site level and the district level regularly communicate their findings with the classroom teacher. The findings are used to illustrate best practices that can be replicated in other classrooms across the site and district. Site administrators also use this as an opportunity for teachers to learn from one another by observing each other within the classroom setting. The observation process also allows site administrators to use corrective feedback, provide coaching and to provide additional supports in specific areas of growth opportunities based on each individual teachers needs.

Common findings for growth opportunities include:

- Behavior management
- Classroom management
- Articulation of Learning Objective
- Frequency of Checking for Understanding
- Differentiated Instruction
- Frequency of Academic Conversation

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

A variety of tools are used to measure and monitor academic progress at our site and within our school district. Assessments are designed to provide staff with data so that instruction can be modified to meet individual needs, to monitor student achievement and to assess the school's overall success. Some examples of the assessments that we utilize include:

- *SBAC
- *ELPAC
- *iReady
- *iCAL
- *iCAM
- *DRA

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use the data collected from these assessments to chart progress and design an appropriate instructional program for all students. Individualized or classroom specific materials can then be produced using to address the identified academic need. The data is analyzed in PLC's where it is then used to help guide further instruction.

In addition, all students who have not meet proficiency standards are carefully evaluated for academic deficiencies and may be recommended for additional support either through the alter/before school Extended Day labs; supplemental instruction provided by Push-In Teachers, Instructional Aide/Tutors, BIAs (Instructional Aide-Bilingual); or classroom interventions. Instruction is targeted to the identified need. The Principal and GIS/Resource Teacher support, train, and provide resources necessary to assist teachers in the process.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Teachers who are appropriately credentialed have a deep understanding of the content they teach, have been trained in a variety of instructional strategies, and are in the best position to aid our students in reaching academic proficiency in their content areas.

All teachers on our campus hold an appropriate CTC credential, permit, or other document equivalent to that which a teacher in all other public schools would be required to hold. Those teachers that are in the status of seeking to complete their credentials (PIPS, STIPS and Interns) are in a program that will allow staff to meet the requirements needed in a timely manner. These staff members are supported by site and district administration for appropriate completion. An equivalent credential, permit, or other document would mean that the teacher has the appropriate authorization for their assignment.

All paraprofessionals whose duties include instructional support must meet the criteria as outlined in CUSD to be considered Highly Qualified to assist students.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers receive site and/or district professional development on curriculum, instruction, and assessment throughout the year.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

CUSD provides professional development for all school sites that are aligned with the needs of the schools, academic content standards, social emotional supports, and more. The district provided professional development for this school include--Tiered Writing Supports aligned to the Common Core writing standards, AVID training around WICOR that is utilized across content areas, Teaching Pyramid aligned to meet behavior needs in our primary classrooms, Science training aligned to NGSS, iReady training aligned with our district adopted curriculum and the Common Core standards in both math and reading.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers have access to a variety of different sources of professional development both on and off-site. CUSD Teachers On Special Assignment (TOSA) provide professional learning sessions along with co-teaching opportunities and in-class coaching. Teachers on Special Assignment are experts in their specific content area and knowledgeable in the adopted curriculum. This is in addition to professional learning opportunities provided at our school site, through conferences, or at the district level. Additionally, new teachers are assigned mentor teachers (either site-based or district based) who are available to provide coaching, mentoring, and opportunities for our new teachers to observe more experienced teachers in action.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Grade level teams meet regularly in their professional learning communities (PLC's) to review student work samples, discuss and align curriculum to the state and district standards, evaluate where the students are performing and decide what their first-time best teaching and reteaching strategies should be. This time ensures that veteran and developing teachers are using the same evaluative procedures while assessing student work samples.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The basic instructional program utilizes standards-aligned state adopted textbooks and/or instructional materials in the core four content areas: English Language Arts, Math, Social Science, and Science. Clovis Unified has adopted and approved a variety of materials that both align to the content standards, but that also meet the needs of our school sites and community. A full list of our adopted textbooks can be found on our school site's SARC found here:

<https://www.cusd.com/sarc.aspx>

In addition to the adopted textbooks and materials, CUSD utilizes Curriculum Design Teams (CDT) to produce additional materials that are standards aligned and support supplemental materials that have been purchased by school sites or the district.

Our English Learners (EL), Students with Disabilities (SWD), and students who move to an intervention program continue to receive core instruction while using the adopted instructional materials but are also provided with additional instruction using research-based materials that are aligned with the common core state standards, or in the case of our EL students aligned to the California ELD standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The administration and teachers have worked collaboratively to create a daily schedule that ensures our students receive the recommended instructional minutes in all content areas.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Long-term and short-term pacing guides are created by each grade-level team based on the district's assessment calendar. These pacing guides outline the lessons for major content areas on a weekly basis and are modified throughout the year based on student needs. Sites develop intervention schedules based on data collected and analyzed in PLC's to determine an intervention calendar to meet the needs of students in tier 2 and Tier 3.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The Williams Act requires all schools to have adopted curriculum in the four core subject areas available to all students on a daily basis. This adopted curriculum is reviewed on a regular basis to ensure it is aligned to the stated standards and the district AIMS. In addition to having adopted curriculum in the four core subject areas (ELA, Math, Social Science, and Science), CUSD also has adopted ELD curriculum that is aligned to the State's ELD standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE-adopted and standards-aligned instructional materials are utilized in the classrooms. For more specific curriculum information please visit our school site link at the following site:
<https://www.cusd.com/sarc.aspx>

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers regularly monitor students progress through assessments, observation and by analyzing work samples. This information is used by teachers to prepare an individualized plan for all students achieving below grade level expectations which then aides in the placement of intervention or acceleration--based on student needs.

Students in need of additional intervention resulting from academic, emotional or behavioral difficulties may be referred to SST where their needs are assessed, and they are linked with necessary intervention. Students struggling with attendance concerns may be referred to SARB, one-to-one counseling and student support groups based on specific needs with the school psychologist. When necessary, students may be referred to Fresno County Mental Health Services.

CUSD also offers a comprehensive summer school or extended year program designed to meet the specific needs of students K-12. A variety of extended year programs are offered for students at risk of retention, performing below proficiency and in need of credit for graduation.

Evidence-based educational practices to raise student achievement

Teachers and administration work together to continually provide first time best instruction and delivery. Training, collaboration, walk-throughs, and consistent feedback all provide research-based practices to raise student achievement. Professional learning communities (PLC's) review data, modify instruction, and provide intervention on a continuing basis so that students meet the standards.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Our site offers a variety of school and community resources to assist and support our families including:

- *Parent communication through weekly newsletters
- *Updated School Website
- *Social Media Posts
- *Referrals to outside resources as needed and based on needs

Additionally, we hold regular parent events and meetings to keep our families informed. These include:

- *IDAC
- *SART
- *ELAC
- *SSC
- *Back to school night
- *Open House

Our site also offers social emotional supports in collaboration with our school psychologists and area transition teams in order to ensure students are available for learning. These supports include CSI groups, transition supports, All 4 Youth, CYS referrals, and small group interventions.

