



School Site Council

| School Site Council List | | | | | |
|--|-----------|-------------------|-------------|-------------------------|-------------------|
| Member Name | Principal | Classroom Teacher | Other Staff | Parent/Community Member | Secondary Student |
| 1. Principal - Cari Lopez | X | | | | |
| 2. Chairperson – Mike Griffey | | | | X | |
| 3. Vice Chairperson- Cynthia Harralson | | X | | | |
| 4. Secretary-Audra Garcia | | | | X | |
| 5. PAC Representative-Chitika Hemphill | | | | X | |
| 6. Melissa Cain | | X | | | |
| 7. Ashley Moreno | | X | | | |
| 8. Monique Mitchell | | | X | | |
| 9. Stephanie Lanin | | | | X | |
| 10. Ashley Williams | | | | X | |
| 11. | | | | | |
| 12. | | | | | |
| 13. | | | | | |
| 14. | | | | | |
| 15. | | | | | |

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| Check the appropriate box below: |
| <input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee. |
| <input type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____. |

Required Signatures

| School Name: Figarden Elementary | | | |
|---|------------------|---|----------|
| Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement. | | | |
| Title | Print Name Below | Signature Below | Date |
| Principal | Cari Lopez |  | 4/2/2024 |
| SSC Chairperson | Mike Griffey |  | 4/2/2024 |

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

Figarden - 0160

ON-SITE ALLOCATION

| | | |
|------|-----------------------------------|------------|
| 3010 | Title I | \$61,290 * |
| 7090 | LCFF Supplemental & Concentration | \$194,416 |
| 7091 | LCFF for English Learners | \$26,352 |

TOTAL 2024/25 ON-SITE ALLOCATION

\$282,058

| | | |
|---|--|----------|
| * These are the total funds provided through the Consolidated Application | | |
| * Title I requires a specific investment for Parent Involvement | | |
| | Title I Parent Involvement - Minimum Required | \$1,816 |
| | Remaining Title I funds are at the discretion of the School Site Council | \$59,474 |
| | Total Title I Allocation | \$61,290 |

Figarden Elementary 2024-2025 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 1 Metrics | Required | Current Target | Actual | As Of | Target |
|---|----------|----------------|------------|-----------|------------|
| SBAC ELA - Average distance from standard | ✓ | -27 pts | -48.8 pts | 2023-2024 | -33.8 pts |
| SBAC ELA - Average distance from standard (African American) | ✓ | | -109.9 pts | 2023-2024 | -93.9 pts |
| SBAC ELA - Average distance from standard (Students w/ Disabilities) | ✓ | | -141.9 pts | 2023-2024 | -126.9 pts |
| SBAC ELA - percentage of students met/exceeded standard | ✓ | 43.33 % | 34.9 % | 2023-2024 | 44.9 % |
| SBAC Math - Average distance from standard | ✓ | -45 pts | -59.7 pts | 2023-2024 | -44.7 pts |
| SBAC Math - Average distance from standard (African American) | ✓ | | -96.2 % | 2023-2024 | -81.2 % |
| SBAC Math - Average distance from standard (Students w/ Disabilities) | ✓ | | -162.9 pts | 2023-2024 | -147.9 pts |
| SBAC Math - percentage of students met/exceeded standard | ✓ | 35.43 % | 29.1 % | 2023-2024 | 39.1 % |

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

ELA Proficiency

iReady scores for on grade level students increased from D1 to D2 in ELA. ELA increased from 23% to 36%.

- PLCs have been consistent with planning their essential learning calendars.
- PLCs have engaged in CCI by examining the rigor of the CFAs as compared to the summative assessments being administered. This CCI process has been completed at the end of each quarter.
- Planning of Q4 CFAs and Summative assessments will be completed with the same alignment process as the CCI reflection.
- 3rd-6th grade are administering FIABs as CFAs to ensure alignment to SBAC.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Students with Disability(SWD) -On the CA Dashboard 2023, Students with Disabilities performed in the Very Low category in the areas of ELA & Math, identifying this student group as needing Additional Targeted Support and Improvement (ATSI)

ELA Proficiency

- ELA SBAC 2023 3.6% of SWD(students) met/exceeded standards, as compared to 34.9% of students overall. The average distance from standard was -141.9 points for SWD, as compared to -49.77 points for all students.
- iReady ELAD1 for all students were 3% higher than in the previous year; while ELAD2 for all

- CT focused on Reading Foundational Skills Standards based on agreed upon diagnostic assessment.
- Use of small group instruction, blended learning time, and implementation of Accountable Talk structures.
- PLI team identified focus of year for school which included a School Vision Board, the focus on student goal setting, increasing student choice in the classroom, and increasing student voice through Accountable Talk and use of Academic Discourse.
- Continued focus of staff and students being able to answer Fisher's three questions (What am I learning? Why am I learning it? How will I show that I have learned it?)
- Psychologist, All For Youth Clinician, and Social Worker providing Tier 3 services as identified by IEPs, SSTs, and the TST Team.

Math Proficiency

- iReady scores for on grade level students increased from D1 to D2 in Math. Math increased from 11% to 24%.
- Scores for iReady Math D1 for all students were exactly the same as the previous year; however D2 scores for all students are 3% lower than in the previous year.
- PLCs have been consistent with planning their essential learning calendars.
- PLCs have engaged in CCI by examining the rigor of the CFAs as compared to the summative assessments being administered. This CCI process has been completed at the end of each quarter.
- Planning of Q4 CFAs and Summative assessments will be completed with the same alignment process as the CCI reflection.
- 3rd-6th grade are administering FIABs as CFAs to ensure alignment to SBAC.
- Use of personalized math trainer, online assignments, and Reflex Math to support instruction and student learning.
- MLD coaching and support for 3rd through 6th grade PLCs to improve Tier 1 instruction and student outcomes.

students were 4% higher than the previous year.

- iReady ELAD2 for SWD was 10.6% (11/104) meeting/exceeding standards in ELA as compared to 35.5% of all students
- iReady ELAD2 for SWD was 51.9% (54/104) of students met their typical growth goal as compared to 57 % of all students
- iReady ELAD2 for SWD was 32.7% (34/104) of SWD met their stretch growth goal as compared to 42.6% of all students.
- ELA SBAC of 2023 8.6% of AA students met/exceeded standards, as compared to 34.9% of students overall. The average distance from standard was -107.86 for AA students, as compared to -49.77 points for all students.
- iReady ELAD2 for AA students 30.44% (14/46) of AA students meeting/exceeding standards in ELA as compared to 35.5% of all students.
- iReady ELAD2 for AA students was 28.6% (2/7) of AA students met their stretch growth goal as compared to 42.6% of all students.
- Continued need to increase instructional practices involving cultural relevant modalities and strategies are needed to increase student engagement and motivation.
- Implementation of small group reading instruction is inconsistent across K-2 classrooms.
- K-2 teachers need professional learning in best practices in teaching reading foundational skills through guided reading and ensuring skills are practiced both in and out of context of texts.

Math Proficiency

- Math SBAC 2023 3.6% of SWD (2/55 students) met/exceeded standards, as compared to 29.1 % of students overall.
- The average distance from standard was -163.0 points for SWD, as compared to -60.25 points for all students.
- iReady Math D2 for SWD was 7.7% (8/104) of students meeting/exceeding standards as compared to 24.0 % of all students.
- iReady Math D2 for SWD was 51.0 % (53/104) of students meeting their typical growth goal as compared to 54.7 % of all students.
- iReady Math D2 for SWD was 36.5% (38/104) of students meeting their stretch goal as compared to 40.0% of all students.
- Math SBAC 2023 24.74% of AA students (5/34) met/exceeded standards as compared to 29.1% of students overall.
- The average distance from standard was -92.21 points for AA students, as compared to -60.2 points for all students.
- iReady Math D2 for AA students was 14.3% (1/7) of students meeting/exceeding standards as compared to 29.1% of all students.
- iReady Math D2 for AA students was 42.9% (3/7) of students meeting their stretch goal as compared to 40.0% of all students.
- Continued need to increase instructional practices involving culturally relevant modalities and strategies are needed to increase student engagement and motivation.
- Continued professional learning on building conceptual understanding of concepts at each grade level.
- Guided lesson design study by instructional coach is needed to ensure an aligned instructional system. (standard, instruction, assessment)

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Two Interact Fellows were intended to support grade levels K-6 with small group targeted reading instruction (tier 2 intervention). However, the Interact Fellows attendance was inconsistent and the positions were not always staffed.
- Three Certificated Tutors were planned and allocated for. One position was filled and supported Reading Foundational Skills Instruction. The other two CT positions, one to support designated ELD instruction, and one to support literacy for 4th through 6th grade, have been vacant all year.
- Teachers continue to struggle with consistent implementation of daily small group designated ELD instruction, designed to specifically target EL students' academic and language needs, and still do not fully utilize available EL data to develop goals and create action plans with students to monitor their progress.
- Teachers are in need of additional professional development to provide designated instruction utilizing the ELD standards and how to use the standards and data to inform their instruction.
- ELD materials for English Learners designated instruction were on back order for most of the year.
- Elective wheel was not implemented until Fourth quarter due to lack of staff buy-in and staff support for planning.
- Mystery Science license was purchased site wide, but not fully utilized by staff due to newly adopted district Science materials. As of this date, 142 lessons have been taught using the license.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Tier 2; Action 1: MTSS for ELA will be a deployment model across grade level spans with the expectation that SDC MM students will also be part of the deployment for intervention based on assessments. (e.g., Grades 1-2, Grades 3-4, and Grades 5-6)
- Tier 2; Action 1: MTSS student groupings and supports for students will be based on data from assessments.
- Tier 1; Action 1: K-2 will focus on Literacy and guided reading instruction during Tier 1 instructional time. K-1 will utilize Orton Gillingham for Tier 2 instruction during MTSS.
- Tier 1; Action 2: 4-6 will continue to focus on improving math instruction, increasing fluency, and improving student achievement on iReady and SBAC.
- Tier 1: Actions 1 & 2: Instructional coach will offer and provide PLC support and individual teacher support and feedback on best teaching practices and high leverage strategies in both ELA and Math.
- Tier 1: Actions 1 & 2: Instructional coach will collaborate with admin and lead teachers to plan specific targeted PL by PLC or by grade spans.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

| | | |
|--|--|---|
| <p>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</p> <ul style="list-style-type: none"> • 67% want certificated tutor for literacy and 51% want a certificated tutor for ELD instruction. • 42% support having additional staff via Teaching Fellows • 61% support keeping the 2 Resource Counseling Assistants • 43% support keeping the Instructional Assistant • 72% support additional supply monies for teachers • 76% want Personalized Learning Initiative to continue • 84% want to keep Math Lesson Design structures | <p>2 ELAC:</p> <ul style="list-style-type: none"> • Support to help students with homework. • Support to help students learn English to get reclassified. • Opportunities for students to participate in enrichment activities. • Bilingual instruction • Teach students to develop good study habits. • Additional opportunities to practice what they learn (e.g., after school tutoring) | <p>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</p> <ul style="list-style-type: none"> • Certificated Tutor to support Designated ELD instruction • TSA • 47.6% of staff want to keep 2 Teaching Fellows to support MTSS in literacy • 45.4% of staff and 6/7 PLCs want to keep 2 Resource Counseling Assistants for SEL support • Keep additional funds for classroom materials and supplies • 50% of PLCs want to keep Personalized Learning Initiative |
|--|--|---|

- 71% want to keep Character Counts and monthly focus on traits
- 82% want to keep Quarterly Awards and add additional recognition.
- 71% want to keep the Book of the month and related cultural activities
- 90% want to keep Elective Wheel and begin in Q2
- More extra curricular activities
- Team sports awards
- Saturday School
- Fundraisers
- Professional Development for more ways to teach.

