Fulton

10621666006068

Principal's Name: Grace Settle

Principal's Signature:

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Grace Settle	X				
2. Chairperson – Margie Valenzuela			X		
3. David Scaife		X			
4. Crystal Wells				X	
5. Kelli McClelland				X	
6. Juan Sandoval				X	
7. Maria Mata					X
8.		X			
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below: N/A
□ ELAC reviewed the SPSA as a school advisory committee.
□ ELAC voted to consolidate with the SSC. Date_____.

Required Signatures

School Name: Fulton

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	Grace Settle	*Grace Settle*	
SSC Chairperson	Margie Valenzuela	*(signature)*	

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

Fulton - 0188

ON-SITE ALLOCATION

3010	Title I	$1,100 *
7090	LCFF Supplemental & Concentration	$3,740
7091	LCFF for English Learners	$1,014

TOTAL 2024/25 ON-SITE ALLOCATION   **$5,854**

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*	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	$44
	Remaining Title I funds are at the discretion of the School Site Council	$1,056
	Total Title I Allocation	$1,100

January 24, 2024

Fulton School 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 - percentage of students met/exceeded standard	✔	21.1 %	50 %	2023-2024	51.1 %

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.

Graduation Rate:

Based on the California Dashboard, last year Fulton had 6 seniors, 4 graduate on time, 1 was a summer graduate, 1 was a transfer to FAS. This year there is currently 3 seniors, 2 are on track to graduate and 1 will be transferred to FAS.

SBAC/Reading Program:

Out of 21 students 13 are 2 grades or more below their reading level.

Academic Performance, Grades/GPA/Credits:

98% of the students enter Fulton significantly behind in credits and below 2.0 GPA. This is for a variety reasons, they are all on an IEP, primary disability is usually Emotional Disturbance (ED), their mental health has affected their academic progress. Over 50% are far below-grade level in reading and writing which has a negative impact on their i-Ready, SBAC and other assessments.

Our goal at Fulton is help student with credit recovery and their academic needs. Furthermore, with their severe mental health needs.

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

Factors that contribute to the disproportionality of low-performing Fulton student groups:

- Most student, between 95% to 99%, that transfer to Fulton are behind in academic credits, usually due to their mental health well-being.
- Also, most students, between 70% to 80% have a high abstentionism rate. These students tend to have high anxiety and have difficulties around large groups of people.
- Previous to the pandemic, Fulton's old site could only have 25 students. Post pandemic, upon returning our numbers were low. End of 2022-2023 school we came over to the new site with lower due to graduation, transition back to comprehensive home school, moved out of district, and transfer to FAS.
- Student numbers have been increasing since returning from Distance Learning a couple of years ago. During Distance Learning enrollment number decreased.
- Mental health needs and behaviors are more intense this year than prior years, especially during Distance Learning.

According to the DFSM Literacy results for Fulton are as follows:

DFSM				% Met/ Exceed			
All	AA	EL	SWD	All	AA	EL	SWD
-132.60	-128.66	-145.49	-32.60 3.8%	20%		3.8%	20%

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).

Fulton is a Specialty Special Education School for students with mental health issues. Our goal is to transition students back to their comprehensive site or graduate with a diploma or Certificate of Completion. Fulton's 2024-2025 SPSA is going to expand its mental health program and increase academic options. Fulton will continue to offer winter and summer sessions for credit obtainment. Fulton will continue and expand on its positive behavior programs to increase mental health needs.

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.

In the action goals for 2024-2025 school year, the Edgenuity program will be expanded to include credit attainment. Resources will be provided to improve classroom instruction and behaviors. Data and Progress monitoring will be analyzed on a regular basis. Processes are being developed for improved structure and organization.

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).

SSC/ELAC were pleased with the previous results of academic programs, reading program Read Naturally, Scholastic supplements, they are in agreement to renew. They are also pleased with the newly added Read 180, as well as the data collection, progress monitoring on a consistent basis. They are also in agreement that we need to provide the professional development necessary to implement our academic programs.

2 ELAC:

SSC/ELAC were pleased with the previous results of academic programs, reading program Read Naturally, Scholastic supplements, they are in agreement to renew. They are also pleased with the newly added Read 180, as well as the data collection, progress monitoring on a consistent basis. They are also in agreement that we need to provide the professional development necessary to implement our academic programs.