The district also provides parent opportunities through the district parent academies which are offered six times throughout the school year and cover a variety of topics that were requested by families from within the school district.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Members of the School Site Council (SSC) - composed of principal, certificated teachers, classified staff, and parents - work together to develop, review, and evaluate school improvement programs and school budgets. The SSC meets quarterly throughout the school year.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds allow our site to provide supplemental services to enable under-performing students to meet grade-level standards. Our categorical funds are used for the following but is not limited to: bilingual instructional aides to support our ELD students, push-in teachers, supplemental instructional supplies, copies and equipment, technology equipment and supplies, and professional development for classroom teachers. Federal and state laws require the COE to monitor the implementation of categorical programs operated by local educational agencies (LEAs) or district. Districts are responsible for creating and maintaining programs that meet requirements.

Fiscal support (EPC)

In addition to categorical funds, our school receives funding through the Local Control Funding Formula (LCFF). The LCFF allows for sites to purchase additional items and provide additional supports for students with greater flexibility and allows us to address the priorities listed within our district Local Control Accountability Plan (LCAP). LCFF funds will be used to help achieve the goals of the LEA and district while maintaining transparency and accountability in relation to how funds will be spent to provide high-quality and equitable educational programs for all students.

Additionally, our site receives monies through the district general fund. These funds are utilized to provide basic needs for students (ex. curriculum) and to purchase other items that support our district goal of supporting students in mind, body, and spirit.

Educational Partner Involvement

How, when, and with whom did the 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

Both our SSC and our ELAC play a critical role in the creation and revisions of our SPSA. Throughout the year, we regularly revisit our SPSA at our SSC meetings by discussing the budget and goals, student achievement, available supports, etc. 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. The two committees then discussed next steps and needed changes as well as made recommendations to site administration for the new SPSA. Our next parent SSC meeting will be held on May 31, 2023.

The following recommendations were made:

Intervention for chronic absenteeism within our Students with Disabilities population
Parent education regarding district attendance policies

Resource Inequities

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

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.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.8%	0.38%	0.25%	6	3	2
African American	2.0%	2.02%	2.6%	16	16	21
Asian	31.2%	33.00%	33.79%	250	262	273
Filipino	4.0%	3.65%	3.59%	32	29	29
Hispanic/Latino	14.6%	15.62%	15.35%	117	124	124
Pacific Islander	0.3%	0.13%	0.37%	2	1	3
White	42.4%	40.05%	37.38%	340	318	302
Multiple/No Response	4.9%	5.04%	5.32%	39	40	43
Total Enrollment				802	794	808

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	108	121	95
Grade 1	99	108	114
Grade 2	116	101	117
Grade3	92	115	111
Grade 4	137	103	130
Grade 5	135	126	104
Grade 6	115	120	137
Total Enrollment	802	794	808

Conclusions based on this data:

1. Based on this data, it appears that our enrollment has slightly declined school wide.
2. Based on the data, our Asian and Hispanic/Latino student groups have increased slightly over time.
3. Our largest subgroup is our White subgroup.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	21	32	43	2.6%	4.0%	5.3%
Fluent English Proficient (FEP)	58	56	48	7.2%	7.1%	5.9%
Reclassified Fluent English Proficient (RFEP)	1			4.8%		

Conclusions based on this data:

1. This data shows that our percentage of reclassified students
2. Our English Learners population continues to increase due to the cultural change in our schools community.
3. Our FEP (Fluent English Proficient) students continues to decrease in number.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	101	119		0	119		0	119		0.0	100.0	
Grade 4	135	102		0	101		0	101		0.0	99.0	
Grade 5	130	125		0	125		0	125		0.0	100.0	
Grade 6	124	124		0	123		0	122		0.0	99.2	
All Grades	490	470		0	468		0	467		0.0	99.6	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2489.			48.74			28.57			13.45			9.24	
Grade 4		2552.			62.38			18.81			15.84			2.97	
Grade 5		2614.			68.00			23.20			6.40			2.40	
Grade 6		2615.			49.18			36.07			9.84			4.92	
All Grades	N/A	N/A	N/A		56.96			26.98			11.13			4.93	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		38.66			56.30			5.04	
Grade 4		50.50			44.55			4.95	
Grade 5		45.60			50.40			4.00	
Grade 6		46.72			47.54			5.74	
All Grades		45.18			49.89			4.93	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		37.82			52.10			10.08	
Grade 4		47.52			46.53			5.94	
Grade 5		62.40			31.20			6.40	
Grade 6		53.28			42.62			4.10	
All Grades		50.54			42.83			6.64	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		24.37			70.59			5.04	
Grade 4		23.76			70.30			5.94	
Grade 5		32.80			64.00			3.20	
Grade 6		26.23			70.49			3.28	
All Grades		26.98			68.74			4.28	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		36.13			59.66			4.20	
Grade 4		41.58			54.46			3.96	
Grade 5		53.60			44.80			1.60	
Grade 6		44.26			49.18			6.56	
All Grades		44.11			51.82			4.07	

Conclusions based on this data:

1. We saw the largest drop of in the below standard area in the writing domain.
2. The percentage of "standard not met" in the overall data remained pretty constant with not major increase or decrease.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	101	119		0	119		0	119		0.0	100.0	
Grade 4	135	102		0	101		0	101		0.0	99.0	
Grade 5	130	125		0	123		0	123		0.0	98.4	
Grade 6	124	124		0	124		0	124		0.0	100.0	
All Grades	490	470		0	467		0	467		0.0	99.4	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2504.			49.58			28.57			16.81			5.04	
Grade 4		2552.			54.46			28.71			12.87			3.96	
Grade 5		2606.			65.85			22.76			7.32			4.07	
Grade 6		2615.			58.87			15.32			17.74			8.06	
All Grades	N/A	N/A	N/A		57.39			23.55			13.70			5.35	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		66.39			28.57			5.04	
Grade 4		60.40			34.65			4.95	
Grade 5		77.24			19.51			3.25	
Grade 6		60.48			30.65			8.87	
All Grades		66.38			28.05			5.57	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		50.42			42.02			7.56	
Grade 4		50.50			44.55			4.95	
Grade 5		49.59			44.72			5.69	
Grade 6		40.32			50.81			8.87	
All Grades		47.54			45.61			6.85	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		51.26			43.70			5.04	
Grade 4		52.48			44.55			2.97	
Grade 5		43.90			50.41			5.69	
Grade 6		38.71			55.65			5.65	
All Grades		46.25			48.82			4.93	