- Increase social emotional supports
- Increase mentoring programs
- Additional extra curricular activities (e.g., clubs, field trips, college visits)

- Discontinue MLD, but have access to digital resources
- Continue with Elective Wheel, but start in Q2
- Continue Mystery Science
- Expand character counts and other civics programs
- Continue with Scholastic Magazine or look into TIME for Kids
- 100% of staff want to fund planning days or supplemental contracts for planning. 6/7 PLCs want to keep a planning day per quarter, 1/7 want to decrease to 2 planning days
- 90.0% of staff and 7/7 PLCs want to keep SST/IEP/504 Days
- More funding to PBIS, student incentives, and school assemblies
- 4/7 PLCs want to keep Instructional Assistant

Action 1

Title: Reading and Writing on Grade Level

Action Details:

Teachers will continue learning instructional strategies and teaching practices through Personalized Learning Initiative PL, K-2 Literacy Strategies, and other site specific PL to support good first teaching and differentiated instruction.

Focus on PLC work: specifically looking to create Tier 1 and 2 supports for students based on specific learning targets, intervention by student by target.

Provide Tier 3 supports for students focused on prerequisite skills

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Universal screener for literacy skills and reading level

Owner(s):

- Teachers
- Students
- PLC Teams
- ILT Team
- Admin
- Certificated tutor

Timeline:

every 6-8 weeks

Details: Explain the data which will specifically monitor progress toward each indicator target

PLC created Common Formative Assessments (CFA) and Common Summative Assessments (CSA)

- Including average percent growth of students with disabilities
- Review data for African American subgroup.

Owner(s):

- Teachers
- Students
- PLC Teams
- ILT Team
- Admin
- Instructional Coach

Timeline:

- CFAs to be conducted a minimum of 2 times per unit
- Daily checks for understanding
- Wonders Assessment
- FIABs/IABs for 3rd-6th Grade

Details: Explain the data which will specifically monitor progress toward each indicator target

iReadyReading Assessments

- Including measuring average percent growth of students with disabilities
- Review data for African American subgroup.

Owner(s):

- Teachers
- Students
- PLC Teams
- ILT Team
- Admin
- Certificated Tutor
- Instructional Coach

Timeline:

- Based on district schedule

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1:

- Professional Learning Communities (PLC) will collaboratively develop daily instructional schedules to ensure maximized and equitable minutes spent on Literacy/ELD instruction.
- All students will receive high-quality effective Literacy instruction, as defined by the Fresno Unified Instructional Practice Guide (IPG), that is aligned to their grade level Common Core State Standards.
- Each student will be provided weekly opportunities to engage in their iReady individualized learning pathway to support their literacy needs/deficiencies and growth, based on diagnostic results.
- Each teacher will monitor student usage, lesson completion, and progress towards stretch goals.
- Blended Learning strategies and structures will be implemented to meet student needs by using direct teaching with the use of technology through whole school personalized learning initiative. This will provide opportunities for students to use technology for learning, practicing, collaborating, and creating in ELA. Embedded in these structures will be differentiation for remediation and acceleration.
- PLs designed to support effective instruction for ELs (ELD framework, ELD standards, designated and integrated ELD, scaffolding strategies, Universal supports, etc.)
- Teachers will use the GVC Wonders as the vehicle for delivering good first teaching of grade level standards. This includes the GVC that specifically supports ELs with strategies and resources.
- Kinder-6th grade students will receive differentiated literacy instruction for 30-40 minutes during MTSS, which includes services from certificated tutor.
- Tier 1 and 2 support time scheduled into each grade levels weekly and/or daily schedule
- PLC developed instructional calendars to support weekly Tier 1 instruction and identify Tier 2 students who need additional support based on Tier 1 CFAs.
- (1) Para Professional Instructional Assistant to provide support with instructional materials. (.375)
- Technology: tablets, monitors, laptops, projectors, projector bulbs, headphones, chargers, external hard drives, etc.
- Supplemental materials include but are not limited to: paper, ink, dry-erase markers, composition books, laminate, poster paper, chart paper,, white boards, manipulatives, Literacy materials
- Professional learning books and supplies (e.g., chart paper, markers, manipulatives, etc.) to support specific targeted PL.
- Mystery Science site license.
- Scholastic magazines to supplement literacy instruction with current events.
- Site Licenses for Reflex Math and Frax.
- All teachers will be offered job-embedded coaching support by the site Academic Coach and receive opportunities to engage in coaching cycles, focusing on building capacity in providing effective instruction and creating and maintaining a positive classroom climate and culture.

Tier 2

- (1) Certificated tutor to serve Tier 2 students during MTSS instructional blocks and oversee Teaching Fellow to build their capacity with best instructional practices. (.375)
- (2) Teaching Fellows to support foundational literacy skills in grades 2-6
- Teachers will engage in on-going progress monitoring, record-keeping, and feedback of students' response to intervention to ensure growth in literacy skills towards grade level proficiency
- Identified students who are non-responsive to tier 2 interventions, and meet criteria, after receiving at least 8 weeks of consistent small group targeted instruction towards their specific goals (with recorded progress monitoring) may be referred to the Student Success Team (SST) in order to seek positive solutions for maximizing student potential (required teachers will participate through sub release).

Tier 3

- Students will be identified for Tier 3 support through Student success team meetings and push in/pull out services.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of

Not applicable

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by

- Providing translating and babysitting for ELAC meetings

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by

- During planning days specific supports for EL students, based on the ELD Framework, ELD standards, and Universal Learning Strategies will be submitted with instructional plan.
- ELPAC assessors to assist with assessment of English Learners.
- Data review of student progress, quarterly.
- Incentives/Awards for students making iReady and ELPAC growth.
- Incentives/Awards for meeting specific reading benchmarks.

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Based on the ELD/ELA Framework and standards, Designated English Language Development will be provided for English Language Learners in small groups within their classrooms at the best time as determined by the classroom teacher.
- Instructional coach to design and deliver PLs to support effective instruction for ELs (designated and integrated ELD, scaffolding strategies, etc.)
- Integrated ELD instruction will occur throughout the school day utilizing Universal Learning Strategies.
- PLCs will incorporate EL Universal learning strategies in their PLC developed instructional maps to support integrated EL instruction.
- CFA data will be used by PLCs to effectively group students, monitor their progress, and plan instructional next steps to ensure student success in the area of English Language Arts.
- Student data chats to set goals for ELPAC and re-designation

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The Students With Disabilities and African American student populations are performing at the lowest level in areas of English Language Arts.

2. Using Title I funds Only: What are the planned expenses to support this student group?

- With Title I funds we plan to support SWD by purchasing take home books that supplement the SPED GVC.
- Purchase individual student workbooks for adopted supplemental curriculum for special education programs (i.e. Wonder Works, Corrective Reading, Reading Mastery) will be utilized to provide tier 3 intervention
- Certificated tutor in literacy to provide instruction to students in MTSS, including African American Students.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support SWD by

- Inclusion Instructional leadership team to meet bi-monthly to review data, inclusionary best practices, and upcoming events to ensure SWD are fully included in all areas of campus.
- Admin data chats with all teachers, including SPED teachers, to set goals and monitor student progress on common formative assessments, iReady, IABs and FIABs with specific attention to SWD and African American students.
- SSTs will be held for low performing student to address learning or social/emotional needs (Tier 2 and 3)
- RCAs will work with students experiencing social/emotional issues that may impact their learning (Tier 1), including SWD and African American students.
- RCAs will conduct CICO, small group instruction, and provide opportunities during recess.
- Blended Learning will address individual learning needs by using a combination of direct teaching and use of technology to differentiate learning (Tier 1).

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- PLCs to analyze CFA data and disaggregate data with specific focus on Students with Disabilities and African American students' performance.
- SWD students will receive exposure to grade level curriculum for a minimum of 60 minutes per day.
- All SWD will receive daily classroom instruction aligned to their grade level content standards, utilizing adopted curriculum, and will be provided with appropriate accommodations and modifications so that they may access grade level instruction and materials.
- Grade level daily schedules will be designed to ensure that all students who receive RSP services in the area of Reading/Writing are present in their classrooms to receive tier 1 literacy instruction and tier 2 instruction/intervention (targeted small group).
- All SWD will receive tier 3 (remedial/intensive) intervention to work on their IEP goals, provided by SPED staff.
- RSP teacher to collaborate with general education teachers on student assessment results to identify classroom supports.
- Teachers of SWD to administer grade level common formative assessments and provide frequent checks for understanding during instruction.
- Grade 3-6 SDC teachers to administer FIABs and collaborate with RSP teacher and grade level team to identify classroom supports.

- Review CFA and iReady data for subgroups to target specific needs of SWD and African American students.
- Instructional coach to engage in coaching cycles and guided planning with individual teachers and PLCs.
- Instructional Coach to provide specific targeted PL based on data and PLC needs.
- Staff to participate in Cultural Proficiency training to address specific needs of SWD and African American students.

Action 2

Title: Math instruction and Tiered supports

Action Details:

Teachers will continue to engage in professional learning to focus on pedagogy and learn instructional strategies and teaching practices that support good first teaching and acquisition of the skills needed to reach the rigor and depth of the CCSS Math Standards while engaging students in the Mathematical Practices.

Expand use of Personalized Learning Initiative best practices and professional learning to engage students in blended learning and provide differentiation within Tier 1 instruction.

Focus on PLC work: specifically looking to create Tier 1 and 2 supports for students based on specific learning targets, intervention by student by standard by skill and target.

Provide Tier 3 supports for students focused on prerequisite skills

| | | | |
|---|---|--|---|
| Reasoning for using this action: | <input checked="" type="checkbox"/> Strong Evidence | <input type="checkbox"/> Moderate Evidence | <input type="checkbox"/> Promising Evidence |
|---|---|--|---|

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

I-Ready Math Diagnostics

- Including measuring average percent growth of students with disabilities
- Review data for African American subgroup.

Owner(s):

- Teachers
- Students
- PLC Teams
- ILT Team
- Admin
- Instructional Coach

Timeline:

- Based on district timelines

Details: Explain the data which will specifically monitor progress toward each indicator target

CFA and CSA created by PLCs

- Including measuring average percent growth of students with disabilities
- Review data for African American subgroup.

Owner(s):

- Teachers
- Students
- PLC Teams
- ILT Team
- Admin
- Instructional Coach

Timeline:

- at least 2 per unit of study
- GoMath Assessments
- Daily checks for understanding
- IABs/ FIABs for 3rd-6th Grade

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1

- Professional Learning Communities (PLC) will collaboratively develop daily instructional schedules to ensure maximized and equitable minutes spent on Mathematics instruction.
- All students will receive high-quality effective Mathematics instruction, as defined by the Fresno Unified Instructional Practice Guide (IPG), that is aligned to their grade level Common Core State Standards.
- Each student will be provided weekly opportunities to engage in their iReady individualized learning pathway to support their mathematics needs/deficiencies and growth, based on diagnostic results. Each teacher will monitor student usage, lesson completion, and progress towards stretch go
- Blended Learning Strategies will be used to engage students in the use of technology in the classroom setting to give students the opportunity to practice and collaborate around math grade level standards while incorporating the mathematical practices.
- All teachers in grades 3-6 will implement Frax to support the conceptual development of fractions and automaticity and fluency with fractions.
- All students in grades 2-6 will have access to Reflex Math, an online platform that supports students in improving their basic facts fluency (recommended usage is 15 minutes per day, 3-4 times per week).
- Professional learning and supplemental planning time will be given to plan instruction with GoMath curricular components, Common Core Companion, and additional resources to address math claims and targets.
- PLCs to develop CFAs (at least two per unit), CSAs, and identify instructional responses based on data.
- 3rd-6th will utilize IABs/FIABs to ensure rigor and depth of skills to meet standards on SBAC.
- PLC developed instructional calendars to support weekly Tier 1 instruction and identify Tier 2 students who need additional support based on Tier 1 CFAs.
- Technology: tablets, mobile computer lab cart, laptops, projectors, projector bulbs, headphones, chargers, external hard drives, poster maker supplies, etc.
- Supplemental materials include but are not limited to: paper, ink, dry-erase markers, composition books, laminate, poster paper, chart paper, math manipulatives
- All teachers will be offered job-embedded coaching support by the site Academic Coach and receive opportunities to engage in coaching cycles, focusing on building capacity in providing effective instruction and creating and maintaining a positive classroom climate and culture

Tier 2

- After school tutoring contracts will be made available teachers to use supplementary math resources to meet students' Tier 2 needs.
- Tier 2 support time scheduled into each grade levels weekly and/or daily schedule in the form of data based small group instruction.
- Students who are not responding to tier 1 instruction will be identified through PLCs/teachers, learning needs will be determined based on CFA data, student groupings will be developed based on like-needs, short-term goals and action plans (8-week cycles) will be created to address their specific needs through additional support and targeted intervention within their classroom/grade level.
- Teachers will engage in on-going progress monitoring, record-keeping, and feedback of students' response to intervention to ensure growth in math skills towards grade level proficiency.
- Identified students who are non-responsive to tier 2 interventions, and meet criteria, after receiving at least 8 weeks of consistent small group targeted instruction towards their specific goals (with recorded progress monitoring) may be referred to the Student Success Team (SST) in order to seek positive solutions for maximizing student potential (required teachers will participate through sub release).

