

Figarden Elementary

10621666006233

Principal's Name: Cari Lopez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 11, 2025

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 rewritten 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 - Cari Lopez	X				
2. Chairperson - Mike Griffey				X	
3. Cynthia Harralson		X			
4. Madeline Deluca		X			
5. Keith Ramirez		X			
6. Monique Mitchell			X		
7. Hannah Hubbard				X	
8. Ashley Williams				X	
9. Jonathon Garcia				X	
10. Briana Powell				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ 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		3/13/2025
SSC Chairperson	Mike Griffey		3/13/2025

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

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

FY 2025/26

Figarden - 0160

ON-SITE ALLOCATION

3010	Title I	\$66,102 *
7090	LCFF Supplemental & Concentration	\$207,888
7091	LCFF for English Learners	\$24,024

TOTAL 2025/26 ON-SITE ALLOCATION

\$298,014

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$1,916
Program Budget	\$64,186
Total Title I Allocation	\$66,102

ESSA Assistance Status: Not Identified for Assistance

January 28, 2025

Figarden Elementary 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPI - percentage of students who improved at least one ELPI level (Long-Term English Learner)	✓		56.8 %	2023-2024	57.9 %
i-ReadyELAD1 to D2 - percentage of students who met 40% or above stretch growth			49.2 %	2024-2025	52.3 %
i-ReadyELAD1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)			40.5 %	2024-2025	44.6 %
i-ReadyELAD1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)			69.3 %	2024-2025	72.4 %
i-ReadyELAD2 proficiency - percentage of students on/above			40 %	2024-2025	45 %
i-ReadyMath D1 to D2 - percentage of students who met 40% or above stretch growth			41.8 %	2024-2025	45.9 %
i-ReadyMath D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)			35.9 %	2024-2025	39.9 %
i-ReadyMath D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)			68 %	2024-2025	72.1 %
i-ReadyMath D2 proficiency - percentage of students on/above			27.3 %	2024-2025	32.4 %
SBAC ELA - Average distance from standard	✓	-33.8 pts	-34.5 pts	2023-2024	-19.5 pts
SBAC ELA - percentage of students met/exceeded standard	✓	44.9 %	41.2 %	2023-2024	46.2 %
SBAC Math - Average distance from standard	✓	-44.7 pts	-51.7 pts	2023-2024	-36.7 pts
SBAC Math - percentage of students met/exceeded standard	✓	39.1 %	32.9 %	2023-2024	37.9 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

- ELA**
- There are a large percentage of students in grades 3-8 in the Bullard region that are not reading on grade level. Half of the students in grade 11 are reading on grade level.
 - 59% of current 3rd-6th graders are not reading on grade level.
 - -35.86 distance from standard as measured by 2024 SBAC results.
 - 68.1% of students, in grades 3-6, have not met their stretch growth goal as measured by i-Ready D2
- Math**
- The math proficiency rate and DFS gap increases as students move from grade to grade with the lowest percentage of students on grade level in 7th and 8th.
 - 67.1% of 3rd-6th graders are not reading on grade level
 - -53.02 distance from standard as measured by 2024 SBAC results
 - 68.5% of students, in grades 3-6, have not met their stretch growth goal as measured by i-Ready D2

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Actions 1 & 3 ELA**
- 47% of 1st-6th graders in the Bullard Region, are fluent readers and 37% can demonstrate that they understood what they read as measured by Q2 Fluency data.
 - SWD and English Learners in the Bullard Region are performing significantly lower in ELA than their grade level peers.
 - Students are not mastering foundational skills in the primary grades.
 - Continued need for reading foundational skills professional learning for staff.
- Action 2 Math**
- Student proficiency levels on SBAC and iReady math are significantly lower than the ELA proficiency levels.
 - Grade levels not consistently giving FIABs.
 - A high percentage of students in grades 3-6 are not fluent with math facts.
 - Students are not mastering conceptual math skills.
 - PLCs have not utilized CFAs, IABs, and data analysis to the fullest extent.
 - The need for developing effective teaching strategies for Math.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Actions 1 & 3 ELA**
- Improved tier one instruction to build reading fluency, comprehension strategies and skills and vocabulary development.
 - More effective Tier 2 and 3 interventions in foundational reading skills, comprehension, and vocabulary with targeted progress monitoring.
 - More effective progress monitoring of Tier 2 instruction by classroom teachers and Certificated Tutors.
 - Continued implementation of daily fluency instruction and practice, grades 1-6.
 - Tutoring/intervention for the identified students not on grade level.

- Parent engagement opportunities: to give access to resources and books to families.
- Professional learning opportunities for staff, including conferences.
- Consistent student goal setting, increased opportunities for student voice/choice, and implementation of blended learning strategies.
- Implementation of PLC+ Foundations and the use of formative assessments.
- Two Teaching fellows to support grade levels with small group targeted reading instruction (Tier 2 intervention).
- Certificated Literacy and ELD Tutor to support Tier 2 Literacy Intervention and Designated ELD instruction.
- MTSS for ELA will be a deployment model with the expectation that SDC MM students will also be a part of the deployment for intervention based on assessment data.
- MTSS groupings and supports for students continue to be based on data from assessments.
- K-2 continue the focus on Literacy instruction during Tier 1 instructional time and implement Orton Gillingham for Tier 2 instruction during MTSS.
- Instructional coach to offer and provide PLC support and individual teacher support and feedback on best teaching practices and high leverage strategies.
- Instructional coach continue to collaborate with admin and lead teachers to plan specific targeted PL by PLC or by grade level spans.

Action 2 Math

- Continued use of Reflex Math/Frax app for math fluency.
- Tutoring/intervention for the identified students not on grade level.
- Parent engagement opportunities: to give access to resources to families.
- Professional learning opportunities for staff, including conferences.
- Consistent student goal setting, increased opportunities for student voice/choice, and implementation of blended learning strategies.
- Implementation of PLC+ Foundations and the use of formative assessments.
- Instructional coach to offer and provide PLC support and individual teacher support and feedback on best teaching practices and high leverage strategies.
- Instructional coach continue to collaborate with admin and lead teachers to plan specific targeted PL by PLC or by grade level spans.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Reading and Writing on Grade Level

Partially Implemented

The actions were partially implemented due to the factors below:

- K-6 Fluency instruction and practice has not been implemented with fidelity in all first through sixth grade classrooms.
- First grade teachers were not trained in OG until the middle of the first semester and Second grade teachers will not be trained until April 2025.
- Elimination of PLI
- MTSS deployment was meant to be across grade level spans and include SDC MM students. Deployment has instead been within individual PLCs.
- 3rd through 6th grade PLCs have not implemented FIABs with fidelity.
- PLC work around CFA cycles were not complete.

Action 2: Math instruction and Tiered supports

Partially Implemented

The actions were partially implemented due to the factors below:

- Reflex and Frax has not been implemented with fidelity across grade levels.
- Professional learning in Math has been minimal due to limited time with staff and the focus on Literacy.
- Not all 3rd through 6th grade teachers have implemented FIABs with fidelity and consistency.