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

Staff is also in agreement with SSC/ELAC that are pleased with the previous results of academic programs, reading program Read Naturally, Scholastic supplements, they are in agreement to renew. They are also pleased with the newly added Read 180, as well as the data collection, progress monitoring on a consistent basis. They are also in agreement that we need to provide the professional development necessary to implement our academic programs. Staff would like more PD in the reading programs, i-Ready or Edcite.

Action 1

Title: Improve Graduation Rate

Action Details:

By the end of the school year, Futon Secondary will maintain graduation rate or increase by 3%.

This will be accomplished by. ensuring academic progress of students with intensive monitoring of grades, individualized support, and interventions to support students falling behind. The teachers will check grades and progress weekly and coordinated support with the Social Emotional Para's. Instruction will specifically target each students' academic gaps. Teachers will be given additional training to support the academic progress of English Learners. Work with school counselor to develop student schedules and make necessary changes to support students in the proper courses, including:

- Welcome orientation, with expectations and review of Parent/Student Handbook.
- Provide opportunities and teach students how to access ATLAS.
- Provide access to cleaver tutorial.
- Continue with our Wednesday morning CTE course.
- Provide access to CTE courses.,
- Community outings to explore various industries.
- Community outings to vocations schools.
- Community outings to local city colleges.
- Review quarterly ATLAS progress reports.
- Review quarterly IEP progress reports.
- Review a minimum of 2x a year Fulton success grad plan.
- Students to participate in credit recovery program.
- Check ATLAS for correct reporting of grades.
- Classroom Observations, collect data and provide feedback.
- Professional learning for staff.
- Motivational incentives for students and staff.
- Community outing and field trips.
- Work with school counselor to provide school graduation plans.
- Participate in graduation services, calendar activities, and graduation ceremony with JE Young/Farber.
- Opportunity to take High School Equivalency Exam, if applicable.

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

- Grades will be monitored weekly, progress reports, quarterly interim data on progress towards the semester 1 and semester 2 goal will be obtained from the quarter 1 and quarter 3 report card. Final outcome data will be generated from the semester 1 and semester 2 grades.
- Positive transitions to and from comprehensive sites.
- Success in courses at the comprehensive sites or sites like CART.

Owner(s):

Principal

GLA

Teachers

SE Parras

Therapist

Timeline:

Weekly Monitoring

4 1/2 progress reporting on grades and IEP goals

End of quarterly grades and semester grades

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

- Springboard and Go Math curriculum. Edgenuity (My Path for Special Day Class) Program, curriculum material/supplies/technology and supplemental curriculum.
- Rewards and incentives to be provided to students who are progressing academically utilizing a tier level system.
- Regional Manager support CCI monitoring
- Regional manager supports and provides additional support and resources for goals, actions and outcomes.
- Site leader access to District Administrator to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI and WASC development.
- Professional learning for staff focused on identified needs such as CSI, WASC, student mental health well-being.
- CSI Support Allocations targeted towards reducing suspension rates will improve Graduation Rate:
  - Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
  - Utilization of evidence-based strategies aligned to state identification.
  - Work with community partners in conjunction with school site team as a Professional Learning Community (PLC).
  - School site team to complete a root cause analysis and determine areas of need.
  - School site team works to identify actions and metrics as part of the site leaders 6–8-week plan.
  - School site team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify any additional needs to share with staff for feedback and support to accelerate progress.

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 (Insert all areas in Goal 1 English learner students are identified in red according to the CA Dashboard).

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...

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...

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.

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 (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

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...

Perform ELPAC assessment and obtain data. Provide reading intervention program and EL curriculum for EL student support.

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.

Reading and writing intervention programs will be provided.

Action 2

Title: Reading Intervention Program

Action Details:

By the end of the 2024-2025 school year, all students will be able to read at grade level or at least two grade levels above grade current level.

Data Assessment will be given to each student as they are enrolled at Fulton. Our current student population were mostly (90%) under reading level at the beginning of the school year or upon enrolling at Fulton. Through implementation of reading intervention programs, the goal last year for the current school year was to increase from their current reading grade level to at least to two grade levels for each student. These reading programs have a powerful reading fluency intervention that accelerates reading achievement by using an audio internet-based program. Students become confident readers by developing fluency, phonic skills, comprehension, and vocabulary while reading passages with questions. These time-tested intervention program engages students with interesting nonfiction stories and yields powerful results. Students are able to work independently with this audio program most of the time, along with utilizing the three researched based reading strategies for struggling readers - teacher modeling, repeated reading, and progress monitoring.