Tier 3

- Students will be identified for Tier 3 support through Student success team meetings and push in/pull out services.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of

Not applicable

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by.

- *Purchasing school wide site licenses for Reflex Math and Frax.*

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by.

- *During planning days specific supports for EL students, based on the ELD Framework, ELD standards, and Universal Learning Strategies will be submitted with instructional plan.*
- *Incentives/Awards for students to master their mathematical fluency.*

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The Students with Disabilities student population is performing at the lowest level in areas of Mathematics.

African American students declined from the prior year in the area of Mathematics and are currently performing at the very low level in Mathematics.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by.

- *Purchasing site licenses for Reflex Math and Frax to supplement the GVC to work on students' mathematical fluency and automaticity with basic facts and fractions.*
- *Purchase take home books that supplement the curriculum for SWD.*
- *Provide technology to access curricular resources.*
- *Provide supplemental time for classified staff, the Home School Liaison, and the Instructional coach to plan and implement parent workshops on how to help their students at home with Mathematics.*

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Based on the ELD/ELA Framework and standards, Designated English Language Development will be provided for English Language Learners in their classrooms at the best time as determined by teacher.
- Integrated ELD instruction will occur throughout the school day utilizing Universal Learning Strategies.
- PLCs will incorporate EL Universal learning strategies in their PLC developed instructional maps to support integrated EL instruction.
- Common formative assessment data will be used by PLCs to effectively group students, monitor their progress, and plan instructional next steps to ensure student success in the area of Math.

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by.

- Sub release time will be provided for teachers to attend Professional Learning in Personalized Learning Initiative.
- Blended Learning Strategies learned through the Personalized Learning Initiative will be used to engage students in the use of technology in the classroom setting to give students the opportunity to practice and collaborate around grade level standards.
- After school tutoring will be offered through supplemental contracts. Special consideration will be given to students who fall into significant sub-groups where achievement is disproportionate: ELs, Foster Youth, Homeless, Students with disabilities, and African American students.
- Inclusion Instructional leadership team to meet bi-monthly to review data, inclusionary best practices, and upcoming events.
- Admin data chats with all teachers, including SPED teachers, to set goals and monitor student progress on common formative assessments, iReady, and IABs.
- Planning days through sub release time and/or supplemental time will be offered for PLCs to complete quarterly instructional calendars.
- Professional learning days will be allocated to allow teachers to observe their colleagues and participate in coaching cycles.
- Offer supplemental contracts for teachers to provide after school tutoring.
- SSTs will be held to address students who are struggling academically, including SWD and African American students.
- Site License will be purchased for Reflex Math/Frax to provide support to students in mathematical fluency and automaticity.
- Awards and incentives for growth and proficiency in Mathematics will be purchased.
- Technology will be purchased to support classroom instruction.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- SWD will receive exposure to grade level curriculum for a minimum of 60 minutes per day.
- All students with disabilities will receive daily classroom instruction aligned to their grade level content standards, utilizing adopted curriculum, and will be provided with appropriate accommodations and modifications so that they may access grade level instruction and materials.
- Grade level daily schedules will be designed to ensure that all students who receive RSP services in the area of Mathematics are present in their classrooms to receive tier 1 math instruction and tier 2 instruction/intervention (targeted small group).
- All students with disabilities will receive tier 3 (remedial/intensive) intervention to work on their IEP goals, provided by SPED staff. Adopted supplemental curriculum for special education programs (i.e., Numbers World, Touch Math) will be utilized to provide tier 3 intervention.
- RSP teacher to collaborate with general education teachers on student assessment results to identify classroom supports.
- SDC teachers to administer grade level common formative assessments and provide frequent checks for understanding during instruction.
- Grade 3-6 MM SDC teachers to administer FIABs/IABs and collaborate with RSP teacher and grade level team to identify classroom supports.
- Review subgroup data to target specific needs of African American students and SWD.
- Instructional coach to engage in coaching cycles and guided planning with individual teachers and PLCs.

- Instructional Coach to provide specific targeted PL based on data and PLC needs.
- Cultural proficiency training to be implemented with staff to build their capacity in how to meet the needs of African American students and students with disabilities.
- PLCs will disaggregate CFA data to the sub group level to monitor the progress and growth of students with disabilities and African American students.

Action 3

Title: Reading by First Grade

[Action Details:](#)

Providing tiered support to ensure all students are reading by end of First Grade.

TK-1 Staff will engage in professional learning in early literacy strategies and reading foundational skills acquisition and application to support blended learning instruction and differentiation during Tier 1 and Tier 2.

Whole staff Personalized Learning Initiative professional learning to focus on pedagogy, incorporation of student voice and choice while utilizing direct teaching and technology to differentiate instruction.

| | | | |
|---|---|--|---|
| Reasoning for using this action: | <input checked="" type="checkbox"/> Strong Evidence | <input type="checkbox"/> Moderate Evidence | <input type="checkbox"/> Promising Evidence |
|---|---|--|---|

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Kindergarten, Foundational Skills Assessments and iReady

[Owner\(s\):](#)

- Teachers
- Students
- PLC Teams
- ILT Team
- Admin
- Parents

[Timeline:](#)

District administration timelines

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

K-1st Grade, iReady Reading Diagnostics

[Owner\(s\):](#)

- Teachers
- Students
- PLC Teams
- ILT Team
- Admin
- Instructional Coach

[Timeline:](#)

District administration timelines

- Including measuring average percent growth of students with disabilities
- Review data for African American subgroup.

Details: Explain the data which will specifically monitor progress toward each indicator target

Universal Screener

Benchmark reading data: such as Reading Inventories, Wonders assessments, fluency, and iReady data etc. to monitor student progress within the MTSS structure.

Fluency Assessments

Owner(s):

- Teachers
- Students
- AC Teams
- ILT Team
- Admin
- Certificated Tutor
- Teaching Fellows
- Instructional Coach

Timeline:

- within the first 4 weeks of school and every 6-8 weeks
- Daily checking for understanding
- CFAs
- Wonders Assessments
- Quarterly Assessments

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

-Tier 1:

- Sub release time will be provided to teachers to attend Personalized Learning Initiative Professional Development.
- Blended Learning strategies and structures provided will be implemented to meet student needs by using direct teaching with the use of technology through personalized learning initiative. This will provide opportunities for students to use technology for learning, practicing, collaborating, and creating in ELA. Embedded in these structures will be differentiation for remediation and acceleration.
- Teachers will use the GVC Wonders as the vehicle for delivering good first teaching of grade level standards. This includes the GVC that specifically support ELs with strategies and resources.
- Tier 1 instructional time will be reflected in PLC schedules and meet the recommended daily minutes for ELA instruction in the five domains of reading.
- PLC developed instructional calendars to support weekly Tier 1 instruction. and
- (1) Para Professional Instructional Assistant to provide support with instructional materials. (.375)
- Technology: tablets, monitors, laptops, projectors, projector bulbs, headphones, chargers, external hard drives, etc.
- Supplemental materials include but are not limited to: paper, ink, dry-erase markers, composition books, laminate, poster paper, chart paper
- Release opportunities for teachers to observe instructional practices in other classrooms
- Technology: tablets, mobile computer lab cart, laptops, projectors, projector bulbs, headphones, chargers, external hard drives etc.
- Supplemental materials include but are not limited to: paper, ink, dry-erase markers, composition books, laminate, poster paper, chart paper
- Professional learning and coaching on the Science of Reading and consistent implementation provided by Administrators, Instructional Academic Coach or District Coaches/TSAs.
- Schedule specific writing block to focus on writing structures according to grade level writing standards.
- Professional learning on Reading Foundations Skills standards, learning progressions, and best instructional practices using the ELA Framework.

Tier 2:

- Kinder-1st grade students will receive differentiated literacy instruction for 30-40 minutes during MTSS.
- Tier 2 MTSS support time scheduled into each PLC weekly and/or daily schedule
- Identify Tier 2 students who need additional support based on Tier 1 CFAs.
- (1) Certificated tutor to serve Tier 2 students during MTSS instructional blocks and oversee Teaching Fellows to build their capacity with best instructional practices. (.375)
- (2) Teaching Fellows to support foundational literacy skills in K-1.

Tier 3

- Students will be identified for Tier 3 services based on SST process and data.
- Services will be provided through push-in and pull-out services depending on student needs.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Learner student population is performing at the lowest level in areas of

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The Students with Disabilities and African American subgroup student populations are performing at the lowest

Not applicable

2. Using Title I funds Only: What are the planned expenses to support English learner students?

With Title I funds we plan to support English learner students by

- *Materials and supplies to support implementation of guided reading, connected texts, and take home books.*
- *Materials and supplies to support Tier 2 literacy intervention.*
- *Materials and supplies to support parent engagement hours, family literacy nights, supplemental magazines subscriptions such as Scholastic and/or Time for Kids.*
- *Mileage for HSL to conduct home visits and support families with technology needs.*

3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?

With 7090 or 7091 funds we plan to support English learner students by

- *Materials and Supplies needed for Designated and Integrated ELD instruction*
- *ELPAC assessors*
- *Incentives for students reaching EL goals.*

4. As a site: What are planned actions to support English learner students? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Based on the ELD and ELA Framework and standards, Designated English Language Development will be provided for English Language Learners in each grade level during their MTSS block.
- iReady, CFA, and IAB data will be used by PLCs to effectively group students, monitor their progress, and plan instructional next steps to ensure student success in the area of English Language Arts.

level in areas of English Language Arts.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by.

- *Materials and supplies to support implementation of guided reading, connected texts, and take home books.*
- *Materials and supplies to support Tier 2 literacy intervention.*
- *Materials and supplies to support parent engagement hours, family literacy nights, supplemental magazines subscriptions such as Scholastic and/or Time for Kids.*
- *Mileage for HSL to conduct home visits and support families with technology needs.*

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by

- Inclusion Instructional leadership team to meet bi-monthly to review data, inclusionary best practices, and upcoming events.
- Admin data chats with all teachers, including SPED teachers, to set goals and monitor student progress on common formative assessments, iReady, and IABs.
- Supplemental contracts for targeted instructional support for low performing student groups including African American students and students with disabilities. (Tier 2).