- Tier 2 support time has not been scheduled into all PLCs weekly/daily schedules.
- All classrooms have not provided in class time for students' iReady my path lessons in math.
- PLC work around CFA cycles have not consistently been completed.

Action 3: Reading by First Grade

Partially Implemented

The actions were partially implemented due to the factors below:

- First grade teachers were not trained in OG until October and are just beginning to implement OG in the classroom.
- Kindergarten and first grade teachers have not utilized release opportunities to observe in their colleagues classrooms.
- Second Grade teachers will not be trained in OG until April 2025.
- Not all PLCs have scheduled specific writing blocks in their schedules.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Reading and Writing on Grade Level

Partially Effective

- Consistent use of MTSS time in ELA: Consistent use of FIABs; classroom, PLC and student quarterly goal setting, PLC planning and scheduling of CFAs to monitor student learning.
- Implementation of baseline screener for reading foundational skills.
- Need for more targeted support with subgroups that declined. This was implemented with African American and Students with Disabilities and was successful as those two group saw gains.

Action 2: Math instruction and Tiered supports

Partially Effective

- Consistent use of FIABs; classroom, PLC and student quarterly goal setting, PLC planning and scheduling of CFAs to monitor student learning.
- Implementation of baseline screener for reading foundational skills.
- Need for more targeted support with subgroups that declined. This was implemented with African American and Students with Disabilities and was successful as those two group saw gains.

Action 3: Reading by First Grade

Partially Effective

Kindergarten and first grade are focusing on foundational reading skills including phonemic awareness, phonics, high frequency words, and comprehension through whole class and small group instruction including Orton Gillingham strategies. The iReady data for Kindergarten is showing a direct correlation between good first teaching strategies, implementation of Orton Gillingham, and iReady MyPath Implementation with fidelity and the amount of growth students are showing. The Kindergarten FSA 1 assessment data shows that Figarden is higher than the Regional and District averages for all reading foundational skills assessed.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Implement intentional instructional supports, goal setting, interventions, and progress monitoring for African American Students and Students with Disabilities
- Supplemental contracts for supplemental planning time to improve Tier 1 instruction.
- Supplemental contracts offered to Certificated Staff for After School Tutoring for students below grade level in Math.
- District Literacy funds to continue to fund additional Kindergarten Paraprofessionals over the baseline staffing.
- District Literacy funds to continue to fund Cullinan Tutoring utilizing Orton Gillingham.

Section D: Educational Partner Involvement. Share the data 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.

SSC:

- SSC Meeting on 2/11/2025
SSC Meeting on 2/25/2025
Parent/Community Feedback: 67 Individual Responses
- Certificated Literacy Tutor 4.37/5.0
 - ELD Certificated Tutor 4.21/5.0
 - Teaching Fellows 4.18/5.0
 - Resource Instructional Assistant 4.06/5.0
 - Supplemental Planning Time 4.21/5.0
 - Supplemental Materials & Supplies 4.55/5.0

ELAC:

- ELAC Meeting 3/4/2025 Parents expressed a need for additional Bullying education and prevention activities.
- Additional community events
- Additional field trips
- Increase mentoring programs
- Increase extra curricular activities
- Additional after school tutoring
- After school tutoring opportunities

Staff:

- Individual needs assessment ratings:
- Teaching Fellows 3.26/5.0
 - Supplemental Planning Time 4.65/5.0
 - Supplemental Materials & Supplies 4.52/5.0
 - Reflex/Frax License 12/13 Yes 1/13 Maybe
 - Scholastic Magazine as Supplemental Materials for ELA 6/13 Yes 2/13 Maybe
 - Mystery Science as Supplemental Materials 6/13 Yes 2/13 Maybe
- PLC Needs Assessment
- Certificated Tutor for Literacy 7/8 PLCs
 - ELD Certificated Tutor 7/8 PLCs
 - Supplemental Time for Planning 8/8 PLCs
 - Teaching Fellows 4/8 PLCs
 - Instructional Assistant 4/8 PLCs
 - After school tutoring contracts
 - Professional learning on evidence based practices
 - Math MTSS Time

Action 1 :

Reading and Writing on Grade Level

Action Details:

Increase the number of K-6th grade students proficient in literacy and close achievement gap through effective tier one instruction that is aligned to the CCSS standards and a strong system of tiered interventions.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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. 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 efficiently 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 Literacy and ELD 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.
- **Kinder:** All students will be in a classroom that has a paraprofessional that has been trained on best practices in reading foundational skills through the Regional literacy funds.
- **K-2:** All teachers in TK-2 will implement effective early literacy instruction through a progression of foundational literacy skills, use of research-based best practices, ensuring adequate structure of the language arts block and efficient use of the Wonders curriculum resources.
- All **K-2** students will receive foundational skills instruction in small groups from a teacher that is utilizing the Orton Gillingham curriculum.
- **K-2** students will have opportunities to access decodables.

Tier 2

- (1) Certificated tutor to serve Tier 2 students during MTSS instructional blocks and collaborate with Instructional Coach to oversee Teaching Fellows and to build their capacity with best instructional practices. (.375)
- (2) Teaching Fellows to support Literacy Instruction
- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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 ELA Framework, ELD standards, and Universal Learning Strategies will be submitted with instructional plan.
- Supplemental time for Certificated ELD Tutor to administer Summative ELPAC
- 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 by the Certificated Tutor during their grade level MTSS time.
- 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

Student Groups

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

Students with Disabilities (SWD):

- Purchase 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)

White (WH) & African American (AA):

- .375 Certificated Literacy Tutor

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

English Learner (EL):

- .375 Certificated Tutor to deliver Designated ELD instruction daily based upon the ELA/ELD Framework and Standards.
- Instructional Coach to design and deliver Professional Learnings to support effective instruction for ELs (designated & integrated, scaffolded strategies, etc.)

Students with Disabilities (SWD):

- 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.

White (WH) & African American:

- .375 Instructional Assistant
- Professional learning books to support evidenced based instructional practices

As a site: What are the planned actions to support this student group?

English Learner (EL)

- Integrated ELD instruction to 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.

Students With Disabilities (SWD)

- SWD 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.
- RSP schedules will be designed to ensure that all students who receive RSP services in Reading/Writing are present in their classrooms to receive Tier 1 literacy instruction.
- All SWD will receive tier 3 (remedial/intensive) intervention to work on IEP goals, provided by SPED staff.
- RSP and SDC teachers to collaborate with general education teachers on student assessment results to identify classroom supports.
- SDC teachers to administer grade level CFAs 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.

White (WH) & African American (AA)

- RCAs will work with students experiencing social/emotional issues that may impact their learning (Tier 1), including SWD, White, and African American students..
- RCAs will conduct CICO, small group instruction, and provide opportunities during recess.
- Supplemental contracts for after school tutoring
- PLCs to analyze CFA data and disaggregate data with specific attention to SWD, African American, and White subgroups.
- Extra time for RCAs to run Falcon's Nest and conduct other activities during lunch times.
- Professional development on culturally relevant strategies.