Conclusions based on this data:

1. In our overall math scores, our exceeded standard % remained very similar.
2. However, we had a drop in our met group to nearly met
3. The largest decrease was in the area of concepts and procedures.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade K	*	1440.7	*	1434.9	*	1453.8	6	12
Grade 1	*	*	*	*	*	*	5	4
Grade 2	*	*	*	*	*	*	*	4
Grade 3	*	*	*	*	*	*	5	4
Grade 4	*	*	*	*	*	*	*	6
Grade 5	*	*	*	*	*	*	4	5
Grade 6	*	*	*	*	*	*	4	4
All Grades							29	39

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	41.67	*	8.33	*	33.33	*	16.67	*	12
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	27.59	23.08	41.38	43.59	27.59	23.08	3.45	10.26	29	39

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	33.33	*	25.00	*	25.00	*	16.67	*	12
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	41.38	25.64	41.38	46.15	13.79	17.95	3.45	10.26	29	39

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	25.00	*	16.67	*	41.67	*	16.67	*	12
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	17.24	25.64	37.93	30.77	34.48	33.33	10.34	10.26	29	39

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	
K	*	41.67	*	41.67	*	16.67	*		12
1	*	*	*	*	*	*	*		*
2	*	*	*	*	*	*	*		*
3	*	*	*	*	*	*	*		*
4	*	*	*	*	*	*	*		*
5	*	*	*	*	*	*	*		*
6	*	*	*	*	*	*	*		*
All Grades	31.03	28.21	55.17	56.41	13.79	15.38	29		39

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	33.33	*	41.67	*	25.00	*	12
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	51.72	38.46	44.83	51.28	3.45	10.26	29	39

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	25.00	*	41.67	*	33.33	*	12
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	17.24	30.77	68.97	48.72	13.79	20.51	29	39

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	58.33	*	33.33	*	8.33	*	12
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	17.24	35.90	75.86	56.41	6.90	7.69	29	39

Conclusions based on this data:

1. Based on this current data, the number of EL students being tested has increased, but our mean scale score has remained mostly steady.
2. We had a slight decrease in the number of students scoring a 4 on ELPAC
3. Majority of our students who scored beginning were in the reading domain

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
794	13.1	4.0	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in James S. Fugman Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	32	4.0
Foster Youth		
Socioeconomically Disadvantaged	104	13.1
Students with Disabilities	39	4.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	2.0
American Indian	3	0.4
Asian	262	33.0
Filipino	29	3.7
Hispanic	124	15.6
Two or More Races	40	5.0
Pacific Islander	1	0.1
White	318	40.1

Conclusions based on this data:

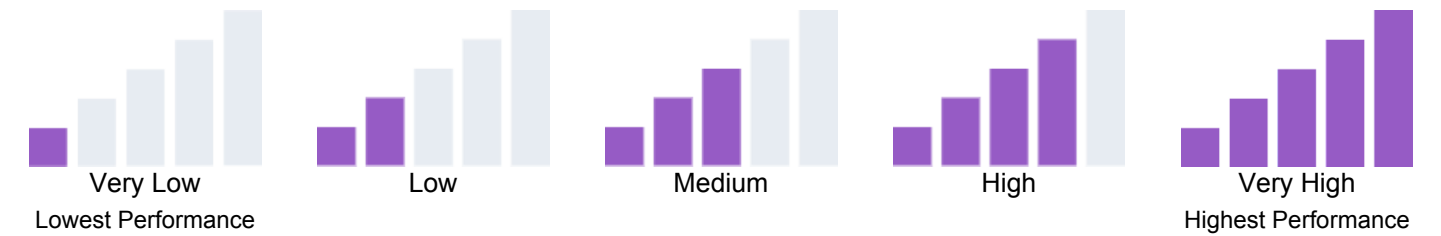
1. As our culture changes at Fugman, we have noticed an increase in our socioeconomically disadvantaged students.
2. We have a diverse student group at Fugman, many of which make up a large portion of our EL population.
3. Our largest subgroups are White and Asian

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Very High</div>	<div>Chronic Absenteeism</div> <div>High</div>	<div>Suspension Rate</div> <div>Medium</div>
<div>Mathematics</div> <div>Very High</div>		
<div>English Learner Progress</div> <div>No Performance Level</div>		

Conclusions based on this data:

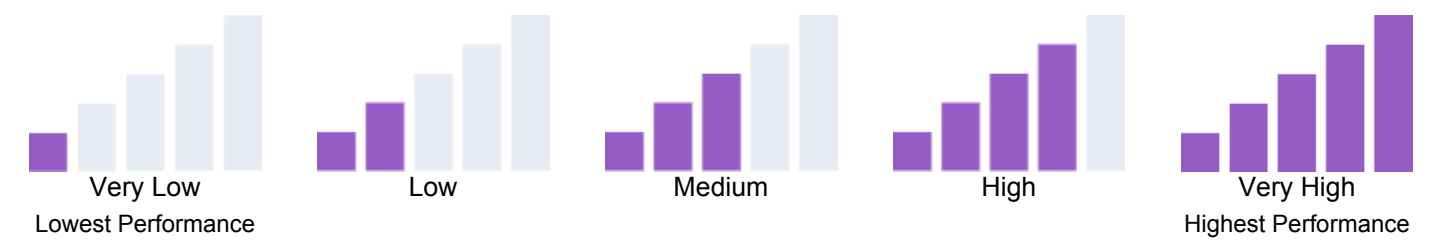
- This indicators show that Fugman remains strong in both Math and ELA performance.
- An area of concern for us would be chronic absenteeism as it received a high indicator
- Suspension rates received a medium indicator and should be looked at