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Blended Learning strategies provided with Personalized Learning Initiative will address individual learning needs by using a combination of direct teaching in small groups and use of technology to differentiate learning (Tier 1).
- SWD students will receive exposure to grade level curriculum for a minimum of 60 minutes per day.
- RSP teacher to collaborate with general education teachers on student assessment results to identify classroom supports.
- SDC teachers to administer grade level common formative assessments and provide frequent checks for understanding during instruction.
- Review iReady and CFA data for subgroups, including African American students and students with disabilities, to target specific areas and skills of reading foundational skills.
- Instructional coach to engage in coaching cycles and guided planning with individual teachers and PLCs.
- Instructional Coach to provide specific targeted PL based on data and PLC needs.
- Offer supplemental contracts for teachers to provide after school tutoring to identified subgroups including the African American and SWD subgroups.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0160 Figarden Elementary (Locked)

G1 - Improve academic performance at challenging levels

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|---------------|-------------------|---------------|-----------|--------|---|-----------|
| G1A1 | Title 1 Basic | Instruction | Teacher-Regu | Tutor | 0.3750 | | 48,379.00 |
| G1A1 | Title 1 Basic | Instruction | Bks & Ref | | | Scholastic Magazine subscription for K-6 classrooms to enhance ELA standards mastery through current events. | 3,900.00 |
| G1A1 | Title 1 Basic | Instruction | Mat & Supp | | | Materials and supplies to support classroom instruction. Additional action G1A2, G1A3 **No incentives or food.** | 1,216.00 |
| G1A1 | Title 1 Basic | Instruction | Nc-Equipment | | | Technology to support classroom instruction. Additional action G1A2 | 2,500.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Tutor | 0.1875 | Certificated tutor for literacy and Designated ELD instruction. | 19,505.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Subs | | | Sub release time for planning/data chats/professional learnings. Additional actions include G1A2, G1A3 | 5,017.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Subs | | | Sub release time for student success meetings/IEPs/504s | 10,630.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Subs | | | Sub release time for planning instruction. Additional actions include G1A2, G1A3 | 16,961.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Subs | | | Sub release time for teachers to attend PLI professional learning. | 6,132.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Supp | | | Supplemental contracts for small teams planning (Inclusion, PLI, etc.) | 2,574.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Supp | | | Supplemental contracts for instructional planning | 4,413.00 |
| G1A1 | Sup & Conc | Instruction | Bks & Ref | | | Schoolwide Books of the Month and Professional Learning books. | 5,000.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | Materials and supplies to support instruction. Additional actions include G1A2, G1A3 | 20,412.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | : Poster maker supplies to support classroom instruction, school connectedness, and parent involvement. Additional actions include G2A2, G5A1 | 3,000.00 |
| G1A1 | Sup & Conc | Instruction | Nc-Equipment | | | : Technology to support classroom instruction and school connectedness. Additional actions include G1A2, G1A3, G3A1, G3A2 | 3,000.00 |
| G1A1 | Sup & Conc | Instruction | Subagreements | | | California Teaching Fellows Foundation : Two fellows to support Literacy Instruction and MTSS time. \$26,289.60 | 26,290.00 |
| G1A1 | Sup & Conc | Instruction | Off Eq Lease | | | Lease for color copier | 4,100.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Regu | Tutor | 0.1875 | Certificated tutor for literacy and Designated ELD instruction. | 19,505.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Subs | | | Sub release time for EL Planning | 3,225.00 |

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0160 Figarden Elementary (Locked)

G1 - Improve academic performance at challenging levels

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|---------------|-------------------|--------------|------------------------------|--------|---|-----------|
| G1A1 | LCFF: EL | Instruction | Teacher-Supp | | | ELPAC Assessors | 2,626.00 |
| G1A1 | LCFF: EL | Instruction | Mat & Supp | | | Materials and supplies to support EL instruction. | 796.00 |
| G1A2 | Title 1 Basic | Instruction | Bks & Ref | | | : Mystery Science site license. | 1,495.00 |
| G1A2 | Sup & Conc | Instruction | Ins Aide-Reg | Paraprof, Instructional Asst | 0.3750 | | 13,863.00 |
| G1A2 | Sup & Conc | Instruction | Bks & Ref | | | : License for Reflex/Frax | 3,600.00 |
| G1A2 | Sup & Conc | Instruction | Direct-Maint | | | Technology maintenance | 2,000.00 |

\$230,139.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 2 Metrics | Required | Current Target | Actual | As Of | Target |
|---|----------|----------------|--------|-----------|--------|
| Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain | ✓ | 92.81 % | 86 % | 2023-2024 | 92.8 % |

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Figarden offers a variety of activities for multiple grade levels to be involved.

- Choir
- Lego Club
- All Elementary sports
- Read Across America Week/poster contests
- Red Ribbon Week
- Character Counts Weeks and monthly recognition
- Themed spirit weeks
- Yearbook
- Student Council
- Elective Wheel

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

- Difficulty with recruiting athletic coaches.
- Difficulty with recruiting staff to be champions for students and take on extra contracts. Currently only 10 to 15 percent of the staff is willing to participate.
- Meaningful work was not implemented this year
- Many things that have been offered in the past such as a drama, Minecraft Esports, Peach Blossom, Science Olympiad, Clubs have not been offered this year due to lack of staff involvement and willingness to take on additional duties.
- Elective Wheel did not begin until Quarter 4

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Money allocated for Certificated contracts has not been spent, due to lack of certificated staff willing to participate.
- Most athletic contracts have been picked up by Classified staff.
- Club monies have not been utilized due to lack of staff involvement.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Begin Elective Wheel in Quarter 2
- Tier 2 CWAS to organize and implement Meaningful Work beginning in Quarter 2
- As allowed by CBA, invite and recruit teachers to sign up for a minimum of one extra duty not including small teams. This will allow for more student opportunities and participation.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

- 1** SSC - (Teacher/Staff, Parents, and Secondary Students).
- Excited for athletics, student council, yearbook, etc that are up and running.
 - Would like to see more noon time options for students.
 - Would like to see more lunch time and/or after school club opportunities for students.
 - Would like to see more after school tutoring opportunities.
 - Offer more science and art activities embedded within the lessons
 - Continue to add PTA activities
 - Offer student jobs

- 2** ELAC:
- Support to help students with homework.
 - Support to help students learn English to get reclassified.
 - Opportunities for students to participate in enrichment activities.
 - Bilingual instruction
 - Teach students to develop good study habits.
 - Additional opportunities to practice what they learn (e.g., after school tutoring)
 - Increase social emotional supports
 - Increase mentoring programs
 - Additional extra curricular activities (e.g., clubs, field trips, college visits)

- 3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
- More staff to participate to offer more opportunities for students
 - Begin Elective Wheel in October
 - Semester sports awards
 - Add family nights: Science, Math, Literacy
 - Implement meaningful work

Action 1

Title: Character and competencies for workplace

[Action Details:](#)

Increase opportunities for students to learn about the character and competencies that are needed for the work place.

Increase meaningful work opportunities and the number of students participating in the jobs.

Monthly/bimonthly focus on Character Counts pillar with quarterly award recognition for students demonstrating outstanding character competencies.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Grade level enrichment trips and CCR study trip participation

Owner(s):

- Teachers
- Students
- PLC Team
- ILT Team
- Inclusion ILT Team
- TST Team
- Parents
- Admin

Timeline:

Throughout the year

Details: Explain the data which will specifically monitor progress toward each indicator target

Junior Achievement participation Grades K-6

Owner(s):

- Teachers
- Students
- PLC Team
- ILT Team
- Inclusion ILT team
- Admin

Timeline:

Scheduled according to community partner availability.

Details: Explain the data which will specifically monitor progress toward each indicator target

Student participation in Meaningful Work

Owner(s):

- Teachers
- Students
- PLC Team
- ILT Team
- Inclusion ILT Team
- TST Team
- Parents
- Admin

Timeline:

Monthly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1

- All teachers will implement relevant and culturally responsive teaching practices and instruction that increases student engagement, ownership, and connection to content, school, and their lives.
- All teachers will provide students with ongoing feedback and instruct them how to revise their work or make improvements based on feedback they are given.
- All students will be provided strategies and approaches to problem-solving with a growth mindset in order to know how to improve and overcome challenges in all aspects of their lives.
- All students will have opportunities to engage in Meaningful Work through Student Jobs to learn about responsibility, accountability, how to work as a team, and the importance of contributing to our school and community.
- All students will have opportunities to participate in school-wide activities, events, and celebrations to foster school participation, interest, and connections to school and their community.
- All students will have opportunities to learn about a variety of career fields through relevant classroom activities, literature, and instruction.
- All students will be provided opportunities to participate in grade level enrichment trips, career technical education experiences, and/or arts education fieldtrips to explore their interests, gain insight on new experiences, and make meaningful real-life connections to content learning.
- All students will have opportunities to engage in arts, music, activities, and athletics through classroom instruction, elective wheel classes, student clubs, the music program, the athletics program, the After School Enrichment and Safety(ASES) program, and/or the extended year program (winter and summer sessions).
- All students in grades 5 and 6 will receive Science Technology Engineering Math instruction (STEM5 and Kids Invent) and have opportunities to participate in annual District competitions.
- Junior Achievement curriculum implemented via Junior Achievement Community Partnership for Tier 1 instruction in grades K-6
- Meaningful work resources and supplies. (e.g., badges, incentives, etc.)

Tier 2

- The Climate & Culture Team will engage in bi-annual cycles of monitoring for effectiveness of student engagement opportunities with real-world experiences using Fall & Spring student survey data to identify student groups who may be lacking engagements and will develop ways in which students can be connected to our school, staff, and their peers.

Tier 3:

- Individual students who may be demonstrating a need for increased student centered, real-world experiences will be identified and strategically connected to experiences.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of

Not Applicable

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by...

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by...

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Engage in collaborative learning opportunities.
- Utilize ELD standards and ELD continuum to develop instruction and practice opportunities that facilitate meaningful interactions with peers and adults.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

The (Insert Student Group) student population is performing at the lowest level in areas of

Not Applicable

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by

- Site License for Mystery Science
- Technology to support instruction
- Supplemental time for classified staff and home school liaison to plan and implement parent workshops

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by..

- Materials and supplies to implement Meaningful Work.
- Students awards and incentives.
- School wide Book of the Month, including books that are culturally relevant and match student demographics as well as address SEL competencies and character traits.
- Monthly focus on Character Counts Traits
- Monthly Character Counts awards and recognition.
- Incentives and activities for positive behavior
- Social Emotional Learning materials and supplies for RCAs and to supplement Tier 2 curriculum.
- Poster maker supplies to support classroom instruction and school connectedness.
- Technology to support instruction.
- School wide assemblies and incentives.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Students will receive small group instruction from classroom teacher during designated MTSS time weekly.
- Inclusion Instructional Leadership team to meet bi-monthly to review upcoming activities
- Targeted support Team and Student Success Team Meetings to identify and match students for meaningful work opportunities, SEL competency instruction, and RCA support.
- Review subgroup information to target specific needs.
- Provide supplemental contracts for classified staff to support SWD in participating in extra curricular activities, sports, and clubs, if needed.

Action 2

Title: Increase in school connectedness

Action Details:

- Figarden will provide opportunities inside and outside instructional time for students to engage in arts, activities, and athletics.
- Figarden along with PTA will create school-wide events for students to participate in.
- Figarden will increase staff involvement in the number of student engagements including clubs, student jobs, community service projects, and athletics.

| | | | |
|---|---|--|---|
| Reasoning for using this action: | <input checked="" type="checkbox"/> Strong Evidence | <input type="checkbox"/> Moderate Evidence | <input type="checkbox"/> Promising Evidence |
|---|---|--|---|

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Engagement reports in ATLAS

Owner(s):

- Teachers
- Goal 2 team
- Inclusion ILT Team
- Admin

Timeline:

Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1

- PLC developed instructional calendars to support weekly Tier 1 instruction.
- Music instruction for all grades K-6 either through district provided services or supplemental time.
- Grade level music showcases throughout the year.
- Provide materials and resources for school-wide engagements such as PBIS and Finest Falcons assemblies and celebrations
- Utilize Goal 2 district funds to support arts, athletics, and activities
- Promote participation in school-wide community service events such as Healthy Heart Challenge, Dude be Nice!, Kindness Campaign and other community services projects
- Students will have the opportunity to sign up for Meaningful Work, choose electives, and participate in various clubs during lunch time and after school.
- Elective wheel in 6 to 8 week increments during quarters 2-4 to allow students to self-select classes based on interest (e.g., activities, arts, athletics, cultural, etc.)
- Multi-cultural books of the Month or Books of the Month that are aligned to Character Traits and Competencies.