Progress Monitoring: Outcomes

Reasoning for using this action

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. K-2nd - OG implementation rubric - Phonics screener - Classroom observations to assess alignment to standards and use of Wonders/GoMath curriculum - CFAs/FIABs - Data Chats and goal setting conferences 3rd-6th Grades - Classroom observations to assess alignment to standards and use of Wonders/GoMath curriculum. - CFAs/FIABs - Data chats and goal setting conferences	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. K-2nd - Kinder FSA - iReady D1 and D2 on grade level and stretch growth proficiency - Quarters 1-3 Fluency (WCPM and comprehension) 3rd-6th Grades - iReady D1 and D2 on grade level and stretch growth proficiency. - Quarters 1-3 Fluency (WCPM and comprehension) - SBAC - CFA/FIABs	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. K-2nd - D3 Kinder FSA - D3 iReady Proficiency - Q4 Fluency (meeting benchmark for WCPM and comprehension) 3rd-6th Grades - SBAC DFS and Proficiency

Action 2 :

Math instruction and Tiered supports

Action Details:

Increase the number of K-6th grade students proficient in math and close achievement gaps through effective tier one instruction that is aligned to the CCSS standards and a strong system of tiered interventions.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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 1-6 will have access to ReflexMath, 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) maybe 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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 Mathematics.

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 ELA/ELD Framework, ELD standards, and Universal Learning Strategies will be submitted with instructional plan.
- Incentives/Awards for students to master their mathematical fluency.

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

- 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.

Student Groups

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

- Site License for Reflex and Frax Math
- Technology to support classroom instruction.
- 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.

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

• English Learner (EL):

- .375 Certificated Tutor to deliver Designated ELD instruction daily based upon the ELA/ELD Framework and Standards.
- Incentives/Awards for students mastering mathematic fluency

Students with Disabilities (SWD):

- 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.

White (WH) & African American

- .375 Instructional Assistant
- RCAs will work with students experiencing social/emotional issues that may impact their learning (Tier 1), including SWD, White, and African American students..
- RCAs will conduct CICO, small group instruction, and provide opportunities during recess.
- Supplemental contracts for after school tutoring
- PLCs to analyze CFA data and disaggregate data with specific attention to SWD, African American, and White subgroups.
- Incentives/Awards for students mastering mathematic fluency

As a site: What are the planned actions to support this student group?

English Learner (EL):

- Deliver Designated ELD instruction daily based upon the ELA/ELD Framework and Standards.
- Instructional Coach to design and deliver Professional Learnings to support effective instruction for ELs (designated & integrated, scaffolded strategies, etc.)
- Integrated ELD instruction to 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.
- Incentives/Awards for students mastering mathematic fluency

Students with Disabilities (SWD):

- 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.
- SWD 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.
- RSP schedules will be designed to ensure that all students who receive RSP services in Math are present in their classrooms to receive Tier 1 mathematics instruction.
- All SWD will receive tier 3 (remedial/intensive) intervention to work on IEP goals, provided by SPED staff.
- RSP and SDC teachers to collaborate with general education teachers on student assessment results to identify classroom supports.
- SDC teachers to administer grade level CFAs 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.

White (WH) & African American

- PLCs to analyze CFA data and disaggregate data with specific attention to SWD, African American, and White subgroups.

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

K-2nd Grades

- Classroom observations to assess alignment to standards and use of GoMath Curriculum
- CFAs/IABs
- Data chats & goals setting conferences.

3rd-6th Grades

- Classroom observations to assess alignment to standards and use of GoMath curriculum.
- CFAs/FIABs
- Data chats and goal setting conferences
- Reflex & Frax Data

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

K-2nd

- Kinder FSA
- iReady D1 and D2 on grade level and stretch growth proficiency

3rd-6th Grades

- iReady D1 and D2 on grade level and stretch growth proficiency.
- SBAC
- CFA/FIABs

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

K-2nd

- D3 Kinder FSA
- D3 iReady Proficiency

3rd-6th Grades

- SBAC DFS and Proficiency

Action 3 :

Reading by First Grade

Action Details:

Increase the number of K-1st grade students proficient in Reading Foundational Skills and literacy using effective Tier 1 instruction that is aligned to the CCSS standards and a strong system of intervention.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

-Tier 1:

- Blended Learning strategies and structures provided will be implemented to meet student needs by using direct teaching with the use of technology. 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.
- Professional learning and coaching on the Science of Reading and consistent implementation provided by Administrators, Instructional Academic Coach or District Coaches/TSA's.
- 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.
- **Kinder:** All students will be in a classroom that has a paraprofessional that has been trained on best practices in reading foundational skills.
- **K-2nd Grade:** All teachers in grades TK-2 will implement effective early literacy instruction through a progression of foundational literacy skills, use of research-based best practices, ensuring adequate structure of the language arts block, and efficient use of Wonders curriculum resources.
- **K-2nd Grade:** All students will receive foundational skills instruction in small groups from a teacher that is utilizing Orton Gillingham curriculum.
- **K-2nd Grade:** Students will have opportunities to access connected decodable texts.
- Implementation of iReady MyPath with fidelity on a weekly basis.

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 collaborate with Instructional Coach to 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

- *Materials and supplies to support implementation of leveled readers, 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 Magazine.*
- *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*
- *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.

Student Groups

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

- **Students with Disabilities (SWD):**
White (WH):
African American (AA):
Materials and supplies to support implementation of Orton Gillingham, connected texts, take home books, and leveled readers.
- Materials and supplies to support Tier 2 literacy intervention.
- Materials and supplies to support parent engagement hours, family literacy nights, supplemental magazine subscriptions such as Scholastic Magazines.
- Mileage for HSL to conduct home visits and support families with technology needs.
- .375 Certificated Literacy Tutor for small group Literacy instruction.