There are three reading programs that meet the above criteria and will be customized to student individual learning:

- Read Naturally
- Read 180
- Jamestown Reading Program

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	Owner(s):	Timeline:
Staff will utilize the Read Naturally and Read 180 reading program's reports to progress monitor. The number of stories and the word count per minutes of reading of individual students will be progress monitor for accelerated student performance. There is also comprehension data that will be used for progress monitoring. The Jamestown Reading Program has curriculum and assessments for progress monitoring.	Principal GLA Teachers SE Paras	From the beginning to the end of school year 2024- 2025

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
Staff will be applying reading and writing strategies in all core classes, including math. Measured by common formative assessments.	Principal GLA Teachers SE Parra's	From the beginning to the end of the school year 2023-2024.

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

This is an online program, but a staff member will give direct instruction prior to student beginning program and while progress monitoring. Staff members also support students with new and/or struggling words. They will continue to use Read Naturally, along with a Written Expression and ELA, with district GVC and Action Scholastic supplement. Besides the teachers giving direct instruction the students will also be using technology/tablets/laptops with the online portion of the classes to support literacy. Provide materials/supplies/software/programs to support students and teachers.

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 (Insert all areas in Goal 1 English learner students are identified in red according to the CA Dashboard).

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...

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...

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.

It has motivational informational text for struggling reader and it also provides Spanish translation.

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 (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

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.

This is a researched based reading program that is targeting below grade level students.

Action 3

Title: Improve Academic Performance by Improving Grades/GPA

Action Details:

By the end of the 2024-2025 school year, decrease the percentage of D's and Fs by 10%. To achieve this goal Fulton will provide the following services and opportunities:

- Provide professional development to all staff to Clever and other platforms.
- Provide all students access Clever tutorial and others like Khan.
- Progress monitor D's and F's on a quarterly basis.
- Provide opportunities for students to access ATLAS.
- Train parents/guardians on how to access ATLAS.
- Meetings with families, students, staff and school counselor to review academic goals/grades every six weeks.
- Focus on Classroom Observations with feedback.
- Support from Regional ILT meetings.
- PLC and professional meetings.
- MTSS - Intervention
- Data dive of alignment of credit deficient every 6 weeks.
- Breakdown data for subgroups.
- Credit recovery available during the school year, Winter Session, Summer Session, setting up student accounts (Enginuity).
- Review to possibility of reclassification through the IEP process.

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

- Grades will be monitored weekly, course assessments will monitor content knowledge, and progress reports. Also progress monitoring will be done through quarterly interim data on progress towards the semester 1 and semester 2 student academic grades. Final outcome data will be generated from the semester 1 and semester 2 grades.
- Data will be reviewed for positive transitions to and from comprehensive sites.
- Success in courses at the comprehensive sites or sites like CART.

Owner(s):

Principal

GLA

Teachers

SE Paras

Therapist

Timeline:

Weekly Monitoring

4 1/2 progress reporting on grades and IEP goals

End of quarterly grades and semester grades

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

- Springboard and Go Math curriculum. Edgenuity (My Path for Special Day Class) Program, curriculum material/supplies/technology and supplemental curriculum.
- Rewards and incentives to be provided to students who are progressing academically utilizing a tier level system.
- Regional Manager support CCI monitoring
- Regional manager supports and provides additional support and resources for goals, actions and outcomes.
- Site leader access to District Administrator to take over their daily duties so they can engage in learning opportunities and actions that impact school improvements aligned to their CSI and WASC development.
- Professional learning for staff focused on identified needs such as CSI, WASC, student mental health well-being.
- CSI Support Allocations targeted towards reducing suspension rates will improve Graduation Rate:
  - Coaching provided to site leaders to support change management and inclusive processes in the development of the site SPSA.
  - Utilization of evidence-based strategies aligned to state identification.
  - Work with community partners in conjunction with school site team as a Professional Learning Community (PLC).
  - School site team to complete a root cause analysis and determine areas of need.
  - School site team works to identify actions and metrics as part of the site leaders 6–8-week plan.
  - School site team to learn together using an inclusive, improvement science model. They will be responsible to monitor SPSA actions and outcomes and identify any additional needs to share with staff for feedback and support to accelerate progress.