Tier 2:

- The Climate & Culture Team will engage in bi-annual cycles of monitoring for effectiveness of student engagement opportunities using Fall & Spring student survey data to identify student groups who maybe lacking engagements and will develop ways in which we can connect them to our school, staff, and their peers.

Tier 3:

- Individual students who maybe demonstrating a need for increased school connectedness will be identified and strategically connected to experiences.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of

Not Applicable

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by.

- Supplemental time for classified staff and home school liaison to create and implement parent workshops.
- Provide babysitting/translating services for parents to attend.
- Offer Parent Engagement Hours in English and Spanish

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by.

- (2) RCAs (.375) to build relationships and increase school connectedness
- Materials and supplies to support English Language Development such as manipulatives, real-world experiences with community based partners.
- Sub release time for planning of Designated and Integrated ELD instruction.
- (2) California Teaching fellows to support classroom literacy instruction and ELD student practice.
- School wide books of the month that reflect the student demographics.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Create engagements that promote participation of EL students such as: Foreign language clubs, cultural clubs, etc.
- Communication with EL families will be supported by the Resource Counseling Assistant, Home School Liaison, Office Assistant, Vice-Principal, and Principal.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

Not Applicable

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by.

- Purchase Scholastic Magazines for K-6 grade to supplement instructional materials and provide materials on current events.
- Purchase site license for Mystery Science.
- Technology to support instruction
- Materials and supplies for parent meetings

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by.

- Sub release and supplemental time for instructional planning by PLCs
- Site License for Reflex Math/Frax
- Materials and supplies to supplement instructional
- Activities and resources that support real world learning experiences
- Partnerships with community partners to bring real world learning experiences to the site.
- Technology to support instruction
- Purchase materials and supplies from graphics to support instruction.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- (2) 3.0 hour RCAs to provide CICO and small group skills instruction.
- Students will receive small group instruction from classroom teacher during MTSS time
- Targeted support Team Meetings will help to identify students in need of connections and match to the appropriate adult or activity to meet their needs.
- Student Success Team Meetings will help to identify students in need of connections and match to the appropriate adult or activity to meet their needs.
- Inclusion Instructional leadership team to meet bi-monthly to review data, inclusionary best practices and supports, and upcoming events
- Review subgroup data to target specific needs including SWD, African American, Asian, and students who are identified as Two or More Races.
- Provide supplemental pay for support to allow SWD to participate in arts, athletics, and other activities.
- Tier 2 CWAS to organize and implement Meaningful Work and match students to an adult champion.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0160 Figarden Elementary (Locked)

G2 - Expand student-centered and real-world learning experiences

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|------------|----------------------------------|-------------|-------------------------|--------|--|-----------|
| G2A2 | Sup & Conc | Instruction | Mat & Supp | | | : Social emotional resources including materials and supplies for Motor room and care and connect rooms. Calming corners. Supplies for RCA and Tier 2 CWAS | 4,000.00 |
| G2A2 | Sup & Conc | Attendance & Social Work Service | Cls Sup-Reg | Assistant, Resrce Cnslg | 0.3750 | | 16,495.00 |
| G2A2 | Sup & Conc | Attendance & Social Work Service | Cls Sup-Reg | Assistant, Resrce Cnslg | 0.3750 | | 16,924.00 |

\$37,419.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 3 Metrics | Required | Current Target | Actual | As Of | Target |
|---|----------|----------------|--------|-----------|--------|
| Chronic Absenteeism - Semester 1 | ✓ | | 33.7 % | 2023-2024 | 23 % |
| Suspension Rate - Semester 1 | ✓ | 0.41 % | 2.4 % | 2023-2024 | 1.4 % |
| Suspension Rate - Semester 1 (African American) | ✓ | | 10.9 % | 2023-2024 | 7.9 % |
| Suspension Rate - Semester 1 (Students w/ Disabilities) | ✓ | | 4.4 % | 2023-2024 | 1.4 % |
| Suspension Rate - Semester 1 (Two or More Races) | ✓ | | 3 % | 2023-2024 | 1 % |

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Chronic Absenteeism

- As of Q3, we have increased our YTD attendance rate by 13.5% as compared to 2023.
- As of Q3, we have decreased severely chronic absenteeism by 14.35%.
- 26.8% of SWD (54 students) are chronically absent as compared to 33.7% of the total population. This is a 16.7% decrease in chronic absenteeism for SWD compared to 2023.
- 15.4% of Students with two or more races (10 students) are chronically absent as compared to 33.7% of the total population.
- 37.8% of Asian Students (14 students) are chronically absent. This is a 5.5 % increase for this subgroup compared to 2023.

Suspensions students with 1 or more

- Students are struggling to reacclimate to school structures and appropriately socializing with their peers. We have utilized Tier 1 and 2 interventions, school psychologist, and All For Youth clinician to provide supports, instruction, and interventions; however, in some instances students are continuing with their pattern of behavior or have violated Ed Codes and physically harmed someone.
- Implementation of school wide-activities to promote character development through Character Counts.
- Implementation of class meetings and Second Step Curriculum to support students with conflict resolution, decision making, and managing their emotions.
- Implementation of Book of the Month focused on Character Traits and Diversity aligned to the

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

- SWD who do not have the proper supports in place prior to being placed at our school site are having difficulty and often results in disciplinary action.
- SWD have many medical conditions which impact their ability to attend school every day.
- Asian students are taking extended trips out of the country which impacts their daily attendance rate and not all families request independent study prior to leaving the country.
- Staff needs professional learning on how to respond to student behavior, developing GE behavior support plans, and working collaboratively with families to incentivize changes in students' behaviors.
- Paraprofessional vacancies that have been unfilled all year for both GE and SDC classrooms.
- Inconsistent staff and student attendance
- RCA small group instruction in social skills and how to appropriately interact with peers

students' cultures.

- (2) Resource Counseling Assistants to build and establish positive relationships with identified students and develop and closely monitor an action plan specific to each student.
- CWAS Tier 2 Specialist will communicate with parents, provide Tier 2 instruction, and support students with CICO.
- Students are referred to Tier 3 supports through TST and SST meetings.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Average of 6 unfilled SPED Classified Paraprofessional Vacancies throughout the year.
- Meaningful work was not implemented.
- Blue tickets and Friday drawings are not consistent.
- Staff is not consistent with enforcing common area rules.
- PBIS has not been implemented due to lack of staff buy-in with the planning and execution of PBIS activities.
- Students are still learning about Brag Tags. Students need a better understanding of earning the Brag Tags. A different system needs to be set up for distribution and management of Brag Tags.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Office Assistant, HSL, CWAS Tier 2 Specialist, and Administrators will communicate with families, conduct home visits, and offer supports to those families who have students who are chronically absent.
- SPED case managers will communicate regularly with HSL and Administrators if there are attendance concerns.
- Office Assistant will continue to receive support regarding attendance procedures, SARB referrals, etc.
- Use of Falcon tickets to reinforce positive behavior and exhibition of month character trait.
- Begin grade level sponsored quarterly PBIS activities.
- Implement new "Welcome to School" passes versus tardy passes.
- Teach students about the Student Engagement Continuum, set engagement goals with individual students, and implement Student Engagement Reflections.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

- Continue RCA and Tier 2 Specialist
- Purchase additional SEL resources
- Continue class meetings, student wellness checks, and personalized student communication
- Continue All For Youth Partnership

2 ELAC:

- Support to help students with homework.
- Support to help students learn English to get reclassified.
- Opportunities for students to participate in enrichment activities.
- Bilingual instruction

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

- Continue with 2 RCAs.
- CCT, Inclusion Team, ILT, and TST to review data, plan actions, implementation, and refine based on data
- SST referrals for students with attendance concerns
- TST referrals for students with SEL and behavioral concerns

- Continue Quarterly Awards
- Add Semester Sports Awards
- Additional incentives for attendance and behavior
- Continue Book of the Month, expand on cultures next year. Invite community partners to share their cultures through assemblies.

- Teach students to develop good study habits.
- Additional opportunities to practice what they learn (e.g., after school tutoring)
- Increase social emotional supports
- Increase mentoring programs
- Additional extra curricular activities (e.g., clubs, field trips, college visits)

- HSL to assist with home-school connections and communications
- Additional incentives for PBIS and Attendance
- Continue Quarterly Awards
- Recognition for Character Traits
- Blue Tickets
- Continue Book of the Month and add Cultural assemblies to match the book
- Continue showcasing student work in cafeteria in relation to the Book of the Month.

Action 1

Title: Student Engagement–Suspension

Action Details:

- Figarden will decrease student suspensions by cultivating character strengths, fostering sense of community, implementing Social Emotional Learning (SEL), and responding to student needs through a multi-tiered system of support.
- Figarden will promote student engagement and connection to school by teaching and fostering the skills of the five competencies of Social Emotional Learning. (Growth Mindset, Self-Efficacy, Self-Management, Self-Awareness, and Social Awareness), creating conditions where students feel safe to collaborate with their peers and adults, and providing Professional learning on trauma informed practices and the five SEL competencies to teachers.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Power BI data to monitor Levels of Misbehavior

Office Referrals

[Owner\(s\):](#)

- Teachers
- PLC Teams
- ILT
- RCA
- School Psychologist
- Tier 2 Intervention Specialist
- TST Team
- Admin

[Timeline:](#)

Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target

Suspension Rates

- Review African American subgroup data
- Review Asian subgroup data
- Review Two or More Races subgroup data
- Review Students with Disabilities subgroup data

Owner(s):

- ILT
- RCA
- School Psychologist
- Tier 2 Intervention Specialist
- TST Team
- Admin
- Inclusion Team
- SPED RIM

Timeline:

Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target

School Level student survey

Owner(s):

- Teachers
- PLC Teams
- ILT
- CCT
- RCA
- School Psychologist
- Tier 2 Intervention Specialist
- TST Team
- Admin

Timeline:

October, January, and May

Details: Explain the data which will specifically monitor progress toward each indicator target

District student survey

Owner(s):

- Teachers
- PLC Teams
- ILT
- CCT
- RCA
- School Psychologist
- Tier 2 Intervention Specialist
- TST Team
- Admin

Timeline:

February

Details: Explain the data which will specifically monitor progress toward each indicator target

- Schedules for class meetings and observations
- Class Meeting and Olweus Meeting Verification Data
- Second Step Implementation Data

Owner(s):

- Teachers
- PLC Teams
- CCT
- ILT
- Admin

Timeline:

- Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1:

- All teachers will provide explicit and embedded instruction in the area of Social Emotional Learning (SEL), utilizing Second Step online curriculum platform, lessons and activities from the books Morning Meetings and Classroom Meetings, and Olweus Bullying Prevention materials, to support students with developing social emotional skills and responses, positive peer relationships, conflict resolution, bullying prevention, and a positive classroom and school climate.
- All staff will receive professional development on suicide awareness and prevention in order to support students who are struggling with thoughts of self-harm
- Teachers will utilize MAC and CHAMPS to set clear expectations and develop classroom routines and procedures.
- Students will have opportunities to participate in schoolwide activities and incentives to promote social emotional learning, character strengths, and positive school connections.
- Schoolwide and classroom structures and expectations for health, safety, and civility will be designed and posted in a variety of school settings, explicitly taught to students, practiced and reinforced consistently by all staff, and monitored to support all students with appropriate behavior and a positive school climate and culture.
- Tiered responses for student misbehavior will be collaboratively developed, agreed-upon, and implemented consistently by all staff.
- All staff will implement the message behind the book, "Have you Filled a Bucket, Today?" and issue Falcon Tickets as a schoolwide student incentive for demonstrating positive and kind behavior towards others.
- (2) Resource Counselor Assistants will be utilized to help connect with targeted students in need of additional supports such as positive connections with adults on campus, support with connecting with other students, or needing breaks from classroom environment for short periods of time.
- (2) RCAs will provide individual and small group skills instruction and reinforcement.
- Classroom teachers will provide tier 1 social and emotional learning in the classrooms through the use of class meetings, Second Step, and additional resources
- Targeted support team will meet bi-weekly to monitor student progress and make recommendations to best support students' needs.
- PLC developed instructional calendars to support weekly Tier 1 SEL instruction.
- Materials and supplies to support Tier 1 SEL instruction and RCA instruction.
- Materials and supplies to support implementation Behavior Support Plans and incentives.
- The Culture and Climate Team will identify schoolwide areas for growth to support student behavioral and social-emotional needs and will support staff SEL teaching/learning needs with the support of the district Climate and Culture TSA

Tier 2:

- Students who demonstrate increasing misbehaviors will be identified and an informal goal setting/behavior improvement plan for the classroom will be developed through teacher-parent-student collaboration. Strategies/interventions/incentives will be implemented by teachers/parents to support students in improving their behavior.
- The C/WAS Tier 2 Specialist will coordinate the Targeted Support Team, who will meet to collaboratively develop action plans for identified student groups, based on data, with goals for improvements, a menu of interventions, and progress monitoring
- Tier 2 Specialist to connect with students and provide check-in/check-out services, push in services, individual, and small group instruction to identified students.
- Tier 2 Specialist to collaborate with classroom teachers and support staff to monitor students' progress.
- Provide Tier 2 supports for students focused on SEL skills and competencies.
- Identify Tier 2 students who need additional support based PowerBI data, Office discipline referral in ATLAS, referrals from staff through the Targeted Support Team.
- Materials and supplies to support RCACICO and small skills group instruction, Tier 2 Instruction, classroom calming corners, and the Motor Room utilized by SWD..

Tier 3

- Individual students who do not respond positively to tier 1 and tier 2 interventions, will receive more intensive support through a formal Behavior Support Plan.
- The TST, families and students will work collaboratively to determine intensive behavioral and/or social-emotional interventions that will likely be most effective in resulting in changed behavior for the identified student in order to experience success in the school setting.
- Students will be referred to Tier 3 services based on referrals from the Student Study Team process, the Targeted Support Team, and push in/pull out services.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of:

Not Applicable

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

The African American, Two or More Races, and Students with Disabilities student populations are performing at the lowest level in area of Suspension.

- *Providing supplemental time for the Home School Liaison and other classified staff to plan and prepare for parent workshops.*
- *Provide supplemental contracts for babysitting services so that parents may attend parent workshops, Parent Engagement Hours, and ELAC and SSC meetings.*
- *Provide take home books for students with disabilities.*
- *Purchase site licenses for Reflex Math/Frax and Mystery Science to supplement core math and science instruction.*
- *Purchase Scholastic Magazines to supplement ELA core curriculum and provide students access to current events.*

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by.

- *Provide supplemental contracts for ELPAC Assessors*
- *Provide supplemental planning time for PLC planning of Designated and Integrated ELD instruction.*
- *Provide materials and supplies for parent meetings, workshops, and activities*
- *Provide materials and supplies to supplement core instructional materials.*

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- EL students who are demonstrating intensive social-emotional needs will be provided opportunities to receive On-site Counseling services, Behavioral Support Plans, and/or referrals to community resources, as needed.
- Home School Liaison will support families of ELs with access to district and school communications in a language that is accessible to them, whenever possible.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support African American students, students with disabilities, and students with two or more races by.

- *Provide supplemental time for the Home School Liaison and other classified staff to plan and prepare for parent workshops.*
- *Provide supplemental contracts for babysitting services so that parents may attend parent workshops, Parent Engagement Hours, and ELAC and SSC meetings.*
- *Provide take home books for students with disabilities.*
- *Purchase site licenses for Reflex Math/Frax and Mystery Science to supplement core math and science instruction.*
- *Purchase Scholastic Magazines to supplement ELA core curriculum and provide students access to current events*

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by

- *Provide supplemental planning time for teachers and PLCs to plan Essential Learning Calendars and CFAs and analyze and disaggregate data to the subgroup level.*
- *(2) Resource Counseling Assistants to service Tier 1 students social emotional needs and increase students' connectedness to school.*
- *SEL Resources for care and connect rooms, calming corners in classrooms, and other materials and supplies to support small group instruction and the SEL competencies.*
- *Provide incentives and reward recognition for students' achievements of goals, attendance, and positive behaviors.*
- *Purchase poster maker design materials and supplies to increase school connectedness and recognize students achievements.*
- *Purchase school wide books that are culturally relevant or books that focus on SEL competencies to increase students' sense of belonging and school connectedness.*
- *Provide substitute release time for staff to attend Personalized Learning Initiative Professional Learning.*
- *Provide technology to support classroom instruction.*
- *Provide culturally relevant materials and supplies to support classroom instruction.*

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Students will receive small group instruction during designated MTSS time based on diagnostic data and students progress will be monitored every six to eight weeks.
- Targeted support Team and Student Success Team Meetings for Tier 2 and Tier 3 Behavior students.
- Review attendance data, including the subgroups of Students with Disabilities, African Americans, and Two or More Races during ILT meetings, quarterly data chats, CCT team meetings, and TST meetings.
- Review subgroup data to target specific needs of Students with Disabilities, African American students, and students of Two or more races.
- Behavior goals and support plans will be implemented to address students' habitual behaviors..
- PLCs will analyze CFA data and other assessment data to provide targeted instruction and intervention.
- Kindergarten and first grade teachers will attend Orton Gillingham training to provide Tier 2 instruction for reading foundational skills.

Action 2

Title: Student Engagement - Chronic Absenteeism

Action Details:

Figarden will decrease student chronic absenteeism by providing a positive school climate and culture, ensuring students are engaged and feel connected to school, their peers, and adults on campus, and by connecting with families to increase partnerships in schooling.

| | | | |
|---|--|---|---|
| Reasoning for using this action: | <input type="checkbox"/> Strong Evidence | <input checked="" type="checkbox"/> Moderate Evidence | <input type="checkbox"/> Promising Evidence |
|---|--|---|---|

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Absence verification

- Tier 2 specialist and TST team will monitor Power BI data for the following sub-groups on a weekly basis.
 - African American
 - Students with Disabilities
 - Students with 2 or more races

Owner(s):

- Office Assistant
- Parents
- Tier 2 Specialist
- CWAS
- Admin
- Home School Liason

Timeline:

Weekly

Details: Explain the data which will specifically monitor progress toward each indicator target

Quarterly Attendance

Owner(s):

- Office assistant
- Teachers
- ILT Team
- Admin
- Students
- Parents
- District CWAS
- CWAS Tier 2 Specialist
- TST Team
- Home School Liason

Timeline:

bi-quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1

- School-wide attendance practices will be designed, implemented, and monitored to support all students with good attendance for school success.
- All students and families will receive on-going messaging about the importance of good attendance and school-wide attendance policies and practices.
- All students will participate in schoolwide attendance incentives to recognize good and/or improved attendance through the use of Finest Falcon, PBIS celebrations, Block F, quarterly attendance awards.
- All students will have opportunities to engage in arts, music, activities, and athletics through classroom instruction, student clubs, the music program, the athletics program, the After School Enrichment and Safety (ASES) program, and/or the extended year program (winter and summer sessions).
- Office Assistant and Home School Liaison will support all students and families in the area of attendance by communicating attendance policies and effective practices and connecting with families to provide information, resources, and accountability.

- PLC developed instructional calendars to support weekly Tier 1 instruction and identify Tier 2 students who need additional support based on Tier 1 CFAs
- Students will be identified for Tier 3 support through Student success team meetings and push in/pull out services.

Tier 2

- The Child Welfare and Attendance Specialist (CWAS) will coordinate tier 2 targeted interventions and support identified student needs in the areas of attendance and social-emotional well-being.
- Identified student groups with high rates of absenteeism/tardies will be identified and targeted group interventions will be developed, including increased opportunity for connection to school and increased parent contact communicating the importance of good attendance and a plan for how to improve attendance.
- The Home School Liaison will support student attendance improvement efforts through parent, staff, and student services, resources, and conferences to set and monitor goals for improved attendance.

Tier 3:

- The HSL will make daily/weekly contact with families of individual students exhibiting chronic absenteeism to address continuing concerns about absences and discuss a plan for improvement. Individual student conferences will be held by the HSL/CWAS with chronically absent students to establish goals for improvement and incentive contracts.
- Weekly check-ins with students will be conducted to monitor progress and implement rewards.
- Home visits will be made by CWAS and/or HSL to families of students who are chronically absent and not able to contact or not attending school for long periods to explore possible interventions or supports needed.
- Students/Families who do not respond positively to tier 1 and 2 interventions by improving attendance will be referred to the District to proceed with the School Attendance Review Board (SARB) process.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of

Not Applicable

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by.

- (.375) Certificated tutor to provide Tier 3 intervention for literacy
- HSL mileage for home visits and technology replacement

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by.

- (.375) Certificated tutor to provide Designated ELD instruction
- (2) (.375) Resource Counseling Assistants to increase school connectedness and student engagement.
- Social emotional resources to support SEL competency building.
- Culturally relevant books of the Month and books that focus on SEL competencies to increase student engagement and build school community.??

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Communication with parents in home language regarding the importance of attendance
- Parent contact by teachers, office assistant, and home school liaison
- Use of attendance flow chart and procedures

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.

1. Identify the student group (list only one at a time) in red and all the areas they are identified in.

Not applicable. There are no student populations performing at the lowest level in areas of Chronic Absenteeism.

2. Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support (Specific student group) by.

- (.375) Certificated tutor to provide Tier 3 intervention for literacy
- HSL mileage for home visits and technology replacement

3. Using 7090/7091 funds only: What are the planned expenses to support this student group?

With 7090 or 7091 funds we plan to support (Specific student group) by.

- (.375) Certificated tutor to provide Designated ELD instruction
- (2) (.375) Resource Counseling Assistants to increase school connectedness and student engagement.
- Social emotional resources to support SEL competency building.
- Culturally relevant books of the Month and books that focus on SEL competencies to increase student engagement and build school community.