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

- **Students with Disabilities (SWD):**
White (WH):
African American (AA):
- Sub release time for planning/data chats/professional learnings.
- Sub release time for SST meetings
- Sub release time for PLC instructional planning
- Offer supplemental contracts for teachers to provide after school tutoring to identified subgroups including African American, White, SWD, and EL student

- Professional learning books that support evidence based literacy instructional practices.
- .375 Instructional assistant to support with preparation of instructional materials.
- 2 Teaching fellows to support Tier 1 and Tier 2 Literacy Instruction
- 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 fluency, CFAs, TK FSA, K FSA, and iReady.
- Incentives/Awards for iReady growth.
- Incentives/Awards for mastering identified Reading Foundational Skills (e.g., letter names, letter sounds, high frequency words, etc.)
- Graphics orders for Awards Certificates and Wonders resources

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

White (WH):

African American (AA):

- Blended Learning strategies and structures provided will be implemented to meet student needs by using direct teaching with the use of technology. 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.
- RSP teacher to collaborate with general education teachers on student assessment results to identify classroom supports.
- Review iReady, K FSA, and CFA data for subgroups, including African American, White, SWD, and EL students 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 African American, White, SWD, and EL students

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

K-2nd

- OG implementation rubric
- Phonics screener
- Classroom observations to assess alignment to standards and use of Wonders curriculum
- CFAs/FIABs
- Data Chats and goal setting conferences

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

K-2nd

- Kinder FSA
- iReady D1 and D2 on grade level and stretch growth proficiency
- Quarters 1-3 Fluency (WCPM and comprehension)

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

K-2nd

- D3 Kinder FSA
- D3 iReady Proficiency
- Q4 Fluency (meeting benchmark for WCPM and comprehension)

2025-2026 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	Certificated Tutor for Literacy	44,340.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Scholastic Magazines and Site License for Mystery Science Additional actions G1A2, G1A3	5,895.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2000	Certificated Tutor Designated ELD	25,736.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute release time for IEPs/SSTs/504s Additional actions G1A2, G1A3	12,523.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute release for instructional planning	29,818.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for small teams planning, after school tutoring, and coordination of SSTs. Additional actions G1A2, G1A3	12,260.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Substitutes for data chats with all teachers. Additional actions: G1A2, G1A3	1,840.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for instructional planning. Additional actions G1A2, G1A3	4,904.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Instructional Assistant	14,366.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Schoolwide Books of the Month and Professional Learning books.	4,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support classroom instruction. Additional actions G1A2, G1A3	5,107.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies to support classroom instruction. Additional actions G1A2, G1A3	16,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Poster maker supplies to support classroom instruction, school connectedness, and parent involvement. Additional actions include G1A2, G2A2, G5A1.	2,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology to support classroom instruction and school connectedness. Additional actions include G1A2, G1A3, G3A1, G3A2	2,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Lease for color copier	4,300.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology maintenance	1,894.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750	RCA to support Tier 1 instruction and SEL skills and competencies.	17,093.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750	RCA to support Tier 1 instruction with SEL skills and competencies	14,342.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1750	Certificated Tutor Designated ELD	22,521.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts for ELPAC administration and EL instructional planning	551.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support EL	752.00

2025-2026 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		Instruction	Mat & Supp			instruction	757.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Site License for Reflex Math and Frax	4,200.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology to support classroom instruction. Additional actions G1A1, G1A3	2,500.00
G1A3	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : California Teaching Fellows to support Literacy Instruction. Additional actions G1A1	7,607.00
G1A3	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : California Teaching Fellows to support Literacy Instruction. Additional actions G1A1	20,029.00

\$277,078.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	92.8 %	86.1 %	2024-2025	90 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

- Recruiting staff to be champions to for students.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Teachers overwhelmed with responding to student behaviors.
- Clarity is need regarding available contracts and expectations of champions for students.
- Staff feeling like they don't have enough time to plan extra curricular opportunities.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Begin recruitment of staff at end of year, versus the beginning of the year. This will allow for planning over time or during Institute days

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Character and competencies for workplace

Partially Implemented

- Meaningful work not implemented.
- Grade levels participated in all CCR studytrips that were available.
- Junior Achievement is being scheduled for Spring 2025.
- Scheduled to participate in Nova Farms CCR experience with the whole site in April 2025.

Action 2: Increase in school connectedness

Partially Implemented

- Opportunities have only been provided for sports and spirit dress-up weeks.
- PTA elections were not held until October 2024. APTA Board Meeting was not held until March 2025. As of 3/11/2025 PTA does not have an approved budget or schedule of events.
- Approximately only 5-10% of the Figarden staff are volunteering to get involved in planning student and staff events.
- Elective Wheel was not implemented in Q2. It is planned to be implemented in Q4.
- Read Across America Spirit Week and Guest Reader Day
- Clubs including leadership and yearbook
- Red Ribbon Week - weekly dress up days and a door decorating contest

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Character and competencies for workplace

Partially Effective

Effectiveness in Meeting Student Needs: Strengths: With 68% of students (strongly agree + agree) finding lessons relevant to their lives, there is a solid foundation of student-centered, real-world learning experiences, however, there appears to be a gap in engagement for a significant portion of the student body.

Action 2: Increase in school connectedness

Partially Effective

The student survey data for sense of belonging at school shows that while we have three fourths of our students feeling connected to school, we have the other 25% not feeling connected to school. This is due to students not feeling connected to adults on campus and could be due to a lack of continuous relationship building and inconsistent implementation of Second Step.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- The school might explore additional texts that reflect the school community, additional community partnerships, or real-world applications in lessons to address the concerns of students who feel disconnected.
- Timely input of engagement data to run quarterly reports to identify students that are not engaged in school activities and attempt to engage them in the next quarter.
- Incorporate more cultural events both during the school day and after school events to reflect all cultures represented through the school's demographics.

Section D: Educational Partner Involvement. Share the data 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.

SSC:	ELAC:	Staff:
SSC Meeting on 2/11/2025 SSC Meeting on 2/25/2025 Parent/Community Member Individual Needs Assessment (67 Responses) • (2) Resource Counseling Assistant 4.51/5.0 • Keep Character Counts Monthly Recognition (54/67) • Keep Quarterly Awards (56/67) • Keep School-wide Multi-cultural and Character Trait Books of the Month (57/67) • Keep Elective Wheel. 4.38/5.0 (4.38/5.0)	• ELAC Meeting 3/4/2025 Parents expressed a need for additional Bullying education and prevention activities. • Additional community events • Additional field trips • Increase mentoring programs • Increase extra curricular activities • Additional after school tutoring	Individual staff needs assessment (23 responses) • 17/23 Keep Character Counts Recognition • 19/23 Keep Quarterly Awards • 21/23 Keep Monthly School wide Multi-cultural and Character Trait Books • 16/23 Keep Elective Wheel PLC Feedback • 4/8 Keep Book of the Month • 7/8 Continue to fund RCAs • 4/8 Keep providing SEL resources • 4/8 Keep PBIS Activities • More opportunities for whole school environment • Parent presentations/career days • Community Partnerships (e.g., Home Depot)

Action 1 :

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 monthly award recognition for students demonstrating outstanding character competencies.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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 Extended Day 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 (T.H.I.N.K) 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 maybe lacking engagements and will develop ways in which students can be connected to our school, staff, and their peers.

Tier 3:

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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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...

- Site licenses for Scholastic Magazine, Mystery Science, Reflex Math and Frax
- Technology to support classroom instruction
- Home School Liaison mileage to increase family connectedness
- 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...

- Substitute release time for student meetings (IEPs/504s/SSTs)
- Schoolwide Books of the month that are culturally relevant and that reflect the SEL competencies and skills.
- PBIS activities
- Awards and incentives (Finest Falcon/Quarterly Awards/Attendance)
- Poster maker supplies to promote school community and parent events.
- Graphics orders for awards and supplemental items.