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.

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

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...

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.

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.

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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.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0188 Fulton (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Separate Classes: Special Educat	Bks & Ref			Subscriptions/Books & References	950.00
G1A1	LCFF: EL	Parent Participation	Mat & Supp			Materials & Supplies: Improving Academic Achievement	1,014.00

$1,964.00

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	✔		84.6 %	2023-2024	85.7 %

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.	**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.
• Fulton will expand the CTE program, Workability program, and the Career Development program. • Fulton will enter into a 2nd year for 2024-2025 school year with the Climate and Culture Team being led by a DPI staff member. CCT will continue to meet bi-weekly. • Fulton CCT will attend fall and spring summit.	Fulton is 100% SPED specialty students, currently all are primary disability under Emotional Disturbance (ED). Currently 60% are SDC and 40% are RSP.

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).

Fulton was a CSI school for school year 2023-2024, which addressed suspension rate and chronic absenteeism. This was a focus for the CCT to improve the climate and motivation at Fulton. Some of the CCT accomplishments have been:

- SEL/RP/PBIS Support
- Coaching Cycle with Teachers
- Classroom Walks/Data Collection
- C & C Survey support
- Establish goals, review and support.
- Finalize Fulton's Guideline for Success
- Develop Office Discipline Referral form with CCT.
- Establish Fulton Levels of Misbehaviors
- Help with School Connect
- Help to review two new modules:
    - Module 10: Developing Employability Skills
    - Module 11: Planning for College/Post Secondary Education
- Create CCT Minutes and Action Plan (MAP)

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.

- The district paid for 2 teachers to attend the fall and spring summit during the 2023-2024 school year. The upcoming school year 2024-2025 Fulton will need to pay for the two CCT teachers to attend the fall and spring CTE summit. The needs resources for the next school year are listed in the action goal.
- Increase students, staff and SSC/ELAC in decision making.

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).	**2** ELAC:	**3** Staff - (Credentialed Staff, Classified Staff, and Administrators):
SSC/ELAC were pleased with the previous results of real-world learning experience programs, including increasing the CTE program, career elective classes, speakers, community outings. They are also pleased with the return of the Adult Living courses. They are also in agreement that we need to provide the professional development necessary to implement project-based learning.	SSC/ELAC were pleased with the previous results of real-world learning experience programs, including increasing the CTE program, career elective classes, speakers, community outings. They are also pleased with the return of the Adult Living courses. They are also in agreement that we need to provide the professional development necessary to implement project-based learning.	Staff is in agreement with SSC/ELAC that were pleased with the previous results of real-world learning experience programs, including increasing the CTE program, career elective classes, speakers, community outings. They are also pleased with the return of the Adult Living courses. They are also in agreement that we need to provide the professional development necessary to implement project-based learning.

Action 1

Title: Develop a Career Readiness Program

Action Details:

By the end of the 2024-2025 school year, 100% of the students will be exposed/participate in real -world learning experience.

Utilize district available career readiness programs, along with the Work Experience, Workability Program and Department of Rehabilitation (DOR) program to ensure success in the workplace environment. District workplace program.

- Minimum of one CTE course per week.
    - Explore careers.
    - Job readiness, resumes

- ○ Vision and goals
- ○ Certificates, i.e., ServSafe, Stop the Bleed, OSHA, First Aid
- Provide opportunities for students to attend CTE classes.
- Adult Living course
- Enginuity Career and Real Living electives
- Vocational Speakers
- Community outing to various industries.
- Project based learning.

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

Data will be collected on student attendance and participation. A report will be developed regarding their career readiness input.

Owner(s):

Principal

Teachers

SE Parras

Therapist

Timeline:

The entire school year of 2024-2025

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

- Every Wednesday during zero period we have a career readiness program for all students. An online program and materials, along with speakers and field trips to prepare students for secondary transition after high school.
- Adult living and career readiness will be added to curriculum.
- Instructional services for Independent Study for CTE courses or sending students to other campuses for CTE courses.
- Provide Arts, Media and Entertainment CTE

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 (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).

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.

Material will be delivered in student's home language if necessary. Translators will be provided for family members when programs are discussed at various meetings.

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 (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).

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.