4. As a site: What are planned actions to support this student group? Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA

- Students With Disabilities (SWD)- Students with disabilities who are in our SDC programs and have serious medical conditions and/or illness that impact their school attendance or keep them out of school frequently or for prolonged periods, will be offered alternative options, such as Home Hospital Instruction.
- Targeted support Team and Student Success Team Meetings

- Monthly chronic “on deck” supports.
- Special Education focused supports for attendance
- Attendance incentives
- HSL and OA collaborating with TST team members to address attendance concerns.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0160 Figarden Elementary (Locked)

G3 - Increase student engagement in their school and community

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|------------|-------------------|--------------|-----------|-----|---|----------|
| G3A2 | Sup & Conc | Instruction | Mat & Supp | | | : Materials and supplies for PBIS activities/fines falcon/attendance/awards/incentives. Additional actions include G3A1, G2A2, G1A1, G1A2, G1A3 | 8,000.00 |
| G3A2 | Sup & Conc | Instruction | Direct-Graph | | | Graphics orders Additional Actions G2A1 and G2A2 | 2,000.00 |

\$10,000.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 4 Metrics | Required | Current Target | Actual | As Of | Target |
|--|----------|----------------|--------|-----------|--------|
| Fall Climate & Culture staff survey - percent favorable in organizational culture domain | ✓ | 85.14 % | 81.3 % | 2023-2024 | 85.4 % |

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

The following actions were implemented:

- All staff received professional learning opportunities, resources, and support that supports them to meet the needs of their students, including building upon their knowledge and skills in using effective instructional practices, creating a culture of learning with high expectations, supporting students' social and emotional needs, providing challenging content, and ensuring student ownership within an aligned instructional system (standards, instruction, assessment).
- Due to the absences of the Instructional Coach all teachers did not receive opportunities for job-embedded instructional coaching support.
- All teachers participated in Professional Learning Communities (PLCs) to engage in cycles of inquiry and problem solving in order to improve student learning and school success.
- All General Education teachers of grades 3 through 6 implemented Math Lesson Design and Beyond the Basic Facts by Swun Math but at different levels of implementation. They received monthly onsite coaching support and professional development focusing on interactive lesson design, mathematical practices, instructional strategies, curriculum mapping and unpacking standard.
- PLi Lead Teachers received professional development and monthly coaching support through the Personalized Learning Initiative (PLi) partnership, designed to build teacher capacity in providing high-quality student-centered instruction with the intentional use of technology through personalized and blended learning approaches.
- Staff had opportunities to provide feedback and decision-making on school programs and activities through engagement in the ILT, CCT, SSC, PLCs, staff meetings, and surveys.
- All staff had opportunities to participate in school events, committees, community-building activities, and build meaningful relationships with students, staff, and families.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

- While the overall response was 81% favorable (6% lower than the district elementary school average), this was 1% lower than our school average in Spring 2023.
- Lowest favorable response (69%): "We have a culture that provides staff with recognition for the work we do." According to the Spring 2023 data this question has decreased by 1%.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Feedback to staff has been infrequent and not consistent as this has been impacted by administrators needing to support high needs SPED students, fill in when auxiliary staff are absent, and cover classrooms when short on substitutes.
- It has been difficult to hire and retain classified staff. We began the 2023-2024 school year with 16 classified vacancies. Currently, we have 6 SPED classified vacancies and 3 GE para vacancies in Pre-School and Kindergarten.
- Administrators have difficulty providing open office hours due to the high number of IEPs that need to be attended.
- Absences among staff, at all levels, has been high this year which created inconsistencies with program implementation, coaching, and feedback.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Action 1, Tier 1 – All staff will continue to have opportunities to plan and be involved in decision-making of school programs and activities by joining small teams, committees, participating in feedback surveys, providing ideas and input to classified or certificated ILT, CCT, SSC representatives, and attending school events to build meaningful relationships with students, staff, and families.
- Action 1 - Enhanced Services for Low Performing Student Groups (Students with Disabilities) – All staff will receive professional development on effective use of strategies, accommodations, and modifications to provide SVD access to grade level curriculum and standards for school success (leverage the Special Education department staff to provide PL).
- Continue to hire highly qualified staff that reflects the diversity of our student demographics.
- Pair veteran teachers with new teachers, not just in their PLCs but across grade levels.
- Continue monthly celebrations and staff activities.
- Continue weekly shout-outs in the Staff Weekly Message.
- Increase opportunities for reflection and feedback.
- Ensure open office hour time once per week for staff.
- Continue to provide professional learning around Cultural Proficiency for all staff.
- Increase recruitment of diverse parent participants for SSC, ELAC, PTA, and other school wide committees and events.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

- Continue to recruit and hire highly qualified staff.
- When possible, ensure staff is full credentialed when hiring.
- Continue to have parents on interview panels, when possible.
- Continue to recruit and hire staff that reflects the diversity of the students.

2 ELAC:

- Increase mentoring programs.
- Increase opportunities for parents to volunteer in classrooms.
- Recruit and hire bilingual staff.
- Provide bilingual instruction.
- Provide opportunities afterschool for after school tutoring and practicing English.

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

- Continue to compose interview panels of various positions.
- Continue to collaborate with SPED and other departments to recruit highly qualified staff.
- Continue to collaborate with Teacher Development, Teacher Residency Programs, and outside agencies to recruit staff.
- Provide more opportunities for recognition of work.
- Provide more frequent and consistent feedback.
- Principal, VP, and Instructional Coach to calibrate, conduct walk-throughs, and provide feedback on a weekly basis, both

individual and PLC.

Action 1

Title: Recruitment and Retention of Staff

Action Details:

- Figarden will seek to retain high-quality staff by supporting teaching and learning needs through a positive climate and culture and professional development that meets the social-emotional and academic needs of students.
- Figarden Elementary will actively continue to recruit and retain staff members that reflect the diversity of the Figarden community at all levels of the school's personnel.
- Maintain active and supportive Professional Learning Communities for teachers and all staff members focusing on supporting the unique assets and needs of the community.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Figarden's Student Population data is as follows:

- 8.73 % of students are two or more races.
- .79 % Filipino
- 17.46 % White
- 7.14 % African American
- 1.59 % American Indian
- 4.76 % Pacific Islander
- 4.76 % Asian
- 54.76 % Hispanic

Owner(s):

- Principal
- Vice-Principal
- Office Manager
- Teachers
- CCT Team
- Inclusion Team
- HR Asst. Supt.

Timeline:

6/2025

Details: Explain the data which will specifically monitor progress toward each indicator target

Climate & Culture Survey Data

Owner(s):

- CCT Team
- Admin Team
- Inclusion Team

Timeline:

Fall 2024 & Spring 2025

Details: Explain the data which will specifically monitor progress toward each indicator target

Professional Learning Agendas/Feedback Surveys

Owner(s):

- Principal
- Academic Instructional Coach

Timeline:

Quarterly

Details: Explain the data which will specifically monitor progress toward each indicator target

Classroom Observations and Feedback

Owner(s):

- Principal
- VP
- Academic Instructional Coach

Timeline:

Weekly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1:

- All staff will be provided with professional learning opportunities, resources, and support that adequately prepares them to meet the needs of their students, including building upon their knowledge and skills in using effective instructional practices around creating a culture of learning with high expectations, applying cultural proficiency and culturally responsive teaching strategies, supporting students' social and emotional needs, providing challenging content, and ensuring student ownership within an aligned instructional system (standards, instruction, assessment).
- All staff will receive feedback that helps them grow and improve, as well as recognition for the work that they do. Staff will be surveyed to find out the type of feedback and recognition that they desire to ensure that both are meaningful.
- All teachers will receive job-embedded professional learning opportunities (coaching cycles, peer observations, etc.) through support by the Instructional Coach, focusing on building capacity in providing effective instruction (as defined by the Literacy and Math IPGs) and creating and maintaining a positive classroom climate and culture.
- All teachers will participate in Professional Learning Communities (PLCs) to engage in cycles of inquiry and problem solving to improve student learning and school success through a multi-tiered system of support in response to student learning needs.
- Teachers in Grades 3 through 6 will participate in professional learning for Personalized Learning Initiative (PLi) partnership, designed to build teacher capacity to provide high-quality student-centered instruction with the intentional use of technology through personalized and blended learning approaches.
- PLi Teachers will engage in meetings, professional development (with sub-release), planning, and job-embedded coaching and will share their learning with their colleagues during their PLC meetings and during Site Professional Learnings.
- One teacher per grade level, one SPED teacher, the site Instructional Coach, and the Principal will serve on the site Instructional Leadership Team (ILT). ILT members will participate in monthly ILT meetings to engage in cycles of continuous improvement of the school-wide instructional program to ensure that actions are planned and implemented effectively in response to students' needs.
- Four teachers, one classified staff, and an Administrator will serve on the Climate & Culture Team (CCT). CCT members will engage in monthly CCT meetings to analyze data (attendance, misbehaviors, suspensions, Climate & Culture Surveys) and conduct observations in various settings to determine the effectiveness of school-wide structures, operations, SEL programs, and engagement opportunities for students, staff, and families to develop actions for improvement and professional learning opportunities (i.e. Behavioral interventions/supports, Tiered Levels of Response to Misbehavior, Safe & Civil Schools, CHAMPS, Class Meetings, and Second Step).
- All staff will receive weekly digital communications on areas of focus, upcoming events, and other important information in support of school operations.
- All staff will be offered a wide range of district provided on-demand academic and social-emotional based professional learning opportunities.
- All staff will have opportunities to participate in school events, committees, community-building activities, and build meaningful relationships with students, staff, and families.
- Interview questions asked during hiring processes will include questions that focus on culture, equity, and inclusion.
- All staff will receive materials, supplies, resources, and technology necessary to accomplish their job duties in support of student learning.
- The Climate and Culture Team and Inclusion Team will continue to use staff survey data (Overall Positive in Belonging Domain) to guide school-wide initiatives and activities to improve the overall feeling of belonging of Figarden staff.
- Include a diverse representation of Teaching and Classified Support Staff on Hiring Panels.
- Continue to provide professional learning around Cultural Proficiency, SEL strategies, and Trauma Informed practices for all staff.
- Increase recruitment of diverse parent participants for the School Site Council, PTA, ELAC, etc.
- Collaborate with HR Assistant Superintendent to recruit and hire Highly Qualified Candidates that are representative of the school's demographics.

Tier 2:

- PLCs and/or individual teachers will receive targeted coaching support and/or PL through instructional coach in specific areas for growth in teaching and learning, based on assessed needs.
- Classified staff groups or individuals will receive targeted support and/or PL for growth in specific areas, based on assessed needs.
- PLCs and/or individual teachers and classified staff will engage in conferences with administration for development of professional learning plans, goal-setting, progress monitoring, feedback, etc.

Tier 3

- Identified teachers will engage with administrators in the Teacher Development Plan process for improvement, as needed.
- Identified classified staff will engage with administrators in the Classified Competency Review Plan process for improvement, as needed.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- PLC teams will analyze EL student data and develop instructional plans by mapping essential ELD standards with strategic alignment of ELD curriculum, instruction, and assessment.
- Continue to provide professional learning around Cultural Proficiency, SEL, and Trauma Informed Practices for all staff.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Continue to provide professional learning around Cultural Proficiency, SEL, and Literacy Best Practices for K-2 teachers.
- Continue to provide professional learning around Personalized Learning Initiative, data based small group instruction, blended learning, and cycle of inquiry.

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

| Goal 5 Metrics | Required | Current Target | Actual | As Of | Target |
|--|----------|----------------|--------|-----------|--------|
| Fall Climate & Culture family survey - percent favorable in family engagement domain | ✓ | 92.25 % | 85.9 % | 2023-2024 | 88 % |

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

- We did not plan or implement family science, math, or literacy night. We need committees of teachers to help plan.
- All other actions were implemented.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

- Staff has continued to offer virtual options for parents to attend parent conferences, IEP meetings, SST meetings, and PTA meetings.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Continue to implement all actions and refine the actions to meet the needs of families and expand on the family engagement opportunities that are offered.
- Continue to recruit parents to join PTA and planning committees.
- Continue to expand parent events that showcase their students.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

- Offer quarterly parent/Principal coffee hours.
- Send home paper forms for feedback
- Continue to promote the use of Parent Square both for families and staff.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1 SSC - (Teacher/Staff, Parents, and Secondary Students).

- 75% of respondents want to keep quarterly awards assemblies.
- 50% of respondents want to keep Character Counts traits focus and recognition.
- 53% of respondents want to keep the school-wide Book of the Month.
- 68% of respondents want to continue Elective Wheel
- More extra curricular activities. (e.g., playday, talent show, theatre show, Minecraft Competitions, dances)
- Team Sports Awards
- Saturday School
- More parent and staff involvement

2 ELAC:

- Provide support to parents to help students with homework.
- Increase mentoring programs.
- Increase opportunities for parents to volunteer in classrooms.
- Provide parent workshops in academic areas to provide parents with ideas on how to help their students (ELA, Math, Science, etc.)