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

- CCT small team to analyze survey results, identify areas of needs and construct plans and activities to address the needs.
- Principal and PTA Board to collaborate to plan student and school community events.
- Utilize home school liaison to conduct home visits and make phone calls to families to offer supports and services.
- Conduct biweekly TST meetings to identify students who may not feel connected and connect them with an staff member champion.
- Increase schoolwide activities
- Implement meaningful work through school jobs
- Monitor engagement data

Student Groups

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

- Scholastic Magazine subscription
- Mystery Science site license
- Technology to support instruction
- Supplemental time for classified staff and Home School Liaison to plan and implement parent workshops.

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

- Materials and Supplies to implement Meaningful Work
- Student 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 to promote positive behavior.
- SEL materials and supplies for RCAs and to supplement Tier 2 curriculum.
- Technology to support instruction.
- School wide assemblies and incentives.

As a site: What are the planned actions to support this student group?

- Students will receive small group instruction from classroom teacher during designated MTSS time daily.
- 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.
- Extra time for RCAs to run Falcon's Nests and other activities at lunch.

Progress Monitoring: Outcomes

Reasoning for using this action

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
We will achieve these changes in knowledge and learning... Include how these outcomes will be measured and who will monitor them. - Engagement data - Classroom walk through data to include enhanced student engagement through culturally rich, student relevant, real world application and hands on learning experiences - Family engagement nights sign in sheets - Increased student attendance and decreased chronic absenteeism. - Weekly attendance meetings including TST and SSTs	Shape these behaviors... Include how these outcomes will be measured and who will monitor them. - Increased iReady Diagnostic Assessment data - Increased classroom interim data including CFAs and FIABs - Increase in culture & climate survey results - Increased student attendance	And ultimately achieve these impacts. Include how these outcomes will be measured and who will monitor them. - End of year iReady Assessment data will increase - End of year summative SBAC assessments will attain the double digit gains in distance from standard. - Spring Culture & Climate survey results increase in a positive direction - Increased PBIS participation

Action 2 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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.

Student Groups

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

- **Students with Disabilities (SWD):**
 - English Learner (EL):
- **African American (AA):**
 - Scholastic Magazine for K-6 grade to supplement instructional materials and provide materials on current events.
 - Site license for Mystery Science
 - Technology to support instruction

- Materials and supplies for parent meetings
- Provide babysitting/ translating services for parent meetings

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

- **Students with Disabilities (SWD):**
English Learner (EL):
- **African American (AA):**
 - 2 RCAs (.375) to build relationships and increases school connections.
- Materials and supplies to support ELD such as manipulatives, real-world experiences with community based partners.
- School wide books of the month
- Graphics for Certificates
- Awards/incentives for Character Counts
- Activities and resources that support real-world experiences.
- Partnerships with community partners or District departments to bring real world experiences to the site.

As a site: What are the planned actions to support this student group?

- Students with Disabilities (SWD):**
- English Learner (EL):**
- African American (AA):**
- 2 (3.0) RCAs to provide CICO and small group social 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.
 - Engagement reports monitored on Quarterly basis so students can be connected to adults.
 - 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 contracts 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.

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Increase in engagement data
- Increase in climate and culture survey data
- Increase in attendance and decrease chronic absenteeism
- Weekly attendance meetings
- Bi-weekly TST meetings
- SST meetings

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Increased iReady Diagnostic Assessment data
- Increased classroom interim data including CFAs, IABs and FIABs
- Positive increases in Culture & climate survey results
- Increased student attendance

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- End of year Diagnostic Assessment data
- End of year summative SBAC assessments
- Spring Culture & Climate survey results
- Increased PBIS participation

2025-2026 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	3,000.00
G2A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext			Extra RCA time	5,176.00

\$8,176.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		32.3 %	2023-2024	29.7 %
Chronic Absenteeism - (Asian)	✓		35.9 %	2023-2024	32.3 %
Suspension Rate	✓	1.4 %	4.9 %	2023-2024	3 %
Suspension Rate - (White)	✓		9.8 %	2023-2024	5.8 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

- 32.3% of students are chronically absent and the suspension rate is currently at 4.9%.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Lack of engagement at school
- Mental health or social emotional issues
- Health issues
- Lack of parent engagement
- SWD not having the proper behavioral supports in place
- New SPED paraprofessionals not having the skill sets or experience to be able to appropriately address SWD behavioral needs.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Social Emotional Supports
- Consistent blue tickets and Friday drawings
- Staff consistency will enforcing rules and intervening in behaviors.
- Implementation and refinement of PBIS, structure and activities
- Positive activities for students to engage in such as Meaningful Work, Clubs, and Elective Wheel
- Attendance incentives and initiatives
- Home School Liaison to support with family connections and resources
- Family nights and engagements
- (2) Resource Counseling Assistants
- SSTs for chronically absent students
- Consistent Tier II supports including providing intervention and communicating with staff and families
- Targeted Support Teams (TST)
- Staff and HSL to engage students and families but also with SWD
- Continued professional learning for staff and SPED paraprofessionals on responding to behaviors.
- Emphasis on how staff attendance directly effects students' attendance and students' behaviors and responses to the interventions

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Student Engagement--Suspension

Partially Implemented

- Home School Liaison position was filled in January and has been supporting in the area of attendance with TST meetings, phone calls, home visits, and collaboration with OA and teaching staff.
- Home School Liaison has been contacting families to offer resources to families who have been chronically absent.
- Quarterly Attendance certificates for Awesome Attendance. Quarterly attendance raffles were not held.
- The importance of attendance has been communication in the Falcon Flyer and via the Weekly Electronic Messages.
- RCAs provided CICO services as well as small group social skills instruction to increase student connectedness
- Culturally relevant books of the month and books that focus on SEL competencies to increase student engagement and build school community were not consistently implemented each month.
- Targeted support team meetings were held bi-weekly.
- SST meetings were not held until third quarter
- Classroom observations to confirm Tier 1 Implementation of STOIC were conducted at the beginning of the year. Feedback was given to individual teachers. Coaching support was offered to strengthen Tier 1 classroom systems.
- Teachers utilized CHAMPS and MAC to set clear expectations and develop classroom routines and procedures.
- Usage of Second Step Curriculum monitored each quarter and shared with staff.
- All staff did not reinforce the "Bucket Filler" message, enforce the agreed upon schoolwide expectations, or use the blue Falcon tickets for incentives.
- Teachers provided additional SEL instruction through the implementation of class meetings, Olweus Bullying Prevention lessons, and additional resources, including an Inner Explorer Grant obtained by Fresno County Office of Education.
- CCT Team identified areas of schoolwide growth and provided weekly Tidbits, beginning in Q3, to support the staff and students in the identified areas of growth.

Action 2: Student Engagement - Chronic Absenteeism

Partially Implemented

- Ongoing messaging about the importance of attendance and attendance policies and procedures; however, this was impacted due to school exclusions that occurred due to a flu outbreak.