Staff will provide extra support to students as needed.

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	✔		57.9 %	2023-2024	57.3 %
Suspension Rate - Semester 1	✔	34.67 %	35.3 %	2023-2024	34.97 %

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.

SEL & CCT:

- Increase community activities.
- Fulton will enter into a 2nd year for 2024-2025 school year with the Climate and Culture Team being led by a DPI staff member. CCT will continue to meet bi-weekly.
- Fulton CCT will attend fall and spring summit.
- Participate in PL, Regional ILT, PLC

Student Engagement:

Most students come to Fulton with poor attendance. Since we are a small campus teachers take attendance within the first 5 to 10 minutes. The office manager calls home to find out if the student is out ill or is it a mental health reason or an appointment. Many times, the student will appear after the telephone call.

- Provide educational & fun field trips.
- Improve positive behavior programs.

Chronic Absenteeism:

- Decrease chronic absenteeism through a structured process as outlined in the action goals.

Suspension:

- Fulton is currently a CSI school for 2023 -2024 school year, for 2024 - 2025 Fulton will no longer be CSI. Fulton shall follow the action goal to maintain non-CSI status.
- We are also looking at alternatives to suspension, such as conflict resolution and a cool down reflection room.

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

The following records are attached, showing factors that contribute to disproportionality of low-performing student groups of students as it relates to the Attendance goal:
Chronic Absenteeism/Severely Chronic, Chronic increased then and decrease. Severely chronic has decreased over the last 3 years:

Chronic/Severely Chronic

2021 - 2022   10.5%/57.9%

2022 - 2023   45%/40%

2023 - 2024   29.4%/35.3%

Current Year Chronic/Severely Chronic Absenteeism by Race/Ethnicity:

African American   0%50%

Asian   0%/ 0%

Hispanic   25%/ 37%

Pacific Islander   0%/100%

White   60%20%

Student with Disabilities - 16

Chronic 31.3%

Severely Chronic 37.5%

English Learners - 3

Chronic 0%

Severely Chronic 33.3%

Foster Youth - 3

Chronic 66.7%

Severely Chronic 0%

Homeless Youth - 0

MISBEHAVIORS/SUSPENSIONS

In the left corner we are able to do a data analysis by month, student and incident. The chart breaks down by other categories:

By Incident Grade:

8th/9th grade 5

10th grade   4

11th grade   3

12th grade   3

By Gender:

Male 14 (82.4%)

Female 3 (17.6%)

By Ethnicity/Race:

White   8 (47%)

African American   4 (23.5%)

Hispanic   5 (29.4%)

By Foster Youth   3 (23/24)

By Homeless Youth   0

By Location:

Classroom	5
Common Area	4
Bus	2
Off Campus	2
Other	2
By Primary Reason:	
Injury to Person of Willful Force	12
Possession/Use of Drugs/Alcohol	1
Damage to school/property	1
Disruption/Defiance	1
Other	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).

Positive feedback, incentives for progress. Provide graduation gowns, clothing and diplomas for graduation. Provide appropriate school supplies for students to meet graduation requirements. .As outline in the action goal, programs will be approved upon and there will be some additional structures put into place.

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.

More incentives to promote attendance, graduation and positive behaviors. More tools to promote student engagement and motivation to attend and do well in academics. A community/field trip has been formed to help promote engagement and positive behaviors.

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).	2 ELAC:	3 Staff - (Credentialed Staff, Classified Staff, and Administrators):
SSC/ELAC were pleased with the previous results and the new plan for student engagement in school and community, including action goals and the resources and plans increasing student engagement. They are also in agreement that we need to provide the professional development necessary to implement the action goals.	SSC/ELAC were pleased with the previous results and the new plan for student engagement in school and community, including action goals and the resources and plans increasing student engagement. They are also in agreement that we need to provide the professional development necessary to implement the action goals.	Staff is in agreement with SSC/ELAC and that they were pleased with the previous results and the new plan for student engagement in school and community, including action goals and the resources and plans increasing student engagement. They are also in agreement that we need to provide the professional development necessary to implement the action goals.

Action 1

Title: Improve Social/Emotional Learning (SEL) & Culture & Climate

Action Details:

By the end of the 2024-2025 school year, 100% of the students will have completed their IEP individualized Social Emotional/Behavior Goals.