School and Student Performance Data

Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



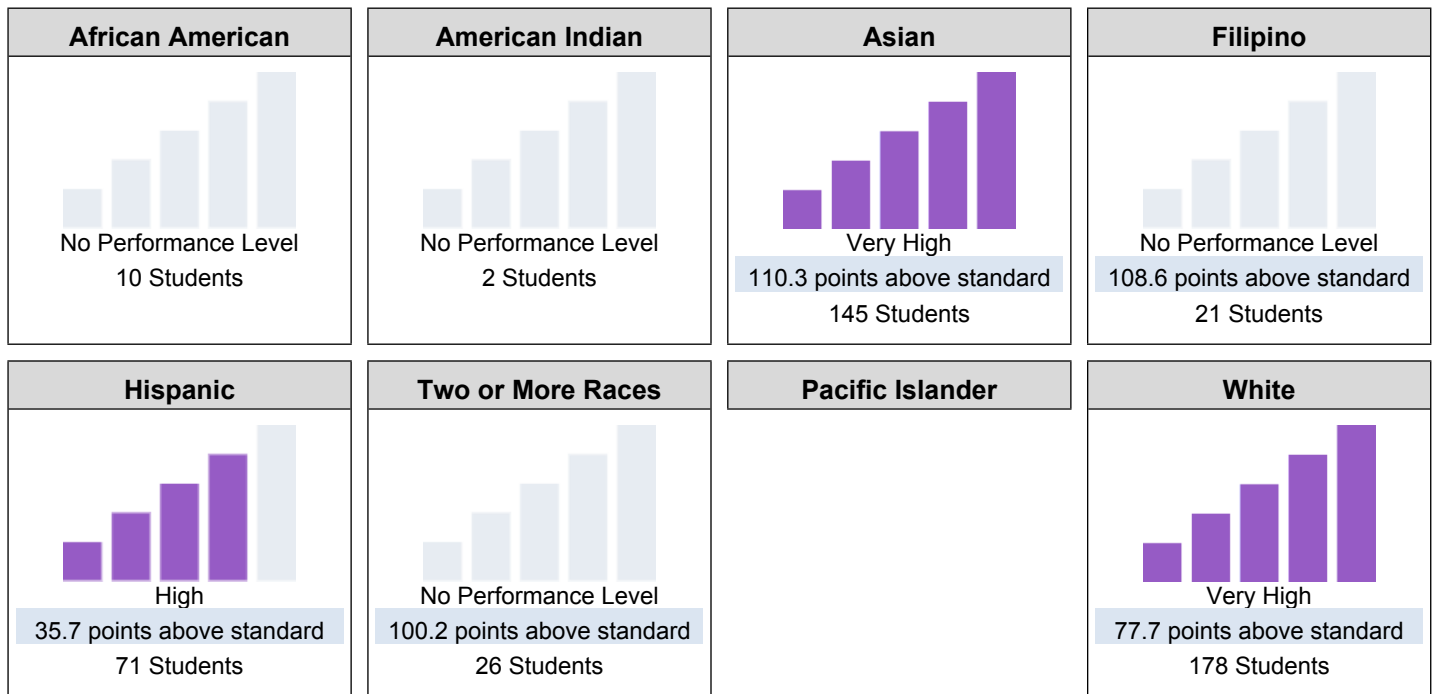
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	2	2

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Very High</p> <p>83.3 points above standard</p> <p>453 Students</p>	<p>No Performance Level</p> <p>36.1 points above standard</p> <p>28 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>1 Student</p>	<p>High</p> <p>28.7 points above standard</p> <p>57 Students</p>	<p>No Performance Level</p> <p>46.3 points below standard</p> <p>29 Students</p>

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
54.6 points below standard 15 Students	111.0 points above standard 14 Students	84.0 points above standard 394 Students

Conclusions based on this data:

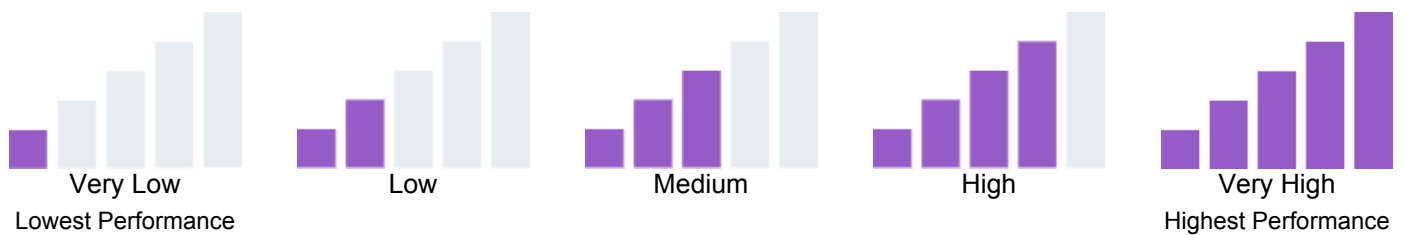
1. Our Asian and White subgroups performed very well and both have very high indicators
2. Based on this data, our students with disabilities are performing 46.3 points below standard.
3. Our SED and Hispanic subgroups received high indicators

School and Student Performance Data

Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



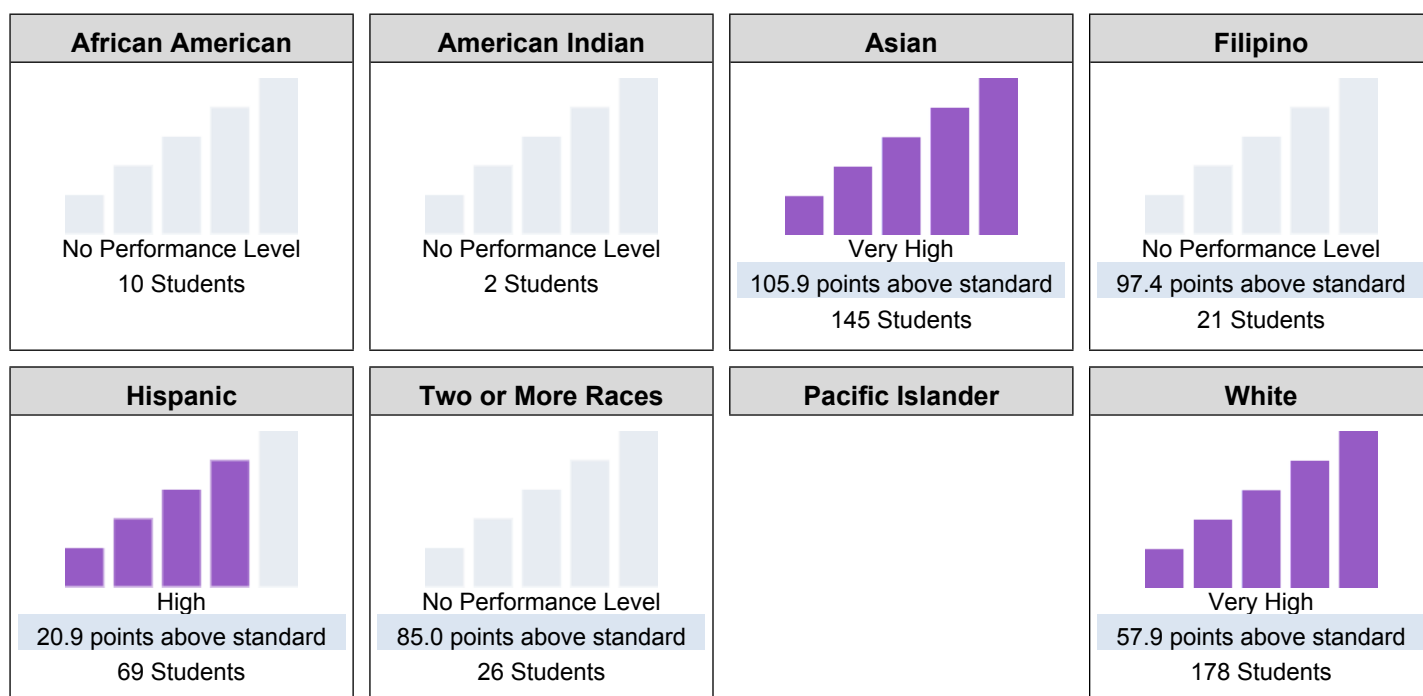
This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	2	2