- Attendance incentives such as certificates, Finest Falcon, PBIS, Block F were implemented.
- All students have not had the opportunity to engage in arts, music, activities, and athletics due to lack of staff volunteers for clubs.
- As of Q3, Elective Wheel has not been implemented.
- The K-3 music teacher was not able to begin music instruction until Q3.
- The HSL position was not filled until January which has impacted attendance follow through with families.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Student Engagement--Suspension

Partially Effective

- Current suspension rate is 4.9%.
- Suspension rate of White students is 16.7% (7 incidents/4 students) 2 of the 4 students are SWD.
- 2 RCAs are providing consistent Tier 1 support and CICO services. We have utilized school psychologist and All For Youth services to provide supports, instruction, and intervention.
- SPED students are demonstrating severe behaviors that are violating Ed Codes and physically harming students and staff due to not having the appropriate levels of support.

Action 2: Student Engagement - Chronic Absenteeism

Partially Effective

- As of Q3, we have increased our YTD attendance rate by 3.6% as compared to 2023.
- As of Q3, we have decreased the chronic absenteeism by 4.1% as compared to 2023.
- As of Q3, 41.4% of SWD (65 students) are chronically absent as compared to 28.5% of the total population.
- 35.9% of Asian students (13 students) are chronically absent. This is a 2.2% decrease from 2023. 5/13 or 38% of these students are SPED students.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- To address increasing attendance and decreasing suspensions, we will continue to implement Positive Behavioral Interventions and Supports (PBIS) and social-emotional learning (SEL) to promote positive behaviors and improve attendance.
- Tiered Supports – School-wide expectations, targeted interventions, and individualized support for at-risk students.
- Restorative Practices – Mediation, peer circles, and reflection to prevent suspensions.
- Staff-Student Relationships – Mentorship and check-ins to encourage attendance and engagement.
- Implement data -driven strategies to monitor progress to gather insights and build relationships.

Section D: Educational Partner Involvement. Share the data 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.

SSC:

- SSC Meeting on 2/11/2025
- SSC Meeting on 2/25/2025
- Parent/Community Member Individual Needs Assessment (67 Responses)
- (2) Resource Counseling Assistant 4.51/5.0
 - Keep Character Counts Monthly Recognition (54/67)
 - Keep Quarterly Awards (56/67)
 - Keep School-wide Multi-cultural and Character Trait Books of the Month (57/67)
 - Keep Elective Wheel. 4.38/5.0 (4.38/5.0)

ELAC:

- ELAC Meeting 3/4/2025 Parents expressed a need for additional Bullying education and prevention activities.
- Additional community events
- Additional field trips
- Increase mentoring programs
- Increase extra curricular activities
- Additional after school tutoring

Staff:

- Individual staff needs assessment (23 responses)
- 17/23 Keep Character Counts Recognition
 - 19/23 Keep Quarterly Awards
 - 21/23 Keep Monthly School wide Multi-cultural and Character Trait Books
 - 16/23 Keep Elective Wheel
- PLC Feedback
- 4/8 Keep Book of the Month
 - 7/8 Continue to fund (2) RCAs
 - 4/8 Keep providing SEL resources
 - 4/8 Keep PBIS Activities
 - More opportunities for whole school engagement
 - Parent presentations/career days
 - Community Partnerships (e.g., Home Depot)

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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 CWAS 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.

-

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

- *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 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.

Student Groups

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

Students with Disabilities (SWD):

White (WH):

Asian (AS):

- Supplemental time for creating workshops for parents, providing babysitting for parent workshops, parent outreach phone calls.
- Home School Liaison mileage.

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

Students with Disabilities (SWD):

White (WH):

Asian (AS):

- Sub release time for planning/data chats/professional learnings
- Sub release time for PLC instructional planning
- Supplemental contracts for small teams meetings
- Supplemental contracts for planning and after school tutoring
- Culturally relevant and SEL schoolwide books of the month
- Professional learning books that support evidenced based practices and strategies to increase
- Materials and supplies for PBIS/Finest Falcon/Attendance/Awards/Incentives
- Social emotional resources for RCA and calming corners in classrooms
- Poster maker supplies to make visuals to utilize around campus
- Technology to support classroom instruction
- Graphics orders
- Materials and supplies to support parent meetings.
- Materials and supplies for the motor room that is utilized by SWD

As a site: What are the planned actions to support this student group?

Students with Disabilities (SWD):

White (WH):

Asian (AS):

- Teachers to make positive phone calls to all students' parents within first three weeks of school to build relationships with families.
- All classroom teachers to create classroom management plans and implement them from the first day of school.
- Conduct STOIC classroom walks within first four weeks of school year.
- ILT and CCT to collaborate once per quarter
- Professional learning for staff in how to respond to behaviors, both classified and certificated
- Increase whole school engagement opportunities
- Quarterly attendance incentives
- Attendance raffles
- Continue and refine PBIS implementation
- Share attendance and suspension data at ILT and CCT team meetings

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Power BI Data
- Bi-weekly TST Meetings
- ILT and CCT combined quarterly meetings
- Student engagement data

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Increased participation in PBIS activities
- Decreased suspension rate
- Decreased chronic absenteeism rates

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Increase in DFS on SBAC
- Increase in iReady proficiency rates
- Increase in student engagement data

Action 2 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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 Extended Learning 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

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

Student Groups

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

Students with Disabilities (SWD) & English Learner (EL):

- Home school liaison mileage
- Materials and supplies for parent meetings
- Supplemental time for creating workshops for parents, providing babysitting for parent workshops, parent outreach phone calls.
- Site licenses for Mystery Science, Reflex Math, and Frax
- Schoolwide subscription to Scholastic Magazine

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

Asian & Students with Disabilities (SWD):

- Substitute release time for student meetings, IEPs/504s/SSTs
- Substitute release time for data chats, instructional planning, and professional learning
- Social emotional resources for RCAs, Tier 2 CWAS, and classroom calming corners.
- Technology to support classroom instruction
- Materials and supplies for parent meetings.

English Learner (EL):

- .375 Certificated Tutor to provide designated ELD instruction.
- Schoolwide books of the month that are culturally relevant and address the SEL competencies and skills.
- Materials and supplies to support instruction
- Materials and supplies for PBIS/falcon/attendance/awards/incentives
- Technology to support classroom instruction
- Materials and supplies for parent meetings.

As a site: What are the planned actions to support this student group?

Asian subgroups and Students with Disabilities (SWD):

- Case managers to build positive relationships with families and communicate frequently regarding students' academics and behavioral needs.
- Continue to provide professional learning for certificated and classified staff on how to respond to student behaviors.

- Continue to provide and increase inclusion opportunities for SWD
- Provide additional schoolwide events
- Provide extra time for classified staff to support students in participating in arts, athletics, and other extra curricular activities
- Bi-Monthly Inclusion Team meetings to monitor SWD needs, inclusion opportunities, and ensure clear and consistent communication between GE and SPED teachers.
- SPED teachers to join GE PLCs to ensure collaboration and open communication among programs.