Fulton School is an education program that is safe, therapeutic and academically proficient, whose aim is to provide an environment which allows for each student to develop coping and social skills that leads to reintegration and successful transition to a comprehensive campus to promote maximum success.

- Students will demonstrate social/emotional progress by participating in a minimum of 4 local activities and 1 long distance activity per year.
- Multi-cultural events that connect family and community to school.
- PBL events that connect community, family and school.
- Student events that promote community, self-actualization, self -awareness and
- School spirit committee to provide activities.
- Weekly FUSD School Connect learning.
- Positive Behavior Intervention Program with a store for points earned
- 5 Star Behavior Program
- Motivational and SEL speakers
- Professional Deveopment for Staff
- Community Outings and Field Trips
- Build on community partners.
- CCT

Our site is proactive to create positive relationships to develop among staff, peers and community in a non-judgmental and bully free environment. It's reflexive with appropriate opportunities for social emotional improvement. The goal to have every student become a productive and stable citizen in society.

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	Owner(s):	Timeline:
Students meet minimum of once a week with therapist for progress monitoring of social emotional well being. Staff meets daily to debrief and discuss social emotional well being and strategies for improvement. Fulton's milieu is an ongoing therapeutic environment with therapist and staff continuously deploying a social emotional learning culture and climate.	Principal Therapist Teachers SE Parras Campus Assistant Office Manager School Psychologist	Throughout the 2024-2025 school year.

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
• IM4 Program • By the end of the 1st quarter - parent survey will be created and administered. • By 2nd quarter start setting up appointments and developing a Transition Plan for students to attend 2nd semester at a comprehensive school. • By 4th quarter set up appointments and develop a Transition Plan for students to attend a comprehensive school for next school year.	Principal GLA School Psychologist Therapist Teachers SE Parras Campus Assistant Office Manager	Throughout the 2023-2024 school year.

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

Services and materials for social emotional wellbeing activities, including research-based activities such as yoga, ceramics, community-based activities.

Student incentives to promote participation and efforts. A behavior incentive program has been developed and will continue into 2023-2024.

Materials including information provided for parents and surveys.

Refreshments for parents and professional learning.

Choice Magazine is life skills magazine that improves student's physical, social, and emotional health with current articles.

Minimum of 4 local field trips and a minimum of one long distance field trip to overcome anxiety about riding city transportation, large crowds and community involvement, which will require expenses associated with off campus activities. Snacks and materials needed to support student safety and welfare of campus.

The IM4 is an application for all students who are involved in intervention programming related to social, emotional, and behavioral challenges that serve as barriers to learning. The IM4 system has many ready to go interventions based on whether the student's main problems of concern are due to a performance-deficit (won't do or lack of will) and acquisition-deficit (can't do or lack of skill). Each intervention is coupled with an automated implementation-facilitation function, such as a step-by-step outline of the active ingredients, customized progress monitoring tool that can be tailored case-by-case, and fidelity checklist to track the degree to which the intervention is delivered as planned.

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 (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

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.

Materials and translators will be provided in necessary languages.

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 (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 3 that the student group is identified in red according to the CA Dashboard).

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.

All programs are scaffold to guide students through important texts across various genres.

Action 2

Title: Student Engagement/Extra Curricular Activity

Action Details:

By the end of the school year, 2024-2025, Fulton School will improve student help decrease our suspension rate by 5%. The goal will be accomplished by implementing the following activities, strategies and programs:

• Positive Incentive Behavior Program with utilizing the Class Craft Program
• Expand student store for the positive behavior points.
• Project based learning projects.
• School Connect Lessons with raffle or prizes for participation.
• School clubs for all students.
• A4 Mentoring

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

Owner(s):

Timeline:

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

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 (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

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.

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 (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 3 that the student group is identified in red according to the CA Dashboard).

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.

Action 3

Title: Attendance

Action Details:

By the end of the 2024-2025 school year, Fulton will decrease chronic absenteeism by 5% with the following supports:

- Home Visits
- Enlist the help of all staff to welcome students every day and emphasize the importance of attendance during each class period.
- Work with Families to remove barriers to attendance.
- School engagement activities.
- Attendance Incentives, ie, Kona Ice, Ice Cream, Hot Dogs, Pizza, gift cards.
- Utilize attendance monitoring data.
- Mentoring and coaching programs
- A4 mentoring.