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Very High</p> <p>69.9 points above standard</p> <p>451 Students</p>	<p>No Performance Level</p> <p>39.5 points above standard</p> <p>28 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>1 Student</p>	<p>High</p> <p>11.9 points above standard</p> <p>56 Students</p>	<p>No Performance Level</p> <p>40.0 points below standard</p> <p>29 Students</p>

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
26.4 points below standard 14 Students	105.4 points above standard 14 Students	70.3 points above standard 392 Students

Conclusions based on this data:

1. Like ELA, our Asian and White subgroups performed very well
2. Our reclassified students outperformed our English Only students in math
3. Based on this data, Fugman's Students with Disabilities 40.0 points below standard

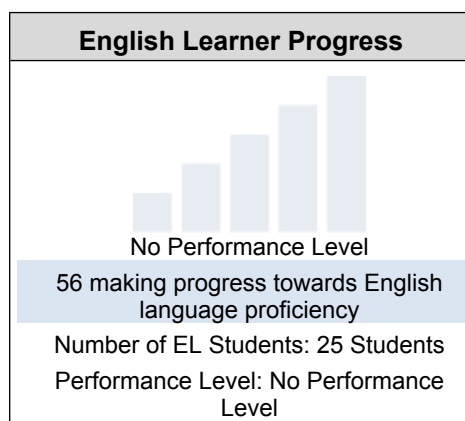
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.0%	28.0%	8.0%	48.0%

Conclusions based on this data:

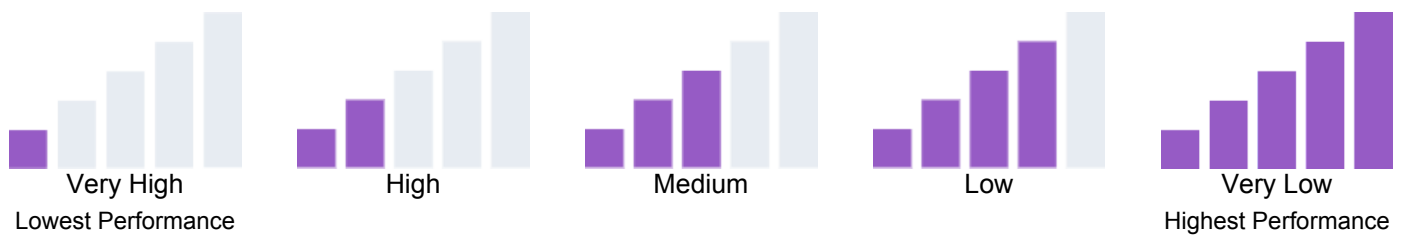
1. Due to having less than 30 EL students, we did not receive a status indicator for this area
2. Based on this data, a fair percentage of our EL students are making progress towards English language proficiency
3. Majority of our EL students maintained their ELPI level or progressed

School and Student Performance Data

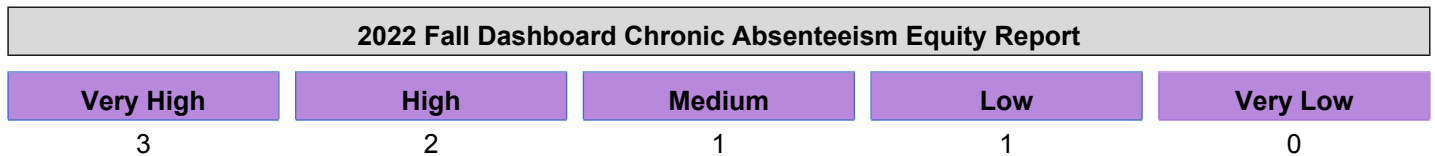
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

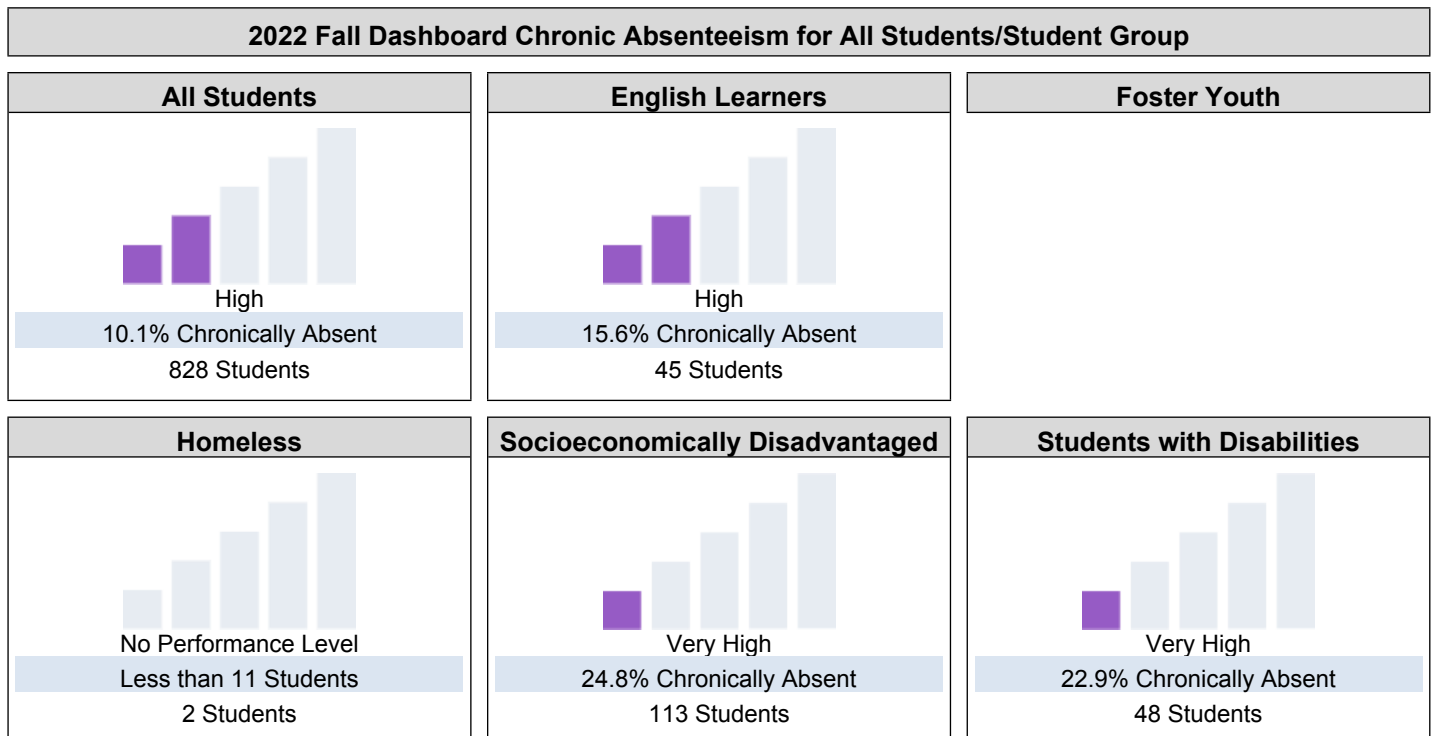
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