English Learner (EL):

- .375 Certificated Tutor to provide Designated ELD instruction and administer the Summative ELPAC assessments.
- Supplemental contracts for planning instruction for EL students and assessments
- Goal setting conferences with EL students in regards to the ELPAC assessments

Progress Monitoring: Outcomes

Reasoning for using this action ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- CCT and TST to monitor attendance data
- Quarterly attendance data
- Average daily attendance data wall in cafeteria with celebrations by grade level

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Increased student attendance
- Decline in SWD being chronically absent

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Schoolwide attendance increases
- SBAC scores increase in DFS and proficiency
- iReady scores increase in the number of students attaining their stretch growth goal

2025-2026 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	6,000.00
G3A2	Sup & Conc	Instruction	Direct-Graph			Graphics orders Additional Actions G2A1, G2A2	2,000.00

\$8,000.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	85.4 %	79.2 %	2024-2025	80.3 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

According to the fall Culture & Climate Survey: 33% of staff feel that the school does not have a culture that recognizes the work of staff and 22% of staff feel that we don't have a culture that provides staff with feedback to improve and grow.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- Not all staff are feeling included or seen and not all staff members participate in events that are offered.
- Although feedback is given it does not always meet the needs of the individual staff members and it is not occurring at the frequency that some staff members would like.
- Staff absences have created inconsistencies with program implementation, coaching, and feedback.
- Administrators have difficulty providing open office hours due to the high number of IEPs that need to be attended.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Professional learning survey and differentiated professional learning will be offered.
- Conduct additional surveys to determine the preferred method of feedback of all staff members, classified and certificated.
- Continue to offer on and off campus events for staff
- Continue weekly shout outs for both classified and certificated staff.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Recruitment and Retention of Staff

Partially Implemented

- All teachers attended PLC+ training in August and ILT attended two additional training sessions during Regional ILT.
- The school provided professional learning in the areas of building relationships, teacher clarity, success criteria, fluency, PLC+ topics including instructional planning, collective efficacy, etc.
- Some staff bonding and appreciation activities were provided throughout the year including: connection activities prior to meetings and PL, coffee and breakfasts, Staff countdown to Winter Break, Friendsgiving Staff Potluck, weekly staff shout-outs, etc.
- Open Office Hours have been provided inconsistently due to IEPs and attending professional learning with third grade teachers.
- Continued to hire highly qualified staff that reflects the diversity of student demographics.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Recruitment and Retention of Staff

Partially Effective

- 77% (39 staff members) agree or strongly agree that there is a culture of feedback. This is a 9 point increase from Fall 2024.
- 67% (32 staff members) agree or strongly agree that the staff receives recognition for the work that they do. This is a 3 point decrease from Fall of 2024.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- In order to ensure that the school is retaining and recruiting staff reflecting the diversity of our community, the school plans to promote a positive culture and climate by fostering meaningful relationships, implementing data-driven strategies, and ensuring that all stakeholders—administrators, staff, students, and families—feel valued and engaged.
- The school will continue to elicit feedback from staff around the types and purposes of classroom observation feedback in order to ensure that teacher needs are being met and student achievement data increases.
- The school will continue to provide staff bonding opportunities and celebrations to recognize the progress and great work taking place.

Section D: Educational Partner Involvement. Share the data 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.

SSC:

- Continue to recruit and hire highly qualified staff.

ELAC:

- Provide opportunities for after school tutoring.

Staff:

- Continue to compose interview panels of various positions.

- When possible, ensure staff is fully credentialed when hiring.
 - Continue to have parents on the interview panels, when possible.
 - Continue to recruit and hire staff that reflects the diversity of the students.
- Continue PTA sponsored student and family events.
 -
- Continue to collaborate with SPED and other departments to recruit highly qualified staff.
 - Provide more opportunities for recognition of work.
 - Provide more frequent, consistent, and structured feedback.

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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.
- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Continue to provide professional learning around Cultural Proficiency, SEL, and Trauma Informed Practices for all staff.
- Provide professional learning for certificated and classified staff around Tier I instruction and Tier II supports through the district CIPL department or through webinars or conferences.

Student Groups

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

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

As a site: What are the planned actions to support this student group?

- In order to ensure that the school is retaining and recruiting staff reflecting the diversity of our community, the school plans to promote a positive culture and climate by fostering meaningful relationships, implementing data-driven strategies, and ensuring that all stakeholders—administrators, staff, students, and families—feel valued and engaged.
- The school will continue to elicit feedback from staff around the types and purposes of classroom observation feedback in order to ensure that teacher needs are being met and student achievement data increases.
- The school will continue to provide staff bonding opportunities and celebrations to recognize the progress and great work taking place.
- ILT and CCT will continue to collaborate quarterly and identify ways to celebrate staff and increase student and staff culture.

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

- Increased staff engagement
- Staff willing to take risks instructionally
- Improvement of Tier 1 instruction
- Feedback that is implemented

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Staff Climate & Culture Surveys
- Increased response rate to school forms and requests for feedback

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- Retention of highly qualified staff
- Staff that reflects the student demographics

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	88 %	95.3 %	2024-2025	96.4 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

The school needs more opportunities to engage with families around student academics and school involvement.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

- The school offers monthly and quarterly family engagement opportunities, but attendance is low due to:
- Home School Liaison position was vacate from September to January which decreased the number of family engagements offered.
 - APTA Board was not elected until October and as of March 2025 has not held a General Meeting or had a budget approved to allow for PTA sponsored family events.
 - Family work schedules
 - Lack of interest in topics provided around engagement
 - Communication is provided through Parent Square, but not in paper format and with some phone calls home

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- In order to involve more families in student academics, the school needs to offer more learning opportunities to families around homework, math, and reading supports.
- The school needs to offer these supports in the evenings when families are home from work and communicate these events through Parent Square, paper flyers, and phone calls home.
- A full functioning PTA that partners with the school site to offer PTA Sponsored family engagement events.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Increase family engagement and inclusion opportunities

Partially Implemented

- Provided literacy family engagement nights provided through the Regional Literacy funds. Families' feedback has been positive and events have been well attended.
- On-going communication: All modes of communication through Parent Square are being utilized.
- The Extended learning coordinator and Home school liaison have received training on the school website to be able to showcase events and update information.
- Goal 2 activities and field trips have continued and have allowed for parent participation in field trips and experiences.
- We have not gathered parent input for the types of Elective Wheel courses to be offered.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Increase family engagement and inclusion opportunities

Partially Effective

- 95% of families who took the survey are feeling like they have opportunities to engage with the school community.
- More parents and staff are consistently engaging in Parent Square communications.
- More parents are volunteering and going through the fingerprinting process to chaperone students on Goal 2 trips.
- Elective wheel will begin in the Fourth Quarter.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

The opportunities for families to engage with events on campus is available.