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

Owner(s):

Timeline:

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

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 (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

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.

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 (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 3 that the student group is identified in red according to the CA Dashboard).

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.

Action 4

Title: Suspension Rate

Action Details:

By the end of the 2024-2025 school year, Fulton will reduce their suspension rate by 5%.

- Restorative return practices
- Professional development for staff
- Behavior Intervention Programs
  - Class Craft
  - 5 Star Behavior Program
- SEL support/incentives
- Parent involvement - Coffee & Donuts or breakfast or lunch.
- MTSS
- Weekly SEL activities.

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

Owner(s):

Timeline:

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

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.

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 (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

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.

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 (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 3 that the student group is identified in red according to the CA Dashboard).

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.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0188 Fulton (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Separate Classes: Special Educat	Mat & Supp			Materials & Supplies / Graduation Supplies / Student & Staff Incentives / Field Trips / Community Outreach / Professional Development	3,740.00

$3,740.00

05/10/2024

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	✔	97.68 %	88.9 %	2023-2024	90 %

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.

Fulton's goal is to have 100% of the staff trained in Cultural Proficiency. Fulton currently has 4 high school teachers (one is a long-term substitute teacher), 1 eighth grade substitute teacher, 5 social emotional paras, 2 therapist, 1 campus assistant, 1 office manager, 1 part-time school psychologist, on call nurse and .5 GLA to be hired. Fulton's plan is to hire permanent staff with reflection on the diversity of our community.

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

An inequity has been the pool of available staff to hire due to educational staff shortage and closure of the SE Para Course, that is required for SE Paras to complete certification of SE training.

In order to offer A-G courses, teacher need to have SPED credential plus single subject credential, our English and Social Science teacher have both, but our Science and Math do not have both credentials.

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).

We are incorporating the MTSS model, and we are supporting staff necessary materials for effective teaching and classroom management. As well as providing professional development to meet the changing teaching processes and increasing the diversity of the staff.

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.

Funds will be used to support:
- Staff will compete professional development in the areas of curriculum, behavior management, and mental health well-being.
- Allotted time for professional development from DPI and other behavioral/climate & culture professional development.
- Increase funds in our behavior incentive program.
- Make sure staff is prepared for their positions.

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).

SSC/ELAC were pleased with the previous results and the new plan for staff recruitment and retention of staff reflecting on diversity & unity, including an action goal and the resources and plans increasing staff recruitment and diversity. They are also in agreement that we need to provide the professional development necessary to implement the action goals.

2 ELAC:

SSC/ELAC were pleased with the previous results and the new plan for staff recruitment/retention of staff reflecting on diversity & unity, including an action goal and the resources and plans increasing staff recruitment and diversity. They are also in agreement that we need to provide the professional development necessary to implement the action goals.

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

Staff is in agreement with the SSC/ELAC that were pleased with the previous results and the new plan for staff recruitment and retention of staff reflecting on diversity & unity, including an action goal and the resources and plans increasing staff recruitment and diversity. They are also in agreement that we need to provide the professional development necessary to implement the action goals.

Action 1

Title: Staff recruitment and retention and diversity

Action Details:

By the end of the school year, staff satisfaction will increase by 5% in the various categories of the Climate and Culture Categories by:
- Provide Cultural Proficiency training to all staff.
- Provide more diversity in our teaching and staff force. Hire teachers and staff that prioritize and organize instruction, allocate time, and set high expectations for student achievement, with social emotional behavior as part of their daily activities.
- Provide time for staff to attend professional development, including professional learning time for staff during our daily staff de-briefing, even if we have to do it in chunks..
- Make sure staff is prepared for their positions, take a strong look at the district teacher and SE Para prep programs.
- Create an environment of trust, respect, fair, caring, enthusiastic, dedication, reflective, caring, motivated and reflected.
- Help staff to create a positive classroom environment, ensuring routines, procedures, and expectations.
- Staff appreciation and celebrations

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

- Staff surveys
- Evaluations
- Hiring data, including teachers and staff involved in the hiring process

Owner(s):

- All staff

Timeline:

School year from 2024 to 2025

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

- Material/Supplies to support staff developments (PL), activities, incentives, spirit wear, meeting supplies

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 staff to complete Cultural Proficiency courses.
- Professional development in ELD

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.