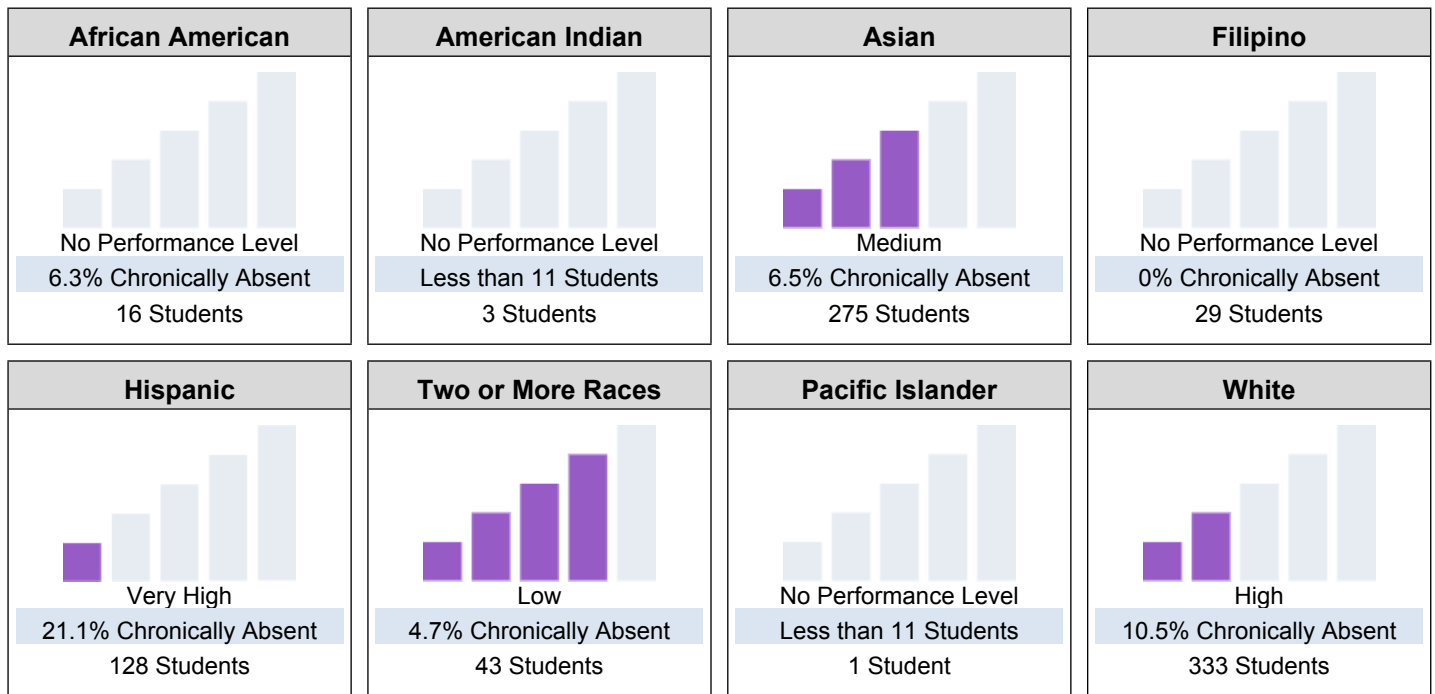
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

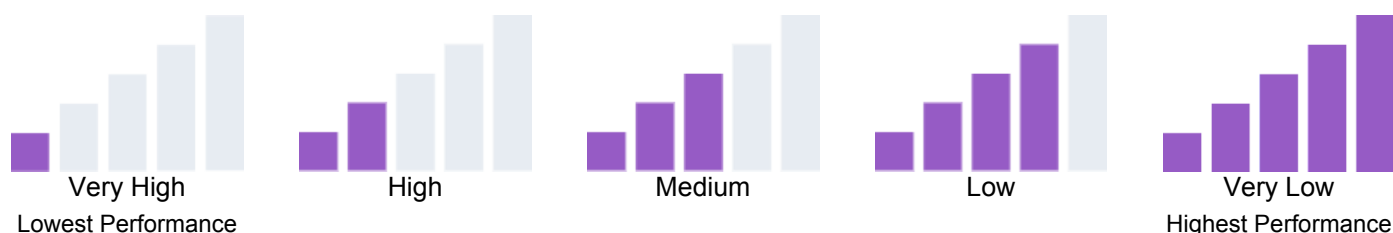
1. Fugman's overall absenteeism rate received a high indicator with about 10% considered chronically absent.
2. Based on the data, Fugman's SED, SWD, and Hispanic subgroups had the highest absentee rates
3. The lowest rates were in our Filipino group with 0 chronically absent students