- We will utilize opportunities to connect in informal family input throughout school year on how we can support the needs to increase family engagement on campus.
- Continue to strengthen PTA so that they are able to start next year strong and are able to begin making connections with families at the beginning of the year.
- Continue to provide inclusive opportunities for families to engage in their student's education.
- The HSL will continue to establish relationships with families to engage them with invitation to these events.

Section D: Educational Partner Involvement. Share the data 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.

SSC:

ELAC:

Staff:

SSC Meeting on 2/11/2025

SSC Meeting on 2/25/2025

Parent/Community Member Individual Needs Assessment (67 Responses)

- (2) Resource Counseling Assistant 4.51/5.0
- Keep Character Counts Monthly Recognition (54/67)
- Keep Quarterly Awards (56/67)
- Keep School-wide Multi-cultural and Character Trait Books of the Month (57/67)
- Keep Elective Wheel. 4.38/5.0 (4.38/5.0)

- ELAC Meeting 3/4/2025 Parents expressed a need for additional Bullying education and prevention activities.
- Additional community events
- Additional field trips
- Increase mentoring programs
- Increase extra curricular activities
- Additional after school tutoring

Individual staff needs assessment (23 responses)

- 17/23 Keep Character Counts Recognition
- 19/23 Keep Quarterly Awards
- 21/23 Keep Monthly School wide Multi-cultural and Character Trait Books
- 16/23 Keep Elective Wheel

PLC Feedback

- 4/8 Keep Book of the Month
- 7/8 Continue to fund RCAs
- 4/8 Keep providing SEL resources
- 4/8 Keep PBIS Activities
- More opportunities for whole school environment
- Parent presentations/career days
- Community Partnerships (e.g., Home Depot)

Action 1 :

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.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

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.
- 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.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- Admin will work with support staff including the home school liason 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.
- .375 Certificated Tutor to provide daily Designated ELD instruction and to administer Summative ELPAC Assessments
- Materials and supplies to support ELD instruction

Student Groups

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

- Supplemental time for HSL to create parent workshops, provide babysitting during parent workshops, parent outreach phone calls.
- Materials and Supplies for parent meetings and workshops
- Purchase take home books for SWD
- Home school mileage to assist families with access to technology and home visits.

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

- Schoolwide books of the months that are culturally relevant and that align to the social emotional competencies.
- Quarterly Awards/Incentives/PBIS activities
- Poster maker supplies to promote events and increase parent engagement

- Professional learning books to support best practices for parent engagement
- Graphics orders

As a site: What are the planned actions to support this student group?

- We will utilize opportunities to collect informal family input throughout the school year on how we can support the needs to increase family engagement on campus.
- Continue to strengthen PTAs so that they are able to start next year strong and are able to begin making connections with families at the beginning of the year.
- Continue to provide inclusive opportunities for families to engage in their student's education.
- The HSL will continue to establish relationships with families to engage them with invitation to these events.
- Offer monthly parent engagement opportunities such as Principal/Parent Coffee Hours
- Survey parents to find the most optimal time of day for parent meetings and parent workshops.
- Plan parent workshops in the areas of Literacy and Math
- Continue to offer PTA sponsored events
- Engage parents in fundraisers to support the students

Progress Monitoring: Outcomes

Reasoning for using this action ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Increased parental involvement • Increased attendance at parent meetings and workshops • Increased parent attendance at PTA sponsored events • Increased parent volunteers on campus	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Climate and Culture Survey results	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • Increased levels of family engagement • Increased parent partnerships

2025-2026 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.	1,310.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and supplies for parent meetings * No Food or Incentives*	1,250.00
G5A1	Title 1 Basic	Attendance & Social Work Service	Local Mileage			Home School Liaison mileage	1,500.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			: Materials and Supplies for parent meetings	500.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			Materials and supplies for parent meetings.	200.00

\$4,760.00

2025-2026 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	Certificated Tutor for Literacy	44,340.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Scholastic Magazines and Site License for Mystery Science Additional actions G1A2, G1A3	5,895.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2000	Certificated Tutor Designated ELD	25,736.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute release time for IEPs/SSTs/504s Additional actions G1A2, G1A3	12,523.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Substitute release for instructional planning	29,818.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for small teams planning, after school tutoring, and coordination of SSTs. Additional actions G1A2, G1A3	12,260.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Substitutes for data chats with all teachers. Additional actions: G1A2, G1A3	1,840.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental contracts for instructional planning. Additional actions G1A2, G1A3	4,904.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	Instructional Assistant	14,366.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Schoolwide Books of the Month and Professional Learning books.	4,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies to support classroom instruction. Additional actions G1A2, G1A3	5,107.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies to support classroom instruction. Additional actions G1A2, G1A3	16,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Poster maker supplies to support classroom instruction, school connectedness, and parent involvement. Additional actions include G1A2, G2A2, G5A1.	2,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology to support classroom instruction and school connectedness. Additional actions include G1A2, G1A3, G3A1, G3A2	2,000.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Lease for color copier	4,300.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Technology maintenance	1,894.00
G1A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750	RCA to support Tier 1 instruction and SEL skills and competencies.	17,093.00
G1A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.3750	RCA to support Tier 1 instruction with SEL skills and competencies	14,342.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.1750	Certificated Tutor Designated ELD	22,521.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts for ELPAC administration and EL instructional planning	551.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials and supplies to support EL instruction	752.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Site License for Reflex Math and Frax	4,200.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Technology to support classroom instruction. Additional actions G1A1, G1A3	2,500.00
G1A3	Title 1 Basic	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : California	7,607.00

G1A3		Instruction	Cons Svc/Oth	Teaching Fellows to support Literacy Instruction. Additional actions G1A1	7,607.00
G1A3	Sup & Conc	Instruction	Cons Svc/Oth	California Teaching Fellows Foundation : California Teaching Fellows to support Literacy Instruction. Additional actions G1A1	20,029.00
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	3,000.00
G2A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Ext	Extra RCA time	5,176.00
G3A2	Sup & Conc	Instruction	Mat & Supp	Materials and supplies for PBIS activities/fine falcon/attendance/awards/incentives. Additional actions include G3A1, G2A2, G1A1, G1A2, G1A3	6,000.00
G3A2	Sup & Conc	Instruction	Direct-Graph	Graphics orders Additional Actions G2A1, 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.	1,310.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp	Materials and supplies for parent meetings * No Food or Incentives*	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 for parent meetings	500.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp	Materials and supplies for parent meetings.	200.00
					\$298,014.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$66,102.00
Sup & Conc	7090	\$207,888.00
LCFF: EL	7091	\$24,024.00
Grand Total		\$298,014.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$277,078.00
G2 - Expand student-centered and real-world learning experiences	\$8,176.00
G3 - Increase student engagement in their school and community	\$8,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$4,760.00
Grand Total	\$298,014.00