- Support and provide time for staff to participate in district provided professional development.
- Utilize district provided professional learning

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	✔	89.99 %	100 %	2023-2024	100 %

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.	2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.
Family Goal - Site Defined The family goal is to increase all areas of the Climate and Culture Family Survey. Research shows that strong family ties can make it four times more likely that students will make major gains in math and reading. The goal is to build relationships with families that focus on improving student learning and social emotional well-being. **Parent Survey - Site Defined** Back to School, Open Houses, IEP meetings, parents and guardians have always been welcomed and treated with respect. **Parent Survey - Safe and Secure** Parents have felt safe and secure at Fulton when we are open.	**Family Goal - Site Defined** • Most of our families do not check their email. Transportation is also an issue for some families. **Parent Survey - 89% feel Respect and Welcomed** • This school year we had an increase in surveys, we had computers available or assistance to log in on their phone during Family Engagement/Open House night. Although, some families did not attend due to transportation or work. **Parent Survey - Safe and Secure** • Parents have felt safe and secure at Futon when they are able to attend.

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).

In the past we have found better attendance when we are able to provide food to our families, including fun activities, guest speakers and raffle prizes.

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.

• Call families that do not complete the survey.
• Offer them to come in for coffee and donuts or breakfast to complete surveys with assistance.
• Increase in-person activities.
• Increase activities as outlined in the action goals.

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).	2 ELAC:	3 Staff - (Credentialed Staff, Classified Staff, and Administrators):
SSC/ELAC were pleased with the previous results and the new plan for family engagement, including an action goal and the resources and plans increasing family engagement. They are also in agreement that we need to provide more opportunities for families to engage and develop stronger communication and relationships.	SSC/ELAC were pleased with the previous results and the new plan for family engagement, including an action goal and the resources and plans increasing family engagement. They are also in agreement that we need to provide more opportunities for families to engage and develop stronger communication and relationships.	Staff is in agreement with SSC/ELAC were pleased with the previous results and the new plan for family engagement, including an action goal and the resources and plans increasing family engagement. They are also in agreement that we need to provide more opportunities for families to engage and develop stronger communication and relationships.

Action 1

Title: Involving Families: A Relationship-Centered Approach

Action Details:

By the end of 2024-2025 school year, we will increase opportunities for family engagement at a minimum of one activity per month. Activities will include the following:

• Coffee and Donut Hour
• Back to School
• Open House/Family Night
• IEP Meeting
• Orientation/Introduction meeting
• Wellness Check
• Parent/Student Handbook
• Improve Case Manager and Family engagement.

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	Owner(s):	Timeline:
• Family Surveys • Sign-in sheets • Individual parent meetings to discuss student's idividualized education plan and social emotionsl well being.	All Staff	School year 2024-2025

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

- Materials/Supplies to support family engagement and to support staff working with families

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.

- Parent communication in their preferred language
- Translator available at all meetings
- Provide services available through Parent University
- EL services provided to families and students, including what the district EL department provides to families.

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.

Most of Fulton's students are low performing SDC students. All students are SPED Emotional Disturbance (ED). As stated research shows that strong family ties can make it four times more likely that students will make major gains in math and reading. The goal is to build strong relationships with families that focus on improving student learning and social emotional well-being. We will build strong relationships through the actions listed in the Action Plan.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0188 Fulton (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	Mat & Supp			Parent Participation: No Food or Incentives	150.00

$150.00

2024-2025 Budget for SPSA/School Site Council

State/Federal Dept 0188 Fulton (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Separate Classes: Special Educat	Bks & Ref			Subscriptions/Books & References	950.00
G1A1	LCFF: EL	Parent Participation	Mat & Supp			Materials & Supplies: Improving Academic Achievement	1,014.00
G3A1	Sup & Conc	Separate Classes: Special Educat	Mat & Supp			Materials & Supplies / Graduation Supplies / Student & Staff Incentives / Field Trips / Community Outreach / Professional Development	3,740.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation: No Food or Incentives	150.00
							$5,854.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$1,100.00
Sup & Conc	7090	$3,740.00
LCFF: EL	7091	$1,014.00
Grand Total		**$5,854.00**

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	$1,964.00
G3 - Increase student engagement in their school and community	$3,740.00
G5 - Increase inclusive opportunities for families to engage in their students' education	$150.00
Grand Total	**$5,854.00**

05/10/2024