School and Student Performance Data

Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



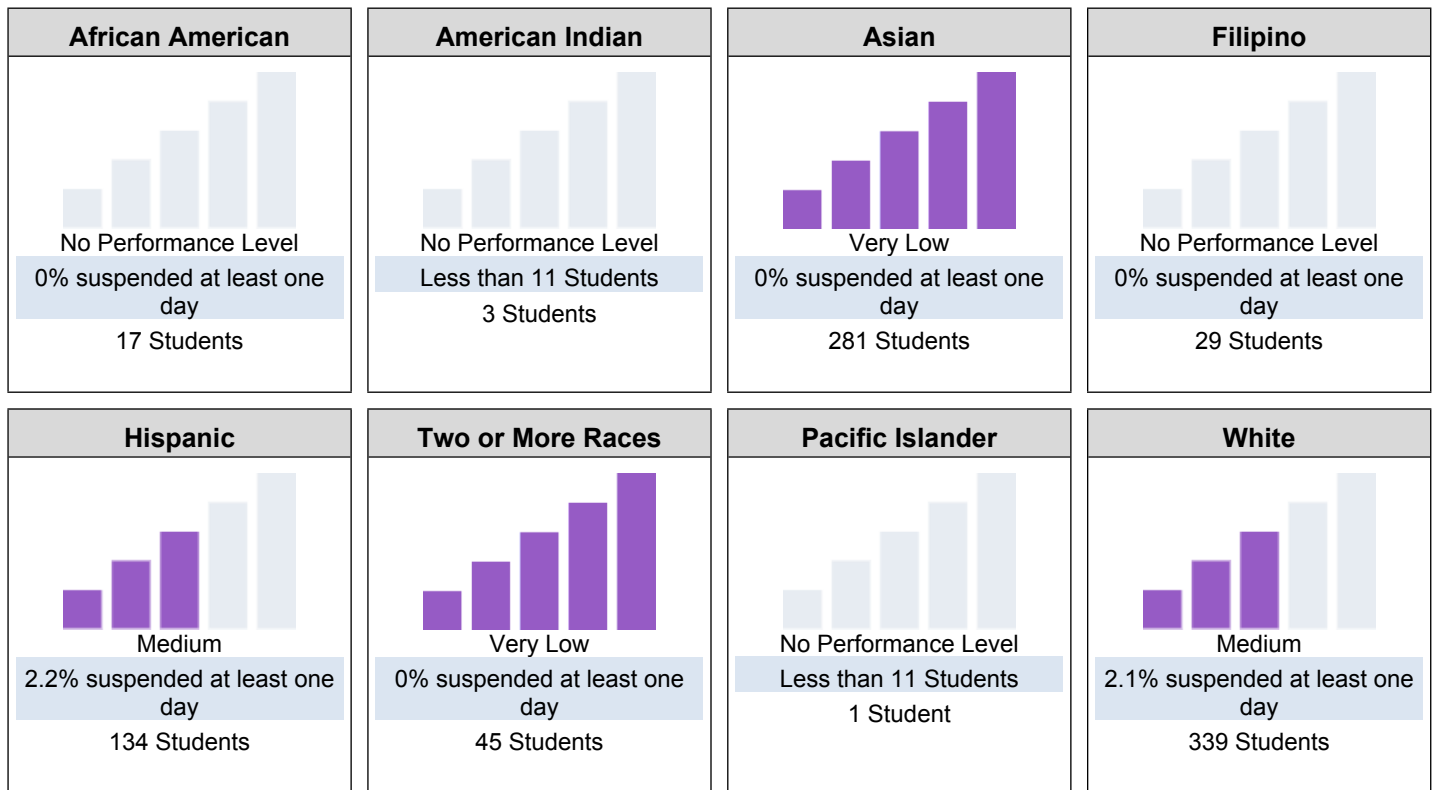
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	0	4	0	3

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students <p>Medium</p> <p>1.2% suspended at least one day</p> <p>849 Students</p>	English Learners <p>Medium</p> <p>2.1% suspended at least one day</p> <p>47 Students</p>	Foster Youth <p>No Performance Level</p> <p>Less than 11 Students</p> <p>2 Students</p>
Homeless <p>No Performance Level</p> <p>Less than 11 Students</p> <p>2 Students</p>	Socioeconomically Disadvantaged <p>Medium</p> <p>1.7% suspended at least one day</p> <p>118 Students</p>	Students with Disabilities <p>Very Low</p> <p>0% suspended at least one day</p> <p>49 Students</p>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Our suspension rates overall received a medium indicator
2. Our Asian, SWD, and Two or more races subgroup received very low indicators as they had 0 suspensions
3. Our Hispanic subgroup had the highest 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 Subject

ELA

LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students

The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

Goal 1

Fugman will increase English Language Arts performance by 1% as measured by the final iReady diagnostic (CUSD local assessment that was used in lieu of the state Smarter Balanced Testing). All students performing below grade level will receive targeted instruction to help raise their proficiency to grade level standards.

Identified Need

In order to meet the needs of all students and subgroups, we will need to provide our teachers with time to disaggregate data and analyze subgroups. We need to utilize funds to provide subs for them to do this. We also need to utilize funds for intervention stipends, to hire additional intervention teachers, and to provide supplementary curriculum and technology as needed to meet the needs of our students.

Means of Evaluating Progress Toward Goal

Ongoing progress toward goal objectives will be measured by:

1. District iReady Diagnostic Assessments grades 1-6 (Fall, Winter, Spring)
2. Benchmark assessments for EL students
3. District Performance Tasks
4. Common Grade Level Assessments
5. District iCAL (ELA assessment)
6. Annual ELPAC scores for EL students
7. Accelerated Reader assessments
8. State ELA scores (SBAC)
9. CLASSI I,II,III
10. Reclassification Rates

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten CUSD ELA Assessments	no baseline due to distance learning in 2020-2021	90%
1st Grade iReady Reading Diagnostic Assessment	91% Met or Exceeded Standard	92%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2nd Grade iReady Reading Diagnostic Assessment	90% Met or Exceeded Standard	91%
3rd Grade iReady Reading Diagnostic Assessment	92% Met or Exceeded Standard	93%
4th Grade iReady Reading Diagnostic Assessment	82% Met or Exceeded Standard	83%
5th Grade iReady Reading Diagnostic Assessment	75% Met or Exceeded Standard	76%
6th Grade iReady Reading Diagnostic Assessment	75% Met or Exceeded Standard	76%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All K-6 Students will be served by the strategies listed with an emphasis on those students who are identified as below grade level.

Strategy/Activity

Strategy: Staff Development

Actions:

*We will provide teachers time to attend professional development, workshops or conferences, school-site meetings, and observe other classrooms

*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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2272.00	LCAP Supplemental
7593.73	LCAP Intervention

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy: Intervention

Actions:

*Push-In and Pull-Out Intervention teachers provide instructional services to students below grade level, immigrant students, and socio-economically disadvantaged students.

*Teachers are given substitutes to allow for collaborative planning time and review student achievement

*Classroom teachers identify students and analyze data for differentiated instruction and intervention purposes through the TGLE and PLC process.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,000

2,000

4859.22

Source(s)

LCAP Supplemental

LCAP Intervention

Title III English Learner

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy: Supplemental Materials

Activities

*Technology Equipment-software, licenses, computers, iPads, projectors, document cameras, printers, switches, cables, and monitors.