3 Staff - (Credentialed Staff, Classified Staff, and Administrators):

- Continue Quarterly Awards and Music Showcases
- Continue Elective Wheel, but start earlier in the year.
- More extra curricular activities
- Semester Sports Awards
- More parent and staff involvement.
- Increase parent volunteers

Action 1

Title: Increase family engagement and inclusion opportunities

Action Details:

- Figarden will increase inclusive opportunities for families to engage in their students' education by providing additional resources and on-going communication with families, and increased opportunities for parents to get involved with classrooms and school wide events.
- Continue with Goal 2 activities, arts, athletics and encourage parents to get more involved in all events.
- Continue Elective wheel and get parent input into what they and their students would like to see offered.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Parent Survey - Increase inclusive opportunities for families to engage in their students' education

Owner(s):

- Principal
- Vice Principal
- Office Staff
- Teachers
- Home School Liason
- Instructional Coach

Timeline:

6/2025

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Tier 1:

- Administration Team, Teachers, and Office Staff will actively recruit parents for participation in School Site Council and Parent Teacher Organization.
- Create parent workshops focused on topics aligned with supporting students in K-2 literacy, 3rd-6th Grade Math, and Science.
- Parent Engagement Hours will be set up and facilitated by the HSL on a monthly basis with a variety of topics centered around engaging families in their student's education.
- Continued focus for all staff members on the importance of parent/teacher relationships and the building of trust.
- Continue weekly communication with families through the Falcon Flyer; Parent Square, audio messages, and emails.
- Host family events such as Back to School Night, Open House, and events organized and facilitated through the Figarden PTA.
- All staff will demonstrate kindness and respect towards all families at our school.
- All families will have opportunities to participate in a wide range of school activities and events to engage in their students' education through parent meetings, conferences, student performances, athletics, music programs, award assemblies, Open House, etc.
- All families will have access to a wide variety of verbal and written information regarding schoolwide expectations, policies, procedures, disciplinary guidelines, schedules, and programs offered to students.
- All families will receive on-going communication from school staff regarding student attendance, behavior, academic achievement, social-emotional well-being, and health and medical concerns. Describe Direct Services to Families in support of students, including materials and supplies required (curriculum and instruction):.
- All families will receive frequent progress monitoring of student academic, social-emotional, and attendance performance through ATLAS Parent Portal, quarterly progress reports, report cards, EduText, email, phone calls, conferences, and a variety of digital communication platforms.
- District, school, and classroom communications will be available to all families in a variety of formats and through Parent Square phone call recordings, emails and text messages, printed materials, use of the marquee, banners and posters, and online the Parent Square platform.
- All families will be encouraged to participate in parent meetings, School Site Council, English Language Advisory Committee, parent-teacher conferences, Back-to-School-Night, and other school based/community meetings that include discussions with school staff, decision-making, and informational presentations.
- The HSL will coordinate family educational programs and promote family and community involvement in school activities to assist students in achieving their personal best.
- Materials, supplies, and technology will be provided to support family engagements.

Tier 2:

- The HSL will recruit families to take part and support decision-making groups, such as the School Site Council and English Learner Advisory Committee in an effort to increase parent voice.
- The Home School Liaison and School Psychologist will refer families to local agencies or school services, as appropriate, to provide students and families with a variety of high-quality learning options in support of student learning and school success.
- Families of identified student groups in need of support with Spanish translation for parent meetings, conferences, communication with school staff, etc. will receive support from the Home School Liaison.
- Families of identified student groups demonstrating needs for targeted academic, behavioral, social-emotional, or attendance support will receive increased school communication and collaboration for goal setting, action planning, and progress monitoring towards improvement.

Tier 3:

- Families of identified students will be invited to participate in Student Success Team meetings in order to collaboratively develop academic, behavioral, and/or social-emotional interventions necessary to support individual students' needs.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Admin will work with support staff including the home school liaison and CWAS Tier 2 specialist to reach out to families of EL students.
- Continue to provide translation services for flyers, meetings, etc.
- Continue to provide babysitting services during parent meetings.
- Ensure participation in providing input into the SPSA and other EL decisions.
- Provide supplemental classified time for HSL to plan and implement parent workshops.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Collaborate with families to support the unique needs of our student population.
- Collaborate with families to get their input on school wide events and activities.
- Continue to seek community input through virtual platforms.
- Low performing and special needs students will be offered, encouraged, or recruited to participate in all arts, athletics, and activities. We feel that this fosters a positive connection to school and may motivate students to perform at higher levels.
- Purchase supplies to allow communication with families to go home in a variety of forms.
- Create virtual opportunities for students who may not be able to stay after school
- transportation when possible for students who are not able to participate due to transportation to events
- provide babysitting for families as needed to allow for parent participation

Students with Disabilities (SWD)

- Families will attend IEP meetings to discuss students' goals and progress in academics, behavior, and attendance.
- The CWAS, HSL, and Health Services staff will support families to improve attendance and with resources to address frequent and/or prolonged absences due to medical needs.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0160 Figarden Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|---------------|----------------------------------|--------------|-----------|-----|---|----------|
| G5A1 | Title 1 Basic | Parent Participation | Oth Cls-Supp | | | Supplemental time for creating workshops for parents, providing babysitting for parent workshops, parent outreach phone calls | 1,050.00 |
| G5A1 | Title 1 Basic | Parent Participation | Mat & Supp | | | Materials and supplies for parent meetings. **No incentives or food. ** | 1,250.00 |
| G5A1 | Title 1 Basic | Attendance & Social Work Service | Local Mileag | | | Home School Liaison mileage. | 1,500.00 |
| G5A1 | Sup & Conc | Parent Participation | Mat & Supp | | | Materials and supplies to support parent meetings and parent involvement activities | 500.00 |
| G5A1 | LCFF: EL | Parent Participation | Mat & Supp | | | Materials and supplies for parent meetings. | 200.00 |

\$4,500.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0160 Figarden Elementary (Locked)

| Action | Funding | Spending Activity | Expense | Personnel | Fte | Vendor / Purpose Of Expenditure | Budget |
|--------|---------------|-------------------|---------------|-----------|--------|---|-----------|
| G1A1 | Title 1 Basic | Instruction | Teacher-Regu | Tutor | 0.3750 | | 48,379.00 |
| G1A1 | Title 1 Basic | Instruction | Bks & Ref | | | Scholastic Magazine subscription for K-6 classrooms to enhance ELA standards mastery through current events. | 3,900.00 |
| G1A1 | Title 1 Basic | Instruction | Mat & Supp | | | Materials and supplies to support classroom instruction. Additional action G1A2, G1A3 **No incentives or food.** | 1,216.00 |
| G1A1 | Title 1 Basic | Instruction | Nc-Equipment | | | Technology to support classroom instruction. Additional action G1A2 | 2,500.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Regu | Tutor | 0.1875 | Certificated tutor for literacy and Designated ELD instruction. | 19,505.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Subs | | | Sub release time for planning/data chats/professional learnings. Additional actions include G1A2, G1A3 | 5,017.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Subs | | | Sub release time for student success meetings/IEPs/504s | 10,630.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Subs | | | Sub release time for planning instruction. Additional actions include G1A2, G1A3 | 16,961.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Subs | | | Sub release time for teachers to attend PLI professional learning. | 6,132.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Supp | | | Supplemental contracts for small teams planning (Inclusion, PLI, etc.) | 2,574.00 |
| G1A1 | Sup & Conc | Instruction | Teacher-Supp | | | Supplemental contracts for instructional planning | 4,413.00 |
| G1A1 | Sup & Conc | Instruction | Bks & Ref | | | Schoolwide Books of the Month and Professional Learning books. | 5,000.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | Materials and supplies to support instruction. Additional actions include G1A2, G1A3 | 20,412.00 |
| G1A1 | Sup & Conc | Instruction | Mat & Supp | | | : Poster maker supplies to support classroom instruction, school connectedness, and parent involvement. Additional actions include G2A2, G5A1 | 3,000.00 |
| G1A1 | Sup & Conc | Instruction | Nc-Equipment | | | : Technology to support classroom instruction and school connectedness. Additional actions include G1A2, G1A3, G3A1, G3A2 | 3,000.00 |
| G1A1 | Sup & Conc | Instruction | Subagreements | | | California Teaching Fellows Foundation : Two fellows to support Literacy Instruction and MTSS time. \$26,289.60 | 26,290.00 |
| G1A1 | Sup & Conc | Instruction | Off Eq Lease | | | Lease for color copier | 4,100.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Regu | Tutor | 0.1875 | Certificated tutor for literacy and Designated ELD instruction. | 19,505.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Subs | | | Sub release time for EL Planning | 3,225.00 |
| G1A1 | LCFF: EL | Instruction | Teacher-Supp | | | ELPAC Assessors | 2,626.00 |
| G1A1 | LCFF: EL | Instruction | Mat & Supp | | | Materials and supplies to support EL instruction. | 796.00 |
| G1A2 | Title 1 Basic | Instruction | Bks & Ref | | | : Mystery Science site license. | 1,495.00 |
| G1A2 | | Instruction | Ins Aide-Req | | 0.3750 | | 12,863.00 |

| | | | | | | |
|------|---------------|----------------------------------|--------------|------------------------------|--|---------------------|
| G1A2 | Sup & Conc | Instruction | Ins Aide-Reg | Paraprof, Instructional Asst | 0.3750 | 13,863.00 |
| G1A2 | Sup & Conc | Instruction | Bks & Ref | | : License for Reflex/Frax | 3,600.00 |
| G1A2 | Sup & Conc | Instruction | Direct-Maint | | Technology maintenance | 2,000.00 |
| G2A2 | Sup & Conc | Instruction | Mat & Supp | | : Social emotional resources including materials and supplies for Motor room and care and connect rooms. Calming corners. Supplies for RCA and Tier 2 CWAS | 4,000.00 |
| G2A2 | Sup & Conc | Attendance & Social Work Service | Cls Sup-Reg | Assistant, Resrce Cnslg | 0.3750 | 16,495.00 |
| G2A2 | Sup & Conc | Attendance & Social Work Service | Cls Sup-Reg | Assistant, Resrce Cnslg | 0.3750 | 16,924.00 |
| G3A2 | Sup & Conc | Instruction | Mat & Supp | | : Materials and supplies for PBIS activities/finst falcon/attendance/awards/incentives. Additional actions include G3A1, G2A2, G1A1, G1A2, G1A3 | 8,000.00 |
| G3A2 | Sup & Conc | Instruction | Direct-Graph | | Graphics orders Additional Actions G2A1 and G2A2 | 2,000.00 |
| G5A1 | Title 1 Basic | Parent Participation | Oth Cls-Supp | | Supplemental time for creating workshops for parents, providing babysitting for parent workshops, parent outreach phone calls | 1,050.00 |
| G5A1 | Title 1 Basic | Parent Participation | Mat & Supp | | Materials and supplies for parent meetings. **No incentives or food. ** | 1,250.00 |
| G5A1 | Title 1 Basic | Attendance & Social Work Service | Local Mileag | | Home School Liaison mileage. | 1,500.00 |
| G5A1 | Sup & Conc | Parent Participation | Mat & Supp | | Materials and supplies to support parent meetings and parent involvement activities | 500.00 |
| G5A1 | LCFF: EL | Parent Participation | Mat & Supp | | Materials and supplies for parent meetings. | 200.00 |
| | | | | | | \$282,058.00 |

| Funding Source Totals | Unit # | Budget Totals |
|-----------------------|--------|---------------------|
| Title 1 Basic | 3010 | \$61,290.00 |
| Sup & Conc | 7090 | \$194,416.00 |
| LCFF: EL | 7091 | \$26,352.00 |
| Grand Total | | \$282,058.00 |

| Goal Totals | Budget Totals | |
|---|---------------|---------------------|
| G1 - Improve academic performance at challenging levels | \$230,139.00 | |
| G2 - Expand student-centered and real-world learning experiences | \$37,419.00 | |
| G3 - Increase student engagement in their school and community | \$10,000.00 | |
| G5 - Increase inclusive opportunities for families to engage in their students' education | \$4,500.00 | |
| Grand Total | | \$282,058.00 |