*Purchase additional supplemental instructional materials to support classroom instruction and intervention instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000

Source(s)

LCAP Supplemental

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

To gain growth in the above areas, Fugman will continue to implement the following:

Actions:

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.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

COVID-19 disrupted our goal due to distance learning and the inability to attain assessment data needed to compare outcomes. Our strategies were implemented and we made progress toward this goal, but we are unable to measure this progress using data since SBAC and districts assessments did not take place in the Spring.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Continue to modify intervention days/times based off grade level needs and supports
Continue to monitor student achievement and progress via our site intervention team. Utilize SST (student study team) system for those students who require additional support and accommodations

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Math

LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students

The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

Goal 2

Fugman will increase Math performance by 1% as measured by the final iReady diagnostic (CUSD local assessment that was used in lieu of the state Smarter Balanced Testing). All students performing below grade level will receive targeted instruction to help raise their proficiency to grade level standards.

Identified Need

In order to meet the needs of all students and subgroups, we will need to provide our teachers with time to disaggregate data and analyze subgroups. We need to utilize funds to provide subs for them to do this. We also need to utilize funds for intervention stipends, to hire additional intervention teachers, and to provide supplementary curriculum and technology as needed to meet the needs of our students.

Means of Evaluating Progress Toward Goal

Ongoing progress toward goal objectives will be measured by:

1. District iReady Diagnostic Assessments grades 1-6 (Fall, Winter, Spring)
2. District Performance Tasks
3. Common Grade Level Assessments
4. State Math scores (SBAC)
5. CLASSI I,II,III

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten CUSD Math Assessments	no baseline due to distance learning in 2020-2021	90%
1st Grade iReady Math Diagnostic Assessment	86% met or exceeded standard	87%
2nd Grade iReady Math Diagnostic Assessment	75% met or exceeded standard	76%
3rd Grade iReady Math Diagnostic Assessment	78% met or exceeded standard	79%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
4th Grade iReady Math Diagnostic Assessment	88% met or exceeded standard	89%
5th Grade iReady Math Diagnostic Assessment	81% met or exceeded standard	82%
6th Grade iReady Math Diagnostic Assessment	78% met or exceeded standard	79%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All K-6 Students with an emphasis on students who are below grade level.

Strategy/Activity

Fugman strives to have all students achieve mastery of standards at their specific grade level. We will monitor all groups, specifically subgroups, to ensure all students make adequate growth. Specific Math strategies will include collaborative curriculum in the classroom, small group differentiated instruction, lunch time or after school intervention, push in or pull out intervention during the school day, and the utilization of supplementary materials and technology integration.

Actions:

1. Staff Development-Teachers are given substitutes to allow for collaborative planning time and review student achievement. The 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.

Measures:

- Student attendance in intervention programs

- Intervention programs and pre and post-assessments
- iReady Diagnostics (fall, winter, spring)
- Unit assessments and district assessments,
- Student achievement and progress
- CLASSI I, II, & III
- Math SBAC Assessment

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000

Source(s)

LCAP Supplemental

2,000

LCAP Intervention

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy: Supplemental Materials

Activities

*Technology Equipment-software, licenses, computers, iPads, projectors, document cameras, printers, switches, cables, and monitors.

*Purchase additional supplemental instructional materials to support classroom instruction and intervention instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

LCAP Supplemental

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In order to meet the needs of all students and subgroups, we will need to provide our teachers with time to disaggregate data and analyze subgroups. We need to utilize funds to provide subs for them to do this. We also need to utilize funds for intervention stipends, to hire additional intervention teachers, and to provide supplementary curriculum and technology as needed to meet the needs of our students.

Means of Evaluating Progress Toward Goal

Ongoing progress toward goal objectives will be measured by:

1. District iReady Diagnostic Assessments grades 1-6 (Fall, Winter, Spring)
2. District Performance Tasks
3. Common Grade Level Assessments
4. State Math scores (SBAC)
5. CLASS I,II,III

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

COVID-19 disrupted our goal due to distance learning and the inability to attain assessment data needed to compare outcomes. Our strategies were implemented and we made progress toward this goal, but we are unable to measure this progress using data since SBAC and districts assessments did not take place in the Spring.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Continue to modify intervention days/times based off grade level needs and supports
Continue to monitor student achievement and progress via our site intervention team. Utilize SST (student study team) system for those students who require additional support and accommodations.
Continue to assign i-Ready personalized instruction for students based on their individual skill level and needs.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

Aim I: Maximize Achievement for All Students

Goal 3

Decrease the number of students who are chronically absent across our campus, including in our Students with Disabilities subgroup.

Identified Need

Due to COVID 19 and the mandated quarantines that were put into place by the state, a large number of students fell into the chronic absentee rates across the district and state. At our site, our Students with Disabilities subgroup had a high percentage of student who were considered chronically absent.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Data Dashboard Chronic Absentee Rates	In 21-22, 24.8% of our students were considered chronically absent	We expect there to be a decline of the overall number of students who are chronically absent by 5%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students including our Students with Disabilities

Strategy/Activity

Professional Development

Activity 1: Site Administrators will be provided with PD around foundational research-based practices to prevent absenteeism for all students.

Activity 2: Appropriate staff will be trained on pulling and analyzing absenteeism data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students including our Students with Disabilities

Strategy/Activity

Communication

Activity 1: Increase communication and awareness to families around absences and the importance of being at school

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This is a new goal being implemented in the 23-24 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$4,859.22
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$30,724.95

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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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 (\$)
District Funded	\$0.00
LCAP Intervention	\$11,593.73
LCAP Supplemental	\$14,272.00
Title III English Learner	\$4,859.22

Subtotal of state or local funds included for this school: \$30,724.95

Total of federal, state, and/or local funds for this school: \$30,724.95

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP Supplemental	\$14,272.00	0.00
LCAP Intervention	\$11,593.73	0.00
Title III English Learner	\$4,859.22	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCAP Intervention	11,593.73
LCAP Supplemental	14,272.00
Title III English Learner	4,859.22

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	LCAP Intervention	11,593.73
	LCAP Supplemental	14,272.00
	Title III English Learner	4,859.22

Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1	21,724.95
Goal 2	9,000.00
Goal 3	0.00

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:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Jeremy Pierro	Principal
Jamie Smith	Other School Staff
Krista Kardahsian	Parent or Community Member
Katie Tomcak	Classroom Teacher
Kristy Enos	Classroom Teacher
Kent Younglund	Classroom Teacher
Eric Charlick	Parent or Community Member
Randi Margarian	Parent or Community Member
Goli Malakan	Parent or Community Member
Heather Ferreira	Parent or Community Member

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:

Signature

Committee or Advisory Group Name



Other: Jamie Smith-Vice Chairperson

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 05/31/23.

Attested:



Principal, Jeremy Pierro on 5/31/23

SSC Chairperson, Heather Ferreira on 5/